

UCSC Summer 2016 EDUC 104
Ethical Issues and Teaching
Tuesday/Thursday 9:00am-12:30pm
(Drop Deadline: June 27th)
N. Sci. Annex Room 102
Professor Jason T. Wozniak

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Office Hours: Tuesday 1-2pm or by appointment

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. Additionally, our case studies and readings will require us to consider and analyze the ways in which historical and contemporary structural forces influence our education ethics in the classroom. The course will be grounded in a dialogical approach to learning.

Course Requirements and Expectations

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. We will actively be constructing and taking part in a “community of inquiry.” A COI is a group of people/students who question, read, think, perceive and feel together by closely reading texts, examining areas of knowledge, and exploring the contemporary world they are situated in. 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.

Required Texts

All texts and case studies will be posted on ecommons in Dropbox except in cases where students will be required to bring in research for class discussion.

Class Participation 15% of grade

In addition to daily dialogue, the following in-class activities will count towards your participation grade.

- “Ignorant Schoolmaster” (IS) exercises: Beginning from an “axiom of equality,” I will assume that you are all capable of reading and interpreting any text without my explication, *if* you direct proper attention to the text. My role as a facilitator will be to help you attend to the text(s) so that you arrive at an adequate understanding of it. IS exercises will be undertaken in assigned groups of 4-5 students. During each IS exercise group members will collectively examine a particular text, or perhaps just a passage, and will record their answers to three questions: “What do we see?” “How do we interpret what we see?” “What should we say about what we see?” More details to follow.
- “Horizontal Pedagogy” (HP) group discussion: At different moments in class I will ask the class as a whole to lead the day’s discussion on the assigned text(s). To do this we will practice a technique called “Horizontal Pedagogy.” In brief, this technique involves looking at a text with peers, creating “interpretative and philosophical questions” about it, and participating in a discussion based on the questions raised by other members of the class. The aim of HP work is to teach and learn in a collective manner. More details to follow.
- Exit Questions/Comments: At different times throughout the summer session I will ask each student to leave me one question or comment as they leave Seminar for the day.

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, 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 and/or TA in office hours.*

Written Assignments and In-Class Presentations

The written assignments and in-class presentations 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.

Moral Autobiography reflecting on learning to be moral and living ethically. ~ 4 pages. Due July 5th. 15% of the course grade.

Write an essay that reflects on your life history and how you came to be moral and how you now strive to live ethically (to the extent that you do so strive). Write the essay at the interpretive and analytic levels, not merely descriptively. You may want to consider the following questions (you need not respond to each, or any; these are only meant to help you think in the right direction): What aspects of your moral self did you develop through explicit lessons provided by a teacher, parent, elder, or peer? Through self-reflection? Through being acculturated to the values in your home, community, society, religious setting, and/or peer group? How do you decide what is the right thing to do in various types of situations? To what extent do you live every day in a way that is consistent with your moral values? How do you handle and think about your moral inconsistencies (assuming you have them)? How do you approach conflicts in moral values or duties in yourself or in/with others? How do your own considered moral commitments contribute to building ethical communities (in your college, in your town, among your friends, in your extended family)?

In-Class Case Analyses/Presentations 20% of grade

Twice during the quarter each student will be paired with a peer and will present a short (10-15 minute) analysis of one of the case studies assigned for the day. More details to follow.

Written Case Analysis 20% of grade

In addition to presenting an in class case analysis with a peer twice during the session, each student must submit an individually written 2-3 page case analysis on one of the days of their presentations. Students will be required to use the theoretical frameworks from the readings or lectures to analyze the case under consideration. More details to follow.

Reflective Essay

~ 8 pages. 30% of the course grade. Due July 21st. 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, cases, and/or lectures*. The reflective essay can focus on up to several topics, but each topic should be treated substantively, and the more interconnected the topics are, the better. This essay is an opportunity to integrate your engagement with the course materials with your self-understanding, and to explore topics at both

emotional and analytic levels. Throughout the quarter, you can use office hours to discuss your topics with the professor or Teaching Assistant.

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 studies should include thorough and incisive use of assigned readings and 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.

Each student will be held to the highest standards of academic integrity, 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 REGULARLY SCHEDULED COURSE MEETING. Students are responsible for signing the daily attendance register. *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.

VERY IMPORTANT: Work must be turned in on the specified due date or it may be assessed a maximum penalty of 10% of the assignment value per day late. The assignments may be granted one extension explicitly arranged at least one day in advance of the due date; the extension will set another specific due date (to which the late penalty rule then applies).

GRADES :::: GRADES :::: 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.

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 1

June 21st: Introduction to Education Ethics & Establishing Historical Normative Views on Education in the United States

Activities

Short Lecture

Thomas Nagel. (1987). *Right and Wrong. What Does It All Mean?* New York: Oxford University Press. 59-75.

IS #1

June 23rd: Intro. to Ethics Cont.

Reading: Landau. (2012). *Fundamentals of Ethics*. New York: Oxford University Press. 117-186.

Activities

HP #1

In-class case Study: National Education Association Code of Ethics
(<http://www.nea.org/home/30442.htm>)

Mapping Ethics (group activity)

Week 2

June 28th: Ethics of Education, a Deweyan Perspective

Reading: Dewey, *Moral Principles in Education* (entire book)

Activities

Case Studies Presentations: I&W, Chapter 3, Truth and its Consequences I&W, Chapter 4, Playing by the Rules

June 30th: Education Ethics of Race, Ethnicity, and Colonialism

Readings:

K. Tsianiana Lomawaima, *They Called it Prairie Light* Preface, Ch.1, Ch.6

W.E.B. DuBois, “The Talented Tenth”

Ariana Stokas-Gonzalez, “Teacher Formation and the Epistemic Suppression of the Borinquen”

Activities

Case Studies Presentations: Censorship?, New Harbor and the Iroquois Confederation, Equal but Separate

Critical examination of education imagery (paintings, cartoons, photography)

HP Activity #2

Week 3

July 5th: Education and Alterity- Hospitality, Immigration, Education Refugees

Reading: Claudia W. Ruitenberg, *Unlocking the World: Education in an Ethic of Hospitality*, pp.1-40.

Activities

IS Activity #2

Case Studies Presentations: Arizona and the Ethnic Studies Curriculum Debate, Central American Migrant Crises and Schools (Materials to be provided)

July 7th: The Ethics of Evaluation & Discipline and Punishment

Readings:

Michel Foucault, *Discipline and Punishment* (TBD), and Handouts on Restorative Justice (TBD)

Activities

Case Studies Presentations: No Child Left Behind, Race to the Top, The Opt-Out Movement (Handouts to be provided), Bang! Zero Tolerance, I&W, Chapter 5, Time Constraints, I&W, Chapter 8, Credit – and Where it is Due • I&W, Chapter 9, Making the Grade

Week 4

July 12th: Education and Ethics in a Capitalist Society

Readings:

Theodore Schultz, “Investment in Human Capital”

Samuel Bowles & Herbert Gintis, “The Problem with Human Capital Theory: A Marxian Critique”

Wendy Brown, Chapter VI “Educating Human Capital,” in *Undoing the Demos: Neoliberalism’s Stealth Revolution*.

Activity

Case Study Presentation: College or Workforce?

July 14th: From Human Capital Formation to the Formation of the Indebted Student: Examining the Ethics of Debt

Readings:

Maurizio Lazzarato, *Governing By Debt*, Chapter 2,

Jeffrey Williams, “The Pedagogy of Debt”

Ron Glass and Kysa Nygreen, “Class, Race, and the Discourse of “College for All.” A Response to “Schooling for Democracy”

Activities

Film- Ivory Tower

Week 5

July 19th: Critical and Decolonial Pedagogy

Readings:

We Make the Road by Walking: Conversations on Education and Social Change, Myles Horton and Paulo Freire, Editors Intro., Chapters 4-5

“Critical Pedagogy and Moral Education.” In Devitis & Yu (Eds.). *Character and Moral Education: A Reader*.

Linda Alcoff, “Educating with a (De)Colonial Consciousness”

Activities

IS Activity #3

July 21st: Feminist Ethics and Care Ethics

Readings:

Adrienne Rich. (1992). “Women and Honor: Some Notes on Lying.” In *Ethics: A Feminist Reader*, N. Fraser, J. Hornsby, & S. Lovibond (Eds.). Oxford: Blackwell. 327-337.

Alison M. Jaggar. (1991). “Feminist Ethics: Projects, Problems, Prospects.” *Feminist Ethics*. Claudia Card (Ed). University of Kansas Press. 78-104.

Blizek. “Caring, Justice, and Self-Knowledge.” In *Justice and Caring: The Search for Common Ground in Education*. M.S. Katz, N. Noddings, & K.A. Strike (Eds.). New York: Teachers College Press. 1999.

Activities

HP Activity #3

FINAL ESSAY DUE