

ETHICS DURING PANDEMIC TIMES: SOME GUIDELINES

Graduate Course – 0730163

Professor Evandro Barbosa
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Fall Semester - 2022
Federal University of Pelotas
University of North Carolina – Chapel Hill

* **Class schedule:** T 09:00am – 11:15am (in-person)

* **Office Hours:** Monday 06-07pm, Thursday 06-07pm by appointment.

SYLLABUS

1. Course Description

The central theme of this seminar will be the main ethical issues during pandemic times. Questions that we will address in our discussions: What are the ethical conditions of a disaster? What is morally acceptable? Moral duty of preparation and scarcity conditions in a pandemic. Ethical issues in the pandemic: vaccine, mask, and vaccine passport. “Soft-pandemic Life: New social relationships? The great resignation: why live into this “new world”? Students will examine how contemporary moral philosophers have argued for the different answers to these questions and learn to form and defend their own reasoned views on these issues.

1.2 Target Audience and Course Expectations

This is a seminar in moral philosophy designed for students who have taken at least some introductory philosophy class. The class will build on students’ foundations in philosophical and moral thinking and prepare them for upper-level courses in moral philosophy. The class also aims to strengthen students’ philosophical reading and writing skills in Portuguese and English. The goal is for students to become more comfortable understanding contemporary scholarship, and to become more confident writing sustained pieces of philosophical argumentation that go beyond textual exegesis, and systematically defend their own stance. One of the expectations in this course is that students will produce a piece of work that they can submit to an graduate journal or a conference in philosophy, or that they might use as a writing sample for a philosophy workshop.

2. Goals

- Offer the student the main concepts and information related to ethical issues related to the COVID-19 pandemic.
- Discuss the conditions of a disaster and define the kinds of moral rights and responsibilities we have in extreme situations.

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- Introduce you to conceptual resources that are useful for expressing, refining, and developing your moral views about pandemic COVID-19.
- Offer you an opportunity to read and wrestle with some of the most insightful books ever written about ethics and pandemic.

2.2 Student Learning Outcomes

- You will become familiar with some canonical texts views, and issues in moral philosophy on Pandemic and related issues.
- You will practice the reading, writing, and discussion skills necessary for approaching ethical issues like a moral philosopher.
- You will develop a sensitivity for the distinct concerns of moral philosophy / philosophers.
- You will develop your ability to write essays which address and give arguments in support of a particular position.

2.3 Attendance and Participation.

This will be determined based on participation in class discussions, Poll responses, web discussion forum contributions, and short written assignments throughout the semester, usually announced in lecture for the next lecture or discussion section. Dialogue is absolutely crucial to philosophy. Merely showing up in the lecture and discussion sections does not count as participating in them. Come to class prepared to ask (and answer) questions and to participate in class discussions! Notably, just showing up is not the same as participating.

Your participation must follow five criteria.

- *Attendance and punctuality.* I will take attendance at every class meeting and post an attendance log on Cobalto's attendance section. If you think I've made a mistake, please, you should let me know.
- *Alertness/attentiveness.* This includes being awake, and not being on your computer/tablet/phone for non-class purposes.
- *Frequency of participation in class.* If you do not participate in class discussion at all throughout the semester, your overall participation grade cannot be higher than a B. I understand that class participation is harder for some people than for others, specially in English. If it's particularly difficult for you, please come to office hours or set up an appointment, so that we can together discuss strategies to make it easier for you to contribute.
- *Respectfulness of participation.* You should be respectful both to the instructor and to your peers in class at all times (e.g. do not talk over others; listen to others and respectfully respond to what they say).
- *Preparedness.* Assessed by how well your participation reflects having done the reading and thought about it.

3. Assessments or assignments

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The following components of this course will contribute to your grade:

- **Journal - Reading Responses (20%)** - We'll read a number of pieces this semester. You should write 08 reading responses / comments / observations on 10 different assigned readings. Responses need to be at least 250 words, and should be posted in the *Google Drive* link. Which readings you write responses for is up to you, and it is your responsibility to ensure that you complete the 10 required responses. Responses are due at 10am the class day.
 - * How you'll be graded:
 - Reading responses are graded for completion.
 - In order to count as complete, a reading response must be at least 250 words. It is your responsibility to ensure that your reading response meets the minimum word count requirement.
 - Each response you write earns you 0.20 points.
- **Seminar Presentations (40%)** - You'll be invited to present a seminar for sharing your ideas or discoveries about ethics and pandemic in a way that gives seminar participants an opportunity for discussion. You may conduct your presentation in English or Portuguese according to your skills.
- **Final Paper (40%)** - You will write a longer paper in Portuguese or English (2500-3000 words ≈ 8-10 double-spaced pages) on a topic of your choice. This final paper will be due on a date determined by the E-Aula and will involve a take-home essay.

CRITERIA	Excellent	Good	Needs Improvement	Unacceptable
Thesis	A clear statement of the main conclusion of the paper.	The thesis is obvious, but there is no single clear statement of it.	The thesis is present, but must be uncovered or reconstructed from the text of the paper.	There is no thesis.
Premises	Each reason for believing the	The premises are all clear, although	The premises must be reconstructed	There are no premises—the

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	thesis is made clear. It is also clear which premises are to be taken as given, and which will be supported by sub-arguments. The premises which are taken as given are at least plausibly true.	each may not be presented in a single statement. It is also pretty clear which premises are to be taken as given, and which will be supported by sub-arguments.	from the text of the paper. It is not made clear which premises are to be taken as given, and which will be supported by sub-arguments.	paper merely restates the thesis. Or, if there are premises, they are much more likely to be false than true.
Support	The premises clearly support the thesis, and the author is aware of exactly the kind of support they provide.	The premises support the thesis, and the author is aware of the general kind of support they provide.	The premises somewhat support the thesis, but the author is not aware of the kind of support they provide.	The premises do not support the thesis.

4. Other Class Policies

- **Electronics.** Electronic devices – laptops and tablets, but no phones – are allowed in class only for course-related purposes. However, I reserve the right to rescind this permission if they become a distraction. Whether you bring a laptop to class or not, you should bring paper and a pen in order to complete in-class exercises and activities.
- **Office hours.** I am very happy to meet with you at any point during the semester to discuss your progress in class, to discuss assignments (before and after they are submitted), or to discuss any topics that came up in class. Please feel free to come to my office hours, or to email me to set up an appointment if those times aren't ideal for you.

5. Schedule of Readings (Subject to change – last updated July 29, 2022)

** The texts will be available on Cobarlo and E-Aula.*

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Week 1 (Aug/02): Syllabus / Introduction

Week 2 (Aug/09): - Is the pandemic a *moral phenomenon*?

Week 3 (Aug/16): - Conditions of a disaster: what is morally acceptable?

Week 4 (Aug/23): - Moral duty of preparation.

Week 5 (Aug/30): Scarcity conditions during the COVID-19 pandemic.

Week 6 (Sept/06): Discussion and preparation for the guest speaker.

Week 7 (Sept/13): Guest speaker (*)

Week 8 (Sept/27): New social bonds and some pandemic emotions.

Week 09 (Oct/04): The great resignation: why live?

Week 10 (Oct/11): Social and virtual life.

Week 11 (Oct/18): *Fernando*

Week 11 (Oct/25): *Fernando*

Week 12 (Nov/01): Discussion and preparation for the guest speaker.

Week 13 (Nov/08): Guest Speaker (*)

Week 14 (Nov/15): Seminar Presentation

Week 15 (Nov/22): Seminar Presentation

(*) We will have guest speakers to discuss a topic related to ethics in the pandemic. As they will be a foreigner, the class will be in online format (via Zoom). We will take the pre-presentation class to prepare ourselves for the discussion.

6. Honor Code

You are expected to comply with the UFPel Honor Code, which covers issues such as plagiarism, cheating, unauthorized assistance or collaboration, and other grievous acts of academic dishonesty. Violations of the Honor Code are taken very seriously. Avoid the circumstances so as not to face the responsible higher authorities of the university.

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You can familiarize yourself with the UFPel Guideline here (in Portuguese):
https://wp.ufpel.edu.br/nate/files/2020/09/GUIA_ESTUDANTIL.pdf