

## **EFND 8070 Ethics and Education: Course Syllabus**

**Instructor: Judith Preissle**

**Spring 2006**

**3 credit hours; call number 40-846**

**Wednesday 7:55-10:25 pm; Aderhold 625**

1/18/06 Draft

**Bulletin description:** Theories of value and evaluation, ethical discourse and arguments, and other uses of ethics in educational writings. Prerequisites, corequisites, and cross-listings: none.

**Course overview:** Learners, teachers, and other leaders are faced daily with ethical choices and with decisions reflecting alternative values. This course examines a variety of ethical frameworks and models of moral decision making from around the world. Classical and contemporary ethical thinking are linked to current educational and leadership policy. Students will identify their own ethical standards and decision making processes and compare and contrast them with those of such thinkers as Plato, Mary Wollstonecraft, Emma Hart Willard, W.E.B. Du Bois, John Dewey, Emile Durkheim, Lawrence Kohlberg, Carol Gilligan, Nel Noddings, Maxine Greene, and the founders of the world's religions. They will consider how differing philosophical approaches to ethics may contribute to choices teachers make in instruction, curriculum, and classroom management and to decisions leaders and administrators make in organization, management, and supervision.

**Course Objectives:** As a learner in this course you will read and reflect on works in ethics and education. At the end of the course you will be able to

1. Identify the variety of philosophical approaches to ethical decision making: utilitarianism, Kantian categorical imperatives, pragmatism, existentialism, wide reflective equilibrium, feminism, and selected nonwestern traditions (e.g., Confucianism, Buddhism, Gandhi's *ahimsa*). How do these different frameworks compare and contrast?
2. Distinguish between ethical content and ethical processes, between ethical acts and ethical standards. What is the relationship among values, ethics, and morality? What makes ethics and moral decision making so central to human conduct? Explain the development of cultural and moral relativism and how they are linked to the globalization of the modern and postmodern eras.
3. Specify the variety of relationships between education and ethics. What are the influences on educational systems of the differing philosophical approaches to ethics? What is the relationship between these philosophical approaches and the bases of educational policy around the world?
4. Recognize the major thinkers in ethics and education and compare and contrast their positions.
5. Analyze how differing philosophical approaches to ethics may contribute to choices teachers

make in instruction, curriculum, and classroom management and administrators make in organization, management, and supervision.

6. Formulate your own ethical premises, compare and contrast these to other approaches, and explain how they might affect your own policy preferences and instructional choices.

**Topical Outline:**

1. Philosophical approaches to ethics: utilitarianism, Kantian categorical imperatives, pragmatism, existentialism, wide reflective equilibrium, feminism, and selected nonwestern traditions (e.g., Confucianism, Buddhism, Gandhi's *ahimsa*)

2. Ethical acts and ethical standards; moral content and moral reasoning

3. History of ethical thought and sociopolitical contexts

4. Values, ethics, and morality defined and conceptualized in a global context; the Declaration of Human Rights and other codes of moral conduct

5. Cultural and moral relativism.

6. Ethics and educational systems

7. Major thinkers in ethics and education: Plato, Mary Wollstonecraft, Emma Hart Willard, W.E.B. Du Bois, John Dewey, Emile Durkheim, Lawrence Kohlberg, Carol Gilligan, Nel Noddings, Maxine Greene

8. Contemporary ethical issues in education

**Book-length readings:**

Kidder, Rushmore M.

1995 *How Good People Make Tough Choices: Resolving the Dilemmas of Ethical Living*. New York: Fireside.

Nash, Robert J.

2002 "Real World" Ethics: Frameworks for Educators and Human Service Professionals. 2<sup>nd</sup> ed. New York: Teachers College Press.

Noddings, Nel

2003 *Caring: A Feminine Approach to Ethics and Moral Education*. 2<sup>nd</sup> ed. Berkeley: University of California Press.

Rachels, James

2003 *The Elements of Moral Philosophy*. 4<sup>th</sup> ed. Boston: McGraw-Hill.

Walker, Vanessa Siddle and John R. Snarey, eds.

2004 *Race-ing Moral Formation: African-American Perspectives on Care and Justice*. New York: Teachers College Press,.

**Journal articles, web sources, and book chapters** (available on WebCT site and library e-reserves):

Anderson, Elizabeth

2005 Dewey's Moral Philosophy. Retrieved January 11, 2006 from <http://plato.stanford.edu/entries/dewey-moral/>

Berkowitz, Marvin W.

2002 The Science of Character Education. *In* *Bringing in a New Era in Character Education*. William Damon, ed. Pp. 43-63. Stanford, CA: Hoover Institution Press, Stanford University.

Buzzelli, Cary A., and Bill Johnston

2002 The Morality of Discourse: Examining the Language of Teaching and Learning. Chapter Two *in* *The Moral Dimensions of Teaching: Language, Power, and Culture in Classroom Interaction*. Pp. 19-49. New York: RoutledgeFalmer.

Cochran-Smith, Marilyn

2004a Teacher Education at the Crossroads: A Call to Action. Chapter Nine *in* *Walking the Road: Race, Diversity, and Social Justice in Teacher Education*. Pp. 156-168. New York: Teachers College Press.

2004b Teacher Education for Social Justice: A Learning Problem and a Political Problem. Chapter One *in* *Walking the Road: Race, Diversity, and Social Justice in Teacher Education*. Pp. 1-23. New York: Teachers College Press.

Coles, Robert

1997a Adolescence. *In* *The Moral Intelligence of Children*. Pp. 135-166. New York: Plume.

1997b The Elementary School Years: The Age of Conscience. *In* *The Moral Intelligence of Children*. Pp. 98-134. New York: Plume.

1997c The Early Years. *In* *The Moral Intelligence of Children*. Pp. 63-97. New York: Plume.

Connell, R.W.

1993a Curricular Justice. Chapter Four *in* *Schools and Social Justice*. Pp. 43-54. Philadelphia: Temple University Press.

1993b Social Justice in Education. Chapter One *in* *Schools and Social Justice*. Pp. 11-19. Philadelphia: Temple University Press.

Coulter, David, and John R. Wiens

2002 Educational Judgement: Linking the Actor and the Spectator. *Educational Researcher*, 31 (4), 15-25. Retrieved January 11, 2006, from <http://www.aera.net/publications/?id=434>

Diller, Ann

1999 The Ethical Education of Self-Talk. Chapter Five *in* *Justice and Caring: The Search for Common Ground in Education*. Michael S. Katz, Nel Noddings, and Kenneth A. Strike, eds. Pp. 74-92. New York: Teachers College Press.

Du Bois, W.E.B.

2001 (1908) Galileo Galilee. *In* *The Education of Black People: Ten Critiques, 1906-1960*.

- Herbert Aptheker, ed. Pp. 33-48. New York: Monthly Review Press.
- Edel, Abraham  
1985 *Toward a Moral Agenda for Contemporary Education*. Chapter Seven *in* *Interpreting Education. Science, Ideology, and Value*, 3. Pp. 129-151. New Brunswick, NJ: Transaction Books.
- Feinberg, Walter  
1990 *The Moral Responsibility of Public Schools*. Chapter Five *in* *The Moral Dimensions of Teaching*. John I. Goodlad, Roger Soder, Kenneth A. Sirotnik, eds. Pp. 155-187. San Francisco: Jossey-Bass.
- Fenstermacher, Gary D.  
1990 *Some Moral Considerations on Teaching as a Profession*. Chapter Four *in* *The Moral Dimensions of Teaching*. John I. Goodlad, Roger Soder, Kenneth A. Sirotnik, eds. Pp. 130-151. San Francisco: Jossey-Bass.
- Goodman, Joan E., and Howard Lesnick  
2004a *Is Moral Education a School's Responsibility?* Chapter Two *in* *Moral Education: A Teacher-Centered Approach*. Pp. 11-26. Boston: Pearson.  
2004b *Whose Values? Relativism and Pluralism*. Chapter Seven *in* *Moral Education: A Teacher-Centered Approach*. Pp. 133-157. Boston: Pearson.
- Greene, Maxine  
1965 *Enlightenment Ideals and "Common Men": From Jefferson to Mann*. Chapter Two *in* *The Public School and the Private Vision: A Search for America in Education and Literature*. Pp. 9-26. New York: Random House.
- McClellan, B. Edward  
1999 *Religion and Moral Education: American Configurations*. Chapter Three *in* *Moral Education in America: Schools and the Shaping of Character from Colonial Times to the Present*. Pp. 31-45. New York: Teachers College Press.
- Noddings, Nel  
2002 *The Centrality of Education*. Chapter Fourteen *in* *Starting at Home: Caring and Social Policy*. Pp. 283-300. Berkeley, CA: University of California Press.
- Plato  
380BCE *The Euthyphro*. Retrieved January 11, 2006 from <http://classics.mit.edu/Plato/euthyphro.html>
- Strike, Kenneth, and Jonas F. Soltis  
2004 *Supplemental Case Studies*. Chapter Eight *in* *The Ethics of Teaching*. Pp. 126-150. New York: Teachers College Press.
- Usher, Robin, and Richard Edwards  
1994 *Subject Disciplines and Disciplining Subjects: The Subject in Education*. Chapter Four *in* *Postmodernism and Education*. Pp. 82-100. New York: Routledge.
- Welch, Sharon  
1991 *An Ethic of Solidarity and Difference*. Chapter Two *in* *Postmodernism, Feminism, and Cultural Politics*. Henry A. Giroux, ed. Pp. 83-99. Albany: State University of New York Press.

Wollstonecraft, Mary

1792 *The Effect Which an Early Association of Ideas Has upon the Character. Chapter Six in The Vindication of the Rights of Women*. Retrieved January 11, 2006:  
<http://www.bartleby.com/144/6.html>.

**Readings (guide to discussion; select either one):**

Rabow, Jerome, Michelle A. Charness, Johanna Kipperman, and Susan Radcliffe-Vasile  
1994 *William Fawcett Hill's Learning Through Discussion*. Third ed. Thousand Oak,  
CA: Sage. Available on reserve at OIT in Aderhold 232

Hill, William Fawcett

1977 *Learning Thru Discussion*. Beverly Hills, CA: Sage. Available on reserve at OIT  
in Aderhold 232

**University of Georgia Academic Honesty Policy:**

All of us are expected to abide by the standards for academic honesty adopted by the university. Learning to appropriately quote and paraphrase and to cite and attribute sources is a skill that is key to honest and creative scholarship. I expect all students to review the guidelines at the website <http://www.uga.edu/ovpi/honesty/acadhon.htm>. If you have questions about what would be considered violations of the standards, please raise them in class or ask me.

*“All academic work must meet the standards contained in “A Culture of Honesty.” All students are responsible to inform themselves about those standards before performing any academic work”* (from page 1, Course Syllabus Policy, Academic Affairs Policy Statement Number 13, University of Georgia).

**Accommodations for Qualified Individuals with Disabilities:**

University of Georgia policy is to make reasonable accommodations for qualified individuals with disabilities. Please let me know if you have a disability request.

**Need for Editorial Assistance:**

Requirements for the course depend on substantial writing. Students who need editorial assistance, such as some individuals who are not native English speakers, are encouraged to make such arrangements. A good place to start is the UGA Writing Center:

<http://www.english.uga.edu/writingcenter/>.

**Nature of This Course:**

Philosophy addresses who people are, the nature of the world and how it is known, ethics and moral decision making, logic, aesthetics, and other topics on which people disagree. People have

strong feelings, values, and beliefs that affect how they consider human experience, meaning, knowledge, and standards of judgment. Although diversity of opinions is central to the scholarly inquiry encouraged in this course, everyone is expected to accurately represent the variety of views discussed. We may agree to disagree, but we must be able to express the viewpoint with which we disagree. Sound scholarship depends, then, on respectful listening and sometimes respectful disagreement.

### **Instructor:**

I can be reached by telephone at 542-6489, by e-mail preferably through our WebCT site, but also at jude@uga.edu, and in my office, River's Crossing 303, before classes and by appointment. Preissle is pronounced price-lee with the accent on the first syllable. I work in the College of Education's qualitative and ethnographic research program as well as in the social foundations of education program, and I am an affiliated faculty member of the women's studies program. My degrees are an A.B. in history from Grinnell College in 1964 and an M.A. (University of Minnesota) in 1971 and an Ed.D. (Indiana University) in 1975, concentrating in anthropology and education. My scholarly interests and publications focus on sociocultural theory, gender studies, classroom social life, immigration and education, ethics and epistemology, and qualitative research design. My personal interests include books, music, gardening, birding, miniature schnauzers, and ballroom dancing.

### **Course Projects:**

1. Course development: this is the first time this course has been offered, and my practice is to include student input into course development as much as possible. The course development project is a group assignment (pairs or larger groups) that invites students to contribute refined course objectives, activities, resources, and other ideas for the next time the course is offered. We will talk about this as we go along.
2. Course project: every student is required to submit a 10-15 page paper at the end of the term, applying concepts we have studied in the course. You may, for example, develop one of the preceding course objectives into a position paper, drawing from the materials assigned for the course.
3. Alternative course project: if you are working on an applied project, thesis, dissertation, or other research project that is relevant to the course, and if you wish to propose an alternative to the preceding course project, please negotiate with me.

### **Course Requirements:**

1. I expect regular attendance and will take excessive absences (more than 6 hours of unexcused absences in a 3 credit-hour course) into account in the final course grade.

2. I expect people to come to class prepared and to contribute constructively to class discussions and activities. Frequent lack of preparation and either dominating or avoiding classroom contributions will also be taken into account in the final course grade. Every student will take at least two turns leading discussion on the assigned material each day, using the guidelines from William Fawcett Hill's Learning Through Discussion.
3. All students are required to use the WebCT services that support this course. Some course material will be available only on the course WebCT site. We will be emailing one another for individual and group purposes using this site. Assignments are to be submitted on the WebCT site.
4. Course projects—see directions in preceding section.
5. Grades will be based on the following activities:

Class attendance and participation	20
Course development (1+9)	10
Project overview (1+19)	20
Final course project	50
Total Points	100

Grading follows the University of Georgia policy:

100-90% = A	79-70% = C	below 60% = F
89-80% = B	69-60% = D	

## Course Schedule\*:

1/11/06	Introduction and Overview
1/18/06	Kidder, Chs. 1-3 Rachels, Ch. 1 Hill or Rabow, entire
1/25/06	Kidder, Chs. 4-6 Rachels, Ch. 2 Goodman and Lesnick, 2004a and 2004b
2/1/06	Kidder, Chs. 7-9 Rachels, Ch. 3 Diller Greene
2/8/06	Nash, Chs. 1-2 Rachels, Ch. 4 Plato McClellan <b>Identify project topic</b>
2/15/06	Nash, Chs. 3-4 Rachels, Ch. 5 Berkowitz <b>Select group and subject for course development (these efforts may be submitted anytime up to April 19)</b>
2/22/06	Nash, Chs. 5-6 Anderson Rachels, Ch. 6
3/1/06	Noddings, Front Matter, Chs. 1-2 Rachels, Ch. 7 Select one of Coles
3/8/06	Noddings, Chs. 3-4 Rachels, Ch. 8 Connell, 1993a, 1993b Noddings, 2002 <b>Submit project overview</b>

- 3/15/06      Spring Break–no class meeting
- 3/22/06      Noddings, Chs. 5-6  
 Rachels, Ch. 9  
 Coulter and Wiens  
 Edel
- 3/29/06      Noddings, Chs. 7-8  
 Rachels, Ch. 10  
 Buzzelli and Johnston  
 Feinberg
- 4/5/06        Walker and Snarey, Pp. ix-54  
 Du Bois  
 Rachels, Ch. 11  
 Strike and Soltis
- 4/12/06      Walker and Snarey, Pp. 55-110  
 Rachels, Ch. 12  
 Wollstonecraft  
**Final projects accepted anytime starting on this date**
- 4/19/06      Walker and Snarey, Pp. 111-161  
 Welch  
 Rachels, Ch. 13  
**Course Development contributions due**
- 4/26/06      Rachels, Ch. 14  
 Usher and Edwards  
 Cochran-Smith, 2004a and 2004b  
 Fenstermacher
- 5/3/06        **Projects Due by 5 pm–no class meeting**

*\*“The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary” (from page 1, Course Syllabus Policy, Academic Affairs Policy Statement Number 13, University of Georgia).*