Ethical Issues and Teaching

EDUC 104 (#41977)
University of California Santa Cruz
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“The self divides itself among its ideals, principles, and values; it speaks with more than one moral voice—and that is why it is capable of self-criticism and prone to doubt, anguish, and uncertainty.” - Michael Walzer

Class meetings: Tuesdays/Thursdays
10:00 – 11:45am; 5 Units
Physical Sciences 130

Office: McHenry 3122
Office Hours: Tuesdays and Wednesdays, 1:00 – 2:30pm [sign-up on office door to self-schedule, or set a time in these regular hours by emailing or calling me; other times/days are also available by appointment]
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Course Themes

This course emphasizes a philosophical exploration of the moral complexities of teaching. We will read theoretical investigations of these complexities, and we will examine case studies that pose difficult moral questions and illuminate the dilemmas of everyday life in classrooms. The course will be grounded in a dialogical approach to learning.

Course Expectations and Requirements

It is critically important to complete the readings in advance and to be thoughtfully prepared for each class meeting because this is a dialogue-based class. The class seeks genuine understanding of very complex issues, and since there may be a wide range of views represented in the class, discussion must be respectful even in the midst of sharp debate. Open, honest, reflective, focused, sensitive inquiry is expected. This class works best insofar as it becomes a supportive learning community. Each student’s active participation is needed, and consistent, punctual, prepared and interested involvement is expected. The more we put into our weekly encounters, the stronger the course will be. A portion of the course grade will be based upon participation and attendance.
Classroom etiquette requires that cell phones be turned off (or in buzzer mode for emergency calls), that full attention is given to the class, that computers only be used for class purposes, and that we listen carefully and without interruption to one another.

**READINGS:** The reading assignments can be challenging even if not lengthy, so please plan sufficient time not simply to complete the readings prior to each class but also to reflect on the issues raised by them. The quality of class discussions depends decisively on reading preparation. The weekly reading load and the demands of the written assignments vary, so arrange your schedules accordingly! You should expect to spend at least ten hours per week (on average) on reading, writing, and study preparations for this course. The specific readings for each class are noted in the syllabus under the date and topic for the session. *It is recommended that you keep a reading notebook to keep notes and comments on each reading to prepare you for the course assignments and class dialogues.*

**Required Books:** These two required books are available for sale in the BayTree Bookstore, and they can also be purchased on-line. Additional required readings will be made available and also can be purchased or checked out from the library (full references are provided).


**CASE DIALOGUES:** Each student will have responsibility for being part of a team to lead the class discussion on one of the case studies examined in the readings.

**Office hour discussions** are a good way to explore the readings, discussions, and your interests in greater depth. You can reserve time during regular office hours via the sign-up sheet on the professor’s office door, or you can reserve these or other mutually agreeable times by contacting the professor directly (in person, by phone, or through email). *Students are very strongly encouraged to meet with the professor in office hours at least once during the quarter.*

**Written Assignments**

The written assignments are opportunities to develop deeper understandings of the course themes as well as one’s self, and they will be the primary basis of your grade in the course. All writing must be each student’s original work. *Submitted assignments should be word-processed* (12-pt font, double-spaced, one-inch margin on all sides of each page). Spell and grammar check assignments prior to their being submitted for grading.

Each assignment is described briefly below. Additional information will be provided in class.
Autobiographical reflection on learning to be moral and on living morally. Write an essay that reflects on your life history and how you came to be moral and how you now strive to live morally. You may want to consider the following questions (you need not respond to each; they are only meant to help you think in the right direction): To what extent did you develop your moral self through learning from explicit lessons provided by a teacher, parent, elder, or peer? Through self-reflection? Through becoming acculturated to the values in your home, community, society, or peer group? How do you decide what is the right thing to do in various situations? To what extent do you think you live in a way that is consistent with your moral values? How do you handle/think about your moral inconsistencies (assuming you have them)? How do you approach conflicts in moral values or duties in yourself or in others? How do you help others to live morally? ~ 4 pages. Due Session #6.

Case Study and Dialogue Handout. Each student will select a case (either in The Ethics of Teaching or handed out by the professor) and write an analysis of the case using the theoretical frameworks from the course; each student will also work with a team of other students to prepare a class handout and lead a class discussion on that case. The professor will provide additional information about the cases and the structure of the Case Study and Dialogue Handout during the second week of class and a sign-up sheet will be provided at that time. Individually Written Case Study, ~ 5 pages. Team Prepared Dialogue Handout, ~ 2 pages. Both assignments are due on various dates, depending on the case.

Reflective Essay. ~ 8 pages. The essay topic and approach are somewhat flexible. The essay should be a developed reflection on one or more of the course themes, making explicit use of the theories from the readings and/or lectures. The essay can focus on one or several topics, but each topic should be treated substantively. The essay is an opportunity to integrate the course materials with your self-understanding, and to explore topics at both a feeling and thinking level. You may want to use office hours to discuss your essay with the professor as the course goes along. The Reflective Essay is due by NOON on Monday, March 19, at the professor’s office (McHenry 3122) or in his mailbox (McHenry 3118).

Grading Standards and Performance Expectations

Each assignment has somewhat different expectations associated with it that will be discussed more fully in class. The autobiography should include more than mere description of events, and focus on interpretive reflections. The case study and dialogue handout should include thorough and incisive use of the theoretical frames developed during the course. The reflective essay should demonstrate a serious, in-depth engagement with the theories and themes of the course, making appropriate use of readings. Participation in the course is assessed in relation to consistent, punctual, prepared, and active involvement.

High standards of academic integrity are expected of each student, in accord with the University Code of Student Conduct, Principles of Community, and the Academic Integrity Policy. Penalties for violating these standards can be severe, including expulsion from the University. For additional information, consult these websites:

http://www2.ucsc.edu/judicial/handbook.shtml
http://www.ucsc.edu/about/principles_community.asp
http://undergraduate.ucsc.edu/acd_integrity/index.html
ATTENDANCE IS REQUIRED AT EVERY COURSE MEETING. The professor should be notified in advance of any necessary absences due to illness, religious holiday, or another legitimate reason. It is the student’s responsibility to consult with classmates and the professor about missed work, and to complete it as needed.

- If/when four absences have occurred (even if excused) special arrangements must be made as soon as possible with the professor in order to pass the course, arrange for an incomplete, or secure a medical leave of absence.
- With regard to unexcused absences, each occurrence will result in the deduction of five percent of the 120 total participation points (i.e., 6 total points per class meeting); in addition, if unexcused absences reach 4 class meetings, course FAILURE will result.
- Excused absences will not result in the loss of participation points IF AND ONLY IF a one-page reflection on the assigned readings for the day is turned in within one week of the absence.

CAUTION: VERY IMPORTANT: Work must be turned in at class on the specified due date or it may be assessed a maximum penalty of 10% of the assignment value per day late. The autobiography and reflective essay assignments may be granted one extension explicitly arranged at least one day in advance of the assigned due date; the extension will set another specific due date (to which the late penalty rule then applies). Because the case study and dialogue handout assignments are integral to the core operations of the course, no extensions can be granted.

If at any time you do not understand the basis of a grade, you should meet with the professor as soon as possible to review your work, clarify expectations, and determine what you need to do to earn the grade you seek.

Assignment/Requirement values:

- Autobiography ≤ 150 points
- Case study ≤ 300 points
- Case dialogue handout ≤ 80 points
- Reflective Essay ≤ 350 points
- Participation ≤ 120 points

TOTAL ≤ 1000 points

Course Grades: A+ = 985-1000; A = 940 – 984; A- = 900 – 939; B+ = 870 – 899; B = 830 – 869; B- = 800 – 829; C+ = 770 – 799; C = 700 – 769; D = 600 – 699; F ≤ 599

Instructor’s Reserved Right: The instructor reserves the right to make changes to all elements of the course described in the syllabus, including topics, readings, course requirements, and/or assignments. In the event that such a change is deemed necessary, the instructor will provide sufficient notice to the students for them to make the needed adjustments to complete the course satisfactorily.
Course Topics and Reading Assignments

• Tentative Schedule •

WEEK ONE: Introduction

1. TUE – Jan 10 Review of Syllabus; Introduction to Course Themes

2. THU – Jan 12 The Nature of Morality
   Read:
   (hereafter this book is referred to as *Choices*)
   (hereafter this book is referred to as: *S&S*)

WEEK TWO: Theories of Ethics

3. TUE – Jan 17 Consequences
   Read:
   (hereafter this book is referred to as *Ethics*)

4. THU – Jan 19 Principles
   Read:
   *Choices*. Autonomy; Agency. 31-39.
   *Ethics*. Kantianism. 154-186.

WEEK THREE: Theories of Ethics; and, Intellectual/Academic Freedom

5. TUE – Jan 24 Care and Feminist Ethics
   Read:
   *Choices*. Ethics of Care. 240-257.
   *Ethics*. Feminist Ethics. 272-286.

6. THU – Jan 26 Intellectual and Academic Freedom
   Autobiography Due
   Read:
   *S&S*, Ch 3. 38-54.

WEEK FOUR: Punishment and Due Process

7. TUE – Jan 31 Discuss: Punishment and Due Process
   Read:
   *S&S*, Ch 2. 24-37.
8. THU – Feb 2  Cases  [A Graduating Senior; Zero Tolerance; Beyond Word Processing; Pledge of Allegiance]

WEEK FIVE: Equal Opportunity and Democratic Community

9. TUE – Feb 7  Discuss: Equal Opportunity and Democratic Community
Read: S&S, Ch 4. 55-81.

10. THU – Feb 9  Cases  [Equal but Separate; Inclusive?; Grading Policies; College or Workforce]

WEEK SIX: Diversity and Multiculturalism

11. TUE – Feb 14  Discuss: Diversity: Multiculturalism and Religion
Read: S&S, Ch 5. 82-106.
(hereafter referred to as J&C).

12. THU – Feb 16  Cases  [A Christmas Quarrel; Whose Rights?; Paul & Tim; Values Clarification]

WEEK SEVEN: Democracy, Professionalism, and Teaching with Integrity

13. TUE – Feb 21  Discuss: Democracy, Professionalism, and Teaching with Integrity

14. THU – Feb 23  Cases  [Silence is not Golden; Five is not Enough; Teacher Burnout; Innocents?]

WEEK EIGHT: More Cases to Consider

15. TUE – Feb 28  Cases  [Professional Conduct I & II; You Get What You Pay For]

16. THU – Mar 1  Cases  [Abuse, Neglect, Nothing?; Teacher or Friend; Friendly Support or Sexual Harassment]

WEEK NINE: Justice and Dirty Hands; Justice and Caring

17. TUE – Mar 6  On Teaching for Justice and Harming Students
18. THU – Mar 8  Justice, Caring, and Moral Pluralism
   Read:
   J&C:  Noddings. Care, Justice and Equity. 7-20.
   S&S, Ch. 7.  132-138.

WEEK TEN:  Critical Morality and Teaching for Justice

19. TUE – Mar 13  Ethical Teaching, Self-Knowledge, and Critical Morality
   Read:
   (Eds.). Character and Moral Education: A Reader. New York: Peter Lang
   Publishers. 227-239.

20. THU – Mar 15  Concluding Reflections
    Course Evaluation

MONDAY, MARCH 19
REFLECTIVE ESSAY DUE
++  By NOON  ++
At the professor’s office (McHenry 3122) or mailbox (McHenry 3118).