



Education 391

Ethics in Education

School of Education and Counseling Psychology
Department of Education
Educational Leadership Program • Palo Alto Cohort

Spring 2013 [3 units]

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Office Hours: by appointment Tuesday and Wednesday

Online Office Hours in Blackboard: Saturday 8-9 AM, as announced, and as scheduled

Course Meeting Dates: Wednesday 5-8 PM Palo Alto High School

The Learning Management System for this class is Blackboard Learn 9.1, and the class will require use of Blackboard, Twitter, Diigo, and other tools. Students must have accounts in at least these platforms, and link them to Blackboard in their completed profile. All course communication in this course between student and instructor is to be in Blackboard, and all assignments and activities must be completed in Blackboard. All information and changes posted in Blackboard become part of the course syllabus

Course Outcomes

Mission and Goals of the Department of Education

The mission of the Department of Education is to prepare professionals of competence, conscience, and compassion, who will promote the common good as they transform lives, schools, and communities. Rooted in the Jesuit tradition at Santa Clara University, core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Department of Education Goals:

To prepare professionals who will work competently with individuals who have a variety of strengths; experiences, and challenges, those with diverse backgrounds, and those in greatest need;

To develop positive habits of mind, identify, and apply best practices in the field, and engage in critical reflection on practice;

To demonstrate mastery-level knowledge and skills in teaching and learning; and

To become leaders sensitive to the ethical and social consequences of their decisions.

EDUC 391- Educational Ethics

Our MA students will know how to:

- Explicate and apply ethical theories and principles to school situations.
- Analyze the ethical issues and problems facing various stakeholders inside schools.
- Develop a method for making ethically sound decisions in education and school practice.
- Critically assess ethics cases from the literature of education and applied ethics.
- Prepare a needs analysis and an action plan for creating an ethical community on a school campus.

Course Objectives/Expectations/Learning Outcomes

At the end of the course, education students will have explored and understood:

Traditional ethical theories and principles appropriate for an applied ethics course in education (Department of Education Goals 1, 4);

Ethical issues and problems facing various stakeholders inside schools. (Department of Education Goals 2, 4);

Critical assessment of ethics cases from the literature of education and educational leadership, and as well from field experience (Department of Education Goal 4);

The ability to develop a method for making ethically sound decisions in education and school practice (Department of Education Goal 4); and

Approaches to creating an ethical community on a school campus and within a school system (Department of Education Goal 4).

Course Description

The course examines the roles educators play in the moral education of students, and the formation of ethical school communities and agencies. Educational ethics invites educators to consider the roles, stakeholders, issues, and methods useful for applied ethics in the schools. Discussion focuses on major ethical theories and principles. Students develop a method for making ethical decisions involving administration, faculty, and student life, while considering

realistic ethical problems. The course includes investigations into controversial ethical issues and dilemmas to prepare educators to critically think through potential situations that may arise with students, parents, administrators, and peers. [3 units]

Course Expectations

Course Grades

Course grades are determined by the following guidelines: Each exercise is 5% of the grade [10%], each assignment is 10% of the grade [40%], each examination is 10% of the grade [30%]; and the final project is 20% of the grade [20%]. Please use APA as the standard style manual for academic papers.

Attendance

Students are required to attend all classes or make prior arrangements for absence, completing all designated work online. The course is offered as a hybrid and online activities are available.

Accommodations for a Disability

The Santa Clara University values all learners. Should you have a disability needing accommodations, please contact Disability Resources at 408-554-4109 (voice) or 408-554-5445 (TDD).

Academic Integrity

As in all institutions of higher learning, academic ethics is an important part of the university ethos. At Santa Clara University, if a student is guilty of a dishonest act in an examination, course paper, or other required work for a course, or assists others in such act, they are subject to disciplinary action. They will receive a grade of "F" for the course and may be dismissed from the University. Students who violate copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution may also face similar disciplinary action.

Readings

Darling-Hammond, L. (2010). *The flat world and education, How America's commitment to equity will determine our future.* New York, NY: Teachers College Press.

Dewey, J. (1909). *Moral principles in education.* Merchant Books.

Markkula Center for Applied Ethics (2009). A framework for thinking ethically. Santa Clara, CA: Santa Clara University.

Markkula Center for Applied Ethics (2002). Selections from Issues in Ethics. Santa Clara, CA: Santa Clara University.

Marino, G. (2010). Ethics: The essential writings. New York, NY.

Palmer, P. J. (2007). The courage to teach, Exploring the inner landscape of a teacher's life [10th anniversary edition]. San Francisco, CA: Wiley & Sons: Jossey-Bass.

Beauchamp, Tom L. (2001). Philosophical ethics: An introduction to moral philosophy, 3rd ed. New York, NY: McGraw-Hill.

Benson, Peter L. [2006]. All kids are our kids, What communities must do to raise caring and responsible children and adolescents [2nd ed.]. San Francisco, CA: Jossey-Bass.

Bohlin, Karen E., Farmer, Deborah, and Ryan, Kevin [2001]. Building character in schools, Resource guide. San Francisco, CA; Jossey-Bass.

Boss, Judith A. (2008). Ethics for life: A text with readings [4th ed.]. Boston, MA: McGraw Hill.

Bowers, C. A. [1997]. The culture of denial, Why the environmental movement needs a strategy for reforming universities and public schools. Albany, NY: State University of New York Press.

Carnegie Foundation for the Advancement of Teaching. (1990). Campus life: In search of community. With a foreword by Ernest L. Boyer. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

Colby, Anne and Damon, William [1992]. Some do care, Contemporary lives of moral commitment. New York, NY: Free Press.

Damon, William [1988]. The moral child: Nurturing children's natural moral growth. New York, NY: Free Press.

Etzioni, Amitai [1993]. The spirit of community: Rights, responsibilities and the communitarian agenda. New York, NY: Crown.

Evans, Dennis [2008]. Taking sides, Clashing views in teaching and educational practice [3rd ed.]. Boston, MA: McGraw Hill.

Flanagan, Owen [1996]. *Self expressions, Mind, morals, and the meaning of life*. New York, NY: Oxford University Press.

Gardner, Howard, Csikszentmihalyi, Mihaly, and Damon, William [2001]. *Good work, When excellence and ethics meet*. New York, NY: Basic Books.

Gilligan, Carol et al [1988]. *Mapping the moral domain*. Cambridge, MA: Harvard University Press.

Goodchild, Lester F. [1986]. *Toward a foundational normative in business ethics*. *Journal of Business Ethics*, 5, 485-499.

Hauerwas, Stanley [1994]. *Character and the Christian life, A study in theological ethics*. Notre Dame, IN: University of Notre Dame Press.

Johnson, W. Brad, & Ridley, Charles R. (2008). *The elements of ethics for professionals*. New York, NY: Palgrave Macmillan.

Kekes, John [1990] *Facing evil*. Princeton, NJ: Princeton University Press.

Kilpatrick, William, Wolfe, Gregory and Wolfe, Suzanne M. [1994]. *Books that build character, A guide to teaching moral values through stories*. New York: Simon and Schuster.

Lerner, Richard M., Roeser, Robert W., and Phelps, Erin [Eds.] [2008]. *Positive youth development and spirituality, From theory to research*. West Conshohocken, PA: Templeton Foundation Press.

Lickona, Thomas [1991]. *Educating for character: How our schools can teach respect and responsibility*. New York, NY: Bantam.

Lipman, Matthew [1991]. *Thinking in education*. New York, NY: Cambridge University Press.

MacIntyre, Alasdair [1984]. *After virtue*. Notre Dame, IN: University of Notre Dame Press.

MacIntyre, Alasdair [1988]. *Whose justice? Which rationality?*. Notre Dame, IN: University of Notre Dame Press.

Matthews, Gareth B. [1994]. *The philosophy of childhood*. Cambridge, MA: Harvard University Press.

Noddings, Nel [1984]. *Caring: A feminist approach to ethics*. Berkeley, CA: University of California Press.

Rawls, John [1971]. A theory of justice. Cambridge, MA: Harvard University Press.

Rosenstand, Nina [2009]. The moral of the story, An introduction to ethics [6th ed.]. Boston, MA: McGraw Hill.

Reed, Donald R. C. [1997]. Following Kohlberg, Liberalism and the practice of democratic community. Notre Dame, IN: University of Notre Dame Press.

Ryan, Kevin and Bohlin, Karen E. [1999]. Building character in schools, Practical ways to bring moral instruction to life. San Francisco, CA: Jossey-Bass.

Sandel, Michael [2009]. Justice: What's the right thing to do? New York, NY: Farrar, Straus & Giroux.

Slote, Michael [1992]. From morality to virtue. New York, NY: Oxford University Press.

Strike, Kenneth A., & Soltis, Jonas F. (1985). The ethics of teaching. Thinking about Education Series. New York, NY: Teachers College Press.

Strike, Kenneth A., Haller, Emil J. & Soltis, Jonas F. (2005). The ethics of school administration [3rd ed.]. Professional Ethics in Education Series. New York, NY: Teachers College Press.

Taylor, Charles [1991]. The ethics of authenticity. Cambridge, MA: Harvard University Press.

Wilcox, John R., & Ebbs, Susan L. (1992). The leadership compass: Values and ethics in higher education. ASHE-ERIC Higher Education Report No. 1. Washington, DC: George Washington University School of Education and Human Development.

Wilson, James Q. [1993]. The moral sense. New York, NY: Free Press.

Wynne, Edward A. and Ryan, Kevin [1997]. Reclaiming our schools, Teaching character, academics and discipline [2nd edition]. Upper Saddle River, NJ: Prentice Hall.

Schedule

Topics, Readings, Assignments, and Examinations

Students are expected to complete one of the ten segments within the five modules each week starting either the first or second week of the quarter, and completing all work by Wednesday of Final Exam Week.

Module A. Ethics and Moral Agency

1. Moral Development: What Ought to Be the Relationship between a Society, Its Children, Its Schools?

Exercise 1

Smart Goal

The final project for this course will require that you design a project to improve the character or facilitate the moral development of students in a school where you serve, have served, or might wish to serve. Please write a one paragraph SMART goal [simple, measurable, attainable, realistic, and timely] for what you will accomplish in this project.

Required Reading

John Dewey, *Moral Principles in Education*

Markkula Center for Applied Ethics, *A Framework for Thinking Ethically*

Markkula Center for Applied Ethics, *Selections from Issues in Ethics*, pages 2-7

Optional Reading

Ruth Benedict, *Anthropology and The Abnormal* in Marino, G. (2010) *Ethics: The Essential Writings*, pages 310-320

Mary Midgley, *Trying Out One's New Sword* in Marino, G. (2010) *Ethics: The Essential Writings*, pages 321-327

Markkula Center for Applied Ethics, *Selections from Issues in Ethics*, pages 8-15

2. Foundation of Ethics and Moral Agency: What Ought We Do? Who Ought We Be? What Are Schools for?

Exercise 2

Problem Statement

The final project for this course will require that you design a project to improve the character or facilitate the moral development of students in a school where you serve, have served, or might wish to serve. You previously wrote a one paragraph SMART goal [simple, measurable, attainable, realistic, and timely] for what you will accomplish in this project. Now write a half page problem statement how detailing what problem this project will solve, or what hypothesis will be advanced or tested, if this project were to be implemented with fidelity.

Required Reading

Plato, *The Republic*: Book II in Marino, G. (2010) *Ethics: The Essential Writings*, pages 3-5, 38-42

Jean-Paul Sartre, *Existentialism and Human Emotion* in Marino, G. (2010) *Ethics: The Essential Writings*, pages 328-332

Optional Reading

Boss, Judith A. (2008). *Ethics for life: A text with readings* [4th ed.]. Boston, MA: McGraw Hill. *Chapters 1, 2, 3, and 4, pp. xiii-144*

St. Augustine, *City of God*: Book XIX in Marino, G. (2010) *Ethics: The Essential Writings*, pages 107-118

Philip Hallie, *From Cruelty to Goodness* in Marino, G. (2010) *Ethics: The Essential Writings*, pages 333-349

Module B. Ethical Theory

3. Deontology: The Duty to Educate; Harm, and Aggressive Neglect; Ethics in Administration and Professional Codes of Ethics

Midterm 1

In a timed two hour experience in Blackboard you will watch a video lecture summarizing the class about ethical decision making. You will then take an online test on the material in the video lecture, the questions and content for which are drawn from our study and the reading in segments 1-3. You may consult or use any notes or answers to the study questions you have previously prepared. Students will be assigned to one of three teach-test platforms for this class.

Required Reading

Immanuel Kant, *Fundamental Principles of the Metaphysics of Morals* in Marino, G. (2010) *Ethics: The Essential Writings*, pages 188-224

Optional Reading

Boss, Judith A. (2008). *Ethics for life: A text with readings* [4th ed.]. Boston, MA: McGraw Hill. *Chapters 5, 9, and 10, pp. 145-189, 311-399*

Søren Kierkegaard, *The Sickness Unto Death*: Part II in Marino, G. (2010) *Ethics: The Essential Writings*, pages 300-305

4. Utilitarianism: Costs and Benefits, Benefits and Burdens in the Schools

Assignment 1

Ethical Theory

This assignment will be the first of three considerations of formal ethics through a critical assessment of course readings, a reflection on a personal academic ethics case, and an evaluation of your own ethics learning.

For this assignment select one of the major ethical theories [likely deontology or utilitarianism, though you may do care, natural law, social contract, or virtue if you wish to read ahead] and critically analyze the ideas. You will evaluate the theory from five different perspectives. You will discuss the theory from the five critical thinking question perspectives

- (1) what is the central ethical theory that you gained from the reading (the thesis);
- (2) discuss three major ideas advanced by the ethical theory you found in the reading;
- (3) discuss one major difficulty with using the ethical theory you found in the reading;
- (4) select a specific passage from the primary reading for this theory, and identify what you consider to be its most compelling idea, and explain why; and
- (5) selecting another passage from the same primary reading, identify what you consider the least compelling idea, and explain why. The product will be a 5-7 page academic paper with all necessary citations.

Required Reading

John Stuart Mill, *Utilitarianism* in Marino, G. (2010) *Ethics: The Essential Writings*, pages 225-255

Optional Reading

Boss, Judith A. (2008). *Ethics for life: A text with readings* [4th ed.]. Boston, MA: McGraw Hill. Chapters 7 and 8, pp. 235-310

Peter Singer, *Rich and Poor* in Marino, G. (2010) *Ethics: The Essential Writings*, pages 506-529

5. Virtue Ethics: School Ethics, Students, and Character Education

Assignment 2

Ethical Analysis

This assignment will be the second of three considerations of formal ethics through a critical assessment of course readings, a reflection on a personal academic ethics case, and an evaluation of your own ethics learning.

In this assignment, please reflect on a personal academic ethics case that you have experienced, either in your undergraduate or graduate education. Please write up the case in approximately a page, then use ideas from the theory [that you chose in Assignment 1] to analyze the ethical dimensions of your experience in about 3-5 pages].

Conclude with a page discussing what have you learned from doing Assignments 1 and 2. How did it help you understand academic ethics?

Required Reading

Aristotle, *Nicomachean Ethics* in Marino, G. (2010) *Ethics: The Essential Writings*, pages 43-84

Robert Coles, *The Disparity Between Intellect and Character* in Marino, G. (2010) *Ethics: The Essential Writings*, pages 350-355

Optional Reading

Boss, Judith A. (2008). *Ethics for life: A text with readings [4th ed.]*. Boston, MA: McGraw Hill. Chapters 6, 11 and Afterword, pp. 190-233, 400-443

Module C. Ethics, Teaching and Moral Education

6. Care and Teaching from the Heart: The Ethics of Teaching and Teacher Ethics

Midterm 2

In a timed two hour experience in Blackboard you will watch a video lecture summarizing the class about ethical decision making. You will then take an online test on the material in the video lecture, the questions and content for which are drawn from our study and the reading in segments 4-6. You may consult or use any notes or answers to the study questions you have previously prepared. Students will be assigned to one of three teach-test platforms for this class.

Required Reading

Evans, Dennis [[2008]. *Taking sides, Clashing views in teaching and educational practice [3 ed.]*. Boston, MA: McGraw Hill. Issues 1, 2, 6 and 12, pp. 1-37, 85-103, 222-243, or a weekly study of issues in Education Week during the course

Nel Noddings, *Caring: A Feminine Approach to Ethics and Moral Education* in Marino, G. (2010) *Ethics: The Essential Writings*, pages 425-444

Optional Reading

Johnson, W. Brad, & Ridley, Charles R. (2008). *The elements of ethics for professionals*. New York, NY: Palgrave Macmillan. Chapters 1-2, pp. 1-61

David Hume, *An Enquiry Concerning the Principles of Morals* in Marino, G. (2010) *Ethics: The Essential Writings*, pages 149-187

7. Creating an Ethical Culture in a School Setting

Assignment 3

Moral Development

Using Diigo, please select 10 related web sources in moral development or character education that are of interest to you. This will likely focus on sources that are useful in your final project. Each bookmark will be saved to the EDUC 391 group and include the bookmark, highlights, annotations and tags you assign to the source.

Required Reading

Evans, Dennis [2008]. *Taking sides, Clashing views in teaching and educational practice [3 ed.]*. Boston, MA: McGraw Hill. Issues 5, 7, 8 and 9, pp. 72-84, 104-176, or a weekly study of issues in Education Week during the course

Optional Reading

Johnson, W. Brad, & Ridley, Charles R. (2008). *The elements of ethics for professionals*. New York, NY: Palgrave Macmillan. Chapters 3-6, pp. 63-133

Module D. Integrating Ethical Theory and Practice

8. Virtue and Character: Narrative and Character Education; The Ethics of Teaching and Teacher Ethics

Assignment 4

School Programs and Ethical Theory

This assignment will be the third of three considerations of formal ethics through a critical assessment of course readings, a reflection on a personal academic ethics case, and an evaluation of your own ethics learning.

For this assignment select one of the major ethical theories [use one of the following that you did not use for Assignments 1 and 2: deontology, utilitarianism, virtue, though you may do care, natural law, social contract, or virtue if you wish to read ahead] and critically analyze the ideas.

You will evaluate the theory from five different perspectives. You will discuss the theory from the five critical thinking question perspectives

- (1) what is the central ethical theory that you gained from the reading (the thesis);
- (2) discuss three major ideas advanced by the ethical theory you found in the reading;
- (3) discuss one major difficulty with using the ethical theory you found in the reading;
- (4) select a specific passage from the primary reading for this theory, and identify what you consider to be its most compelling idea, and explain why; and
- (5) explain how this theory applies to school programs, and the daily reality of the school. The product will be a 5-7 page academic paper with all necessary citations.

Required Reading

Alasdair Macintyre, *After Virtue* in Marino, G. (2010) *Ethics: The Essential Writings*, pages 396-423

Optional Reading

Johnson, W. Brad, & Ridley, Charles R. (2008). *The elements of ethics for professionals*. New York, NY: Palgrave Macmillan. Chapters 7-11, pp. 135-205

9. Creating an Ethical Culture in a School Setting: Natural Law and Rights

Project

Final Project

What will you do next year to advance character on the campus, in the school, or in the work of education you do? Tackle this question from both theoretical and applied perspectives by applying the ideas of this course to a particular setting: the one you will be in. The scope and definition of this project will be individually negotiated: it may be an analysis and reflection on the character of the school, a curriculum project, an innovation, or whatever is agreed. However it will draw inspiration from John Dewey's comment:

Without discussing, therefore, the limits or the value of so-called direct moral instruction (or, better, instruction about morals), it may be laid down as fundamental that the influence of direct moral instruction, even at its very best, is comparatively small in amount and slight in influence, when the whole field of moral growth through education is taken into account. This larger field of indirect and vital moral education, the development of character through all the agencies, instrumentalities, and materials of school life is, therefore, the subject of our present discussion. John Dewey in *Moral Principles in Education*, pp. 17-18

The final project for this course will require that you design a project to improve the character or facilitate the moral development of students in a school where you serve, have served, or might wish to serve. You previously wrote a one paragraph SMART goal [simple, measurable, attainable, realistic, and timely] for what you will accomplish in this project, and you wrote

a half page problem statement how detailing what problem this project will solve, or what hypothesis will be advanced or tested, if this project were to be implemented with fidelity. The final project will detail the content and course of this project with usable artifacts. The product may be a document or any other appropriate media as proposed in your SMART Goal, or as modified in consultation with the instructor. The final product will be equivalent in effort to a 10-15 page academic paper.

Required Reading

Martin Luther King, Jr., *Letter from a Birmingham Jail* in Marino, G. (2010) *Ethics: The Essential Writings*, pages 356-377

St. Thomas Aquinas, *Summa Theologica*: Question XCIV in Marino, G. (2010) *Ethics: The Essential Writings*, pages 119-133

Evans, Dennis [2008]. *Taking sides, Clashing views in teaching and educational practice [3 ed.]*. Boston, MA: McGraw Hill. Issues 11, 15, 17, and 18, pp. 200-221, 277-293, 315-357, or a weekly study of issues in Education Week during the course

Optional Reading

Epictetus, *The Enchiridion* in Marino, G. (2010) *Ethics: The Essential Writings*, pages 85-106

Module E. Application of Ethics to Education

10. Creating a Personal Ethical Method for Making Professional Decisions; Justice and Social Contracts; Equalities and Inequalities in Practice

Final Exam

In a timed two hour experience in Blackboard you will watch a video lecture summarizing the class about ethical decision making. You will then discuss the ethical implications, options, and solutions available using all of the steps outlined in the Markkula Center for Applied Ethics Framework for 2 ethical dilemmas selected randomly by the instructor from those discussed in class. You may consult or use any notes or bookmarks you have previously prepared. Students will be assigned to one of three teach-test platforms for this class.

Required Reading

Markkula Center for Applied Ethics, *A Framework for Thinking Ethically*

Markkula Center for Applied Ethics, *Selections from Issues in Ethics*, pages 2-7

Goodchild, Lester F. [1986]. Toward a foundational normative in business ethics. *Journal of Business Ethics*, 5, 485-499.

John Rawls, *A Theory of Justice* in Marino, G. (2010) *Ethics: The Essential Writings*, pages 378-395

Optional Reading

Thomas Hobbes, *Leviathan: Part I. Of Man; Part II. Of Commonwealth* in Marino, G. (2010) *Ethics: The Essential Writings*, pages 134-151