

EDU 356
Moral Education: History, Philosophy, Policy

Summer 2011

Time and Place: Online!

Instructor: Milton Gaither

Contact: Email: mgaither@messiah.edu
Campus Phone: x7029
Home Phone: (717) 766-1811
Office: Boyer 413

I am available to you through Sakai at any time at all during this eight week course. I will try to respond to all messages within 24 hours at the very most.

Objectives

- By the completion of the course the students will demonstrate the ability to
- a. describe various approaches to philosophical ethics (e.g. virtue, natural law, utilitarianism, duty, ethical relativism) and methodological issues associated with each.
 - b. articulate implications of selected ethical issues of significance in the contemporary world.
 - c. apply Christian ethical approaches to selected ethical problems or issues.
 - d. develop and defend a perspective on contemporary ethical issues.

Required Texts

1. Denise, White, and Peterfreund, *Great Traditions in Ethics*, 12th edition (Belmont: Wadsworth, 2008). [Note: you may use any edition from the 9th on but make sure you do the correct chapter—the editors have switched them around a bit over the years. You can get old editions very cheap online]
2. B. Edward McClellan, *Moral Education in America: Schools and the Shaping of Character from Colonial Times to the Present* (New York: Teachers College Press, 2002).
3. Other readings as specified in the syllabus

Schedule

Part One: An Orientation to Ethical Theory

Week One: May 23-May 29

1. Virtue

Denise, White, and Peterfreund (DWP), chapters 2 and 3 (Plato and Aristotle)

In Sakai you'll find under "Assignments" two assignments each for Plato and Aristotle. Do them IN ORDER. For Plato, for example, you'll first complete Plato Assignment 1, which will include a quiz on the chapter. Take the quiz BEFORE going on to Plato Assignment 2. I will have access to the time at which you opened the assignments as well as to the time at which you submitted the quiz. If I discover that you have opened assignment 2 before completing the quiz you will get a zero for the quiz.

After completing Plato Assignment 1 you will go on to Assignment 2, which will include notes and sometimes video clips pertaining to the chapter. You'll want to attend carefully to this material, for your understanding of it will be assessed on the exam. All of this may sound daunting at first, but after you've done it once it will be easy to navigate and hopefully fun!

2. Natural Law

DWP, chapter 7 (Aquinas)

3. Social Contract

DWP, chapter 8 (Hobbes)

Week Two: May 30-June 5

4. Emotivism

DWP, chapters 11 and 21 (Hume and Ayer/Stevenson)

5. Deontology

DWP, chapter 12 (Kant)

6. Utilitarianism

DWP, chapters 13 and 16 (Mill and Sidgwick)

Week Three: June 6-12

7. Genealogy

DWP, chapter 17 (Nietzsche)

8. Liberalism

DWP, chapter 24 (Rawls)

9. *Skepticism*

Discuss DWP, chapter 28 (Williams)

Week Four: June 13-19

10. *Sociobiology*

Edward O. Wilson, “Biological Basis for Morality” in *Atlantic Monthly*, April 1998, pp. 53-66 [Available fulltext as a PDF on Academic Search Premier, accessible through Messiah’s Library website]

Jeffrey Kluger, “What Makes Us Moral” in *Time*, 3 December 2007 [Available fulltext on America’s News Magazines, accessible through Messiah’s Library website]

11. *Feminisms*

1. Discuss Virginia Held, “Feminist Transformations of Moral Theory” in *Philosophy and Phenomenological Research* I (Fall 1990): 321-344. [Available through JSTOR through Messiah’s Library website]
2. Discuss Samantha Brennan, “Recent Work in Feminist Ethics” in *Ethics* 109 (July 1999): 858-893. [Available through Academic Search Premier]

Week Five: June 20-26

12. *EXAM*

This 25 question multiple choice exam will cover the reading material from part one of the course. If you understand everything on the study guide available on Sakai you should do very well. If there is anything you do not understand on the study guide, ask!

13. Singer Papers

Here’s what to do: Read Peter Singer, “Killing Babies isn’t Always Wrong” [linked in Sakai] and write a one page, reasoned response based explicitly upon one of the isms we have covered thus far (1-11 above). Your response should very clearly articulate the basic orientation you are using and draw from it a position on the issue Singer raises. We are not interested in this paper in what YOUR view is. This is just an exercise in seeing if you are able to take one of the Ethical orientations we’ve studied in class so far and apply it to this issue.

Part Two: Moral Education—History, Theory, and Practice

Week Six: June 27-July 3

14. *History*

McClellan, chapters 1 and 2

McClellan, chapters 3 and 4

McClellan, chapter 5 and epilogue

Week Seven: July 4-10

15. Rough Draft of Paper #1.

For this paper you will investigate in more detail any topic or individual mentioned by McClellan using at least **four** outside sources. At least one source should be an actual historical artifact (a “primary source”). You can find a rich array of primary sources in the “Archive of Americana” databases available through our library’s web site. You may also use scholarly journal articles and/or books. Given the virtual nature of this course you may or may not have access to a good library with books available, and you probably can’t interlibrary loan. I’d recommend using the Library’s databases like JSTOR, Academic Search Complete, and Education Research Complete to locate good articles. Depending on your topic, random Google searches might get you somewhere. Just try to be discriminating in your use of sources. Your written work may be in the form of a book review, a short biography, a historiographical critique, or a critical evaluation of the significance of a movement or event. Better papers will situate your topic within the context provided by McClellan.

3-5 pages, standard formatting. Use any standard citation style. After composing the rough draft you will be paired on Sakai with the student in our class whose topic is closest to yours and the two of you will do a peer edit of each other’s papers. You will email your paper to your partner who will read it, make corrections and comments using the “Track Changes” function of MSWord, and return the corrected copy back to you. More information about how to do track changes is in the McClellan Paper Assignment on Sakai.

16. Final Draft of Paper #1

Taking into consideration the comments of your peer reviewer, you will polish your rough draft into a gleaming final. Track changes will record all of your own changes as well, and feel free to make your own comments in response to your peer reviewer should you so desire. When you’ve got it like you want it, submit it to me on sakai. I’ll read through the final draft first by itself and then look at the markups to see that you had a productive peer review experience. Again, more information about how to use Track Changes is in the McClellan assignment on Sakai.

17. *Themes in Moral Education Today*

Jonathan Ebel, “Jesus Freak and the Junkyard Prophet: the School Assembly as Evangelical Revival” in *Journal of the American Academy of Religion* 77, no. 1 (March 2009): 16-54. [Available on Academic Search Complete]

Paul J. Dovre, "From Aristotle to Angelou" in *Education Next* 7, no. 2 (Spring 2007). <http://www.hoover.org/publications/ednext/6017651.html>

Discuss Margaret Talbot, "Red Sex, Blue Sex: Why Do So Many Evangelical Teen-agers Become Pregnant?" in *The New Yorker*, 3 November 2008. http://www.newyorker.com/reporting/2008/11/03/081103fa_fact_talbot?currentPage=all

Week Eight: July 11-15

18. Rough Draft of Paper #2

For this paper you will probe more deeply into a topic of your choosing that bears in some way on contemporary moral education. Your paper must integrate at least **five** high-quality sources into the text (though given your topic the definition of "high-quality" may be somewhat fluid). Just to give you a sense of the possibilities, here is a list of a few topics that might make for an interesting paper:

- Drug and Alcohol education
- Sex Education
- Religious issues in public schools today
- Moral education in religious schools
- Secular programs of moral education (Character Counts, e.g.)
- Moral training in the home
- Effects of mass media on children
- Moral issues related to children's sports
- Educational inequality and discrimination as a moral issue
- The morality of consumer capitalism
- Multiculturalism, pluralism, and tolerance as moral values
- Talking about news, war, and politics with children
- Impact of divorce, domestic violence, etc. on children
- Spiritual/moral development of children
- Moral messages in children's literature
- Moral messages of children's fashion, toys, or games.

5-7 pages, standard formatting. As we did for paper #1, after composing the rough draft you will be paired on Sakai with the student in our class whose topic is closest to yours. The two of you will peer edit each other's papers using "track changes" just like last time.

19. Final Draft of Paper #2

As with paper #1, revise your paper taking into consideration your peer's corrections/comments. Assuming that you have done it right, I should be able to see both your peer's corrections/comments and your own changes using track changes.

Grading

Reading Quizzes:	27%
EXAM:	20%
Singer Paper	5%
Paper #1:	20%
Paper #2:	20%
Participation:	8%

TOTAL	100%

POLICY REGARDING ACADEMIC INTEGRITY

Personal integrity is a behavioral expectation for all members of the Messiah community: administration, faculty, staff, and students. Violations of academic integrity are not consistent with the community standards of Messiah College. These violations include:

1. **Plagiarism:** Submitting as one's own work part or all of any assignment (oral or written) which is copied, paraphrased or purchased from another source, including on-line sources without the proper acknowledgment of that source. Examples: failing to cite a reference, failing to use quotation marks where appropriate, misrepresenting another's work as your own, etc..
2. **Cheating:** Attempting to use or using unauthorized material or study aids for personal assistance in examinations or other academic work. Examples: using a cheat sheet, altering a graded exam, looking at a peer's exam.
3. **Fabrication:** Submitting altered or contrived information in any academic exercise.
Examples: falsifying sources and/or data, etc.
4. **Misrepresentation of Academic Records:** Tampering with any portion of a student's record. Example: forging a signature on a registration form or change of grade form.
5. **Facilitating Academic Dishonesty:** Helping another individual violate this policy. Examples: working together on an assignment where collaboration is not allowed, doing work for another student, allowing one's own work to be copied.
6. **Computer Offenses:** Altering or damaging computer programs without permission.
Examples: software piracy, constructing viruses, introducing viruses into a system, copying copyrighted programs, etc.
7. **Unfair Advantage:** Attempting to gain advantage over fellow students in an academic exercise. Examples: lying about the need for an extension on a paper, destroying or removing library materials, etc.

Education Regarding Academic Integrity Policy

Messiah College is responsible to clearly articulate the Academic Integrity Policy to students by publishing it in the student handbook and by informing all incoming freshmen of this policy through the new student orientation program. Faculty should reference the policy in their course syllabi. However, primary responsibility for knowledge of and compliance with this policy rests with the student.

Procedure for Perceived Violations of Academic Integrity Policy

1. If a violation of the Academic Integrity Policy is suspected, the faculty member should meet with the student(s) to discuss the incident and determine to the faculty member's satisfaction whether or not a violation has occurred. Faculty members may choose to have a witness present at the discussion.
2. If a student is accused of violating the academic integrity policy, but subsequently the faculty member determines that the student is innocent or insufficient evidence exists to justify further action, the student should be informed of this determination in writing. No report of the accusation or of the faculty/student meeting should be filed with the School Dean.
3. If the faculty member determines that a violation has occurred, a report should be filed with the School Dean and a duplicate of the report should be provided to the student. The report should include the following:
 - a. Complete description of the incident including date of meeting with the student
 - b. Conclusions and sanctions reached as a result of the meeting

This information will be kept on file until a student is graduated.
4. The faculty member should keep originals of tests, papers, etc. that provide evidence of the violation.

Penalties for Violations of the Academic Integrity Policy

A faculty member may exercise broad discretion when responding to violations of the academic integrity policy. The range of responses may include failure of the course to a grade reduction of the given assignment. The typical consequence for violations will be failure of the assignment. Some examples of serious offenses which might necessitate the penalty of the failure of the course include: cheating on an examination, plagiarism of a complete assignment, etc. Additionally, the faculty member should notify the office of

the School Dean. The faculty member should communicate to the student in writing whenever a grade reduction or failure of the course occurs due to a violation of the academic integrity policy. With issues related to computer offenses or misrepresentation of academic records, the case may be referred to the Student Judicial Council for processing.

If a staff member or an administrator discover violations of the academic integrity policy he/she should contact the School Dean who will contact the student.

Penalties for Multiple Violations of the Academic Integrity Policy

The policy of the college is to act, whenever possible, in redemptive rather than merely punitive ways. We believe that simply to ignore an offense is to be neither loving nor redemptive. Consequently, the following procedure will be followed:

If a second report of a violation of the academic integrity policy is received by the School Dean's office, the student will be required to meet with the School Dean. Suspension of the student or other appropriate sanctions may occur after the second offense at the discretion of the School Dean. A student may appeal the decision of the School Dean by appealing to the Provost, whose decision will be final.

Appeals Process for Violations of the Academic Integrity Policy

The student may appeal in writing to the academic department in which the course is offered. A student's intent to appeal a faculty member's response to a violation must be communicated to the department chairperson in writing within one week of the receipt of the written notification from the faculty member dealing with the incident. The decision of the academic department may be appealed to the Academic Appeals Subcommittee of the Academic Council.

Microsoft® Windows® System Requirements

Internet Connection - High speed or broadband cable required; Satellite Broadband not recommended due to conflicts with synchronous software; **Air cards may not be used**

Browser - Mozilla Firefox 3.0 or higher

Operating System Version:

- Windows® XP (recommended)
- Windows® Vista
- Windows® 7
- Mac OS 10.4 or higher

Desktop Processor (CPU): Pentium 4 at 2.0 GHz or faster

Laptop Processor (CPU): Centrino (or Centrino Duo) 1.5 GHz or faster

Memory (RAM):

- Windows® XP: 512 MB or more
- Windows® Vista: 1024 MB or more

- Windows® 7: 1024 MB or more

- Mac OS: 1024 MB or more

Hard Disk Space: 40 GB or more of free space

CD-ROM/CD-RW drive (DVD or combo drive helpful)

Any Office Suite; Examples include Microsoft Office 2007 or newer, OpenOffice 3.1, or Google Docs