**PROFESSOR:**        **Cesar Rossatto**
**CO-PROFESSORS:**    **Laura E. Alvarado; Myrna Avalos**
**OFFICE:**           **Teacher Education # 812**
**TELEPHONE:**        **(915) 747-5253**
**OFFICE HOURS:**     **Online by appointment**
**E-mail:**           **crossatto@utep.edu**

**CREDIT HOURS:   3**

**This class will be held Tuesdays from 5:30-8:20 pm online on Blackboard and Zoom.**

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## I. Course Description

This course explores human ethics within educational foundations. It assists students to reflect on their own praxis and experiences to develop humane values of self-determination and self-realization, and social and individual empowerment. It examines fundamental ontological nature of students and educators' identity, to then deconstruct "social amnesia" of individualism and its effects on collective's "social agency and sociological imaginary" within contexts of post-coloniality in contemporary society. The course addresses the political underpinnings of schooling in a globalizing and postmodern world. Ultimately, it proposes curricular, policy, and transformative pedagogical approaches which enable dialectic/dialogical dynamics for social justice.

## II. Course Objectives/Student Outcomes

   A.  Identify ethical principles that include standards relating to rights, such as the right to have a voice, the right to freedom, benefits to society, fairness, well-being or specific positive social qualities, which may imply values that enact reasonable obligations to virtues of honesty, supported by sustainable and holistic way of being and social structures;
   B.  To study the development of one's ethical standards to ensure that they are reasonable and well-founded for a consistent, healthy, and functional citizenry;
   C.  To build upon continuous effort of studying human moral beliefs and moral conduct, striving to assure that we, and the institutions we help to shape, live up to principles

which are humane and solidly-based for the establishment of equality, access, and empowerment;

D. Examine the political underpinnings of education and research that deconstructs hegemonic oppressive systems which guarantees dialectic pedagogies for social justice and decolonizing practices;

E. Building upon concepts of democracy and meaning in a globalizing world, students will critically analyze social issues in American education;

F. To study social concerns with emphasizes on media influences, curriculum, and knowledge, as well as identity theory to question the direction and nature of society we inhabit;

G. To review the political and moral nature of curriculum in shaping the discourse of comparative curriculum studies among intercultural interlocutors;

H. To deconstruct ideology of White supremacy and patriarchy through schooling experiences in U.S. institutions where democratic imaginary and ideological aims are formed;

I. To explore the ontological nature of being human in relation to student, educator, and teacher identity within spaces of "social and historical amnesia" of individualism and effects on "sociological imaginary."

## III. Topics to be Addressed Include:

- Exploration of identity in diverse contexts through commercialization of schooling;
- Meaning in a globalizing world and its effects in American Education;
- Educational institutions and its annexation of democratic imaginary and democratic ideological aims;
- How to move from authoritarian to dialectic approaches to pedagogy for social justice;
- Education and holistic perspectives, with emphasizes on media influences, curriculum, knowledge, and identity theory to build inquiry about the direction and nature of society we inhabit;
- The political and moral nature of curriculum shaping the discourse of comparative curriculum studies among intercultural interlocutors, through deconstruction of Whiteness and patriarchal ideologies and identities;
- Ethics and research for private and public interest;
- Suggest research and educational possibilities to a myriad of problematic social observations offered through higher education positionality and discourse explorations along neutral vis-á-vis freedom-centered schooling contexts;
- Develop philosophical and interpretive break with culture, representing student voice and curriculum as consequences for issues in education seen along transnational space;
- The ontological nature of being human in relation to student, educator, and teacher identity within context of "social and historical amnesia," "social determination," and "sociological imaginary" in post-coloniality settings.

## IV. Course Assignments

Students are required to incorporate a *Contextualized Teaching and Learning* (CTL) approach to work and assignments to be completed. A CTL method is one that integrates "teaching and learning that helps teachers relate subject matter content to real world situations" (Berns &

Erickson, 2001, p. 2). Course objectives will be achieved by following the assessment grade criteria to add up to 100 score points as described below:

1.) **Weekly Readings and Reflection Postings with Interactive Discussion Board (DB) (15 pts.) Postings are related to the readings or a response to a specific question:** about the readings posted by the professor. In addition, you will be required to respond to two classmate's entries in the Discussion Board (DB).

**Please Note:** these entries will be submitted once a week. Entry must be submitted before Tuesday @ 5:30 PM.

**Specifics:**

- **Paragraph Reflections**
  During the semester, you will be required to do weekly readings and post one critical reflection posting for each specific reading as indicated in the syllabus' calendar or respond to a specific question posted on DB. The question will be located in the DB section of Blackboard (Bb) and it is related to the readings for the week. Read and respond with critical reflections to two peer postings on DB.

- **One-Page Paper Submission**
  For your private submission, see Bb assignment folder. For each One-Page Paper submission consists of two paragraphs entries:

  1. The first paragraph will consist of a general overview of readings—where you are expected to demonstrate knowledge of main arguments.
  2. The second paragraph requires your critical reflections of the reading.

  Post a paragraph reflection of the reading in the DB and read and respond with critical reflections to two peer postings on DB.

- **For your response entry to a classmate's posting**, it should consist of one paragraph, at the minimum (more details found on Bb). These entries should be reflective and in direct relation to the readings, (please observe that statements, such as: "interesting," "I like" are not appropriate, what is expected is your take on or reasons for your arguments).

- **Observation:** By "Critical reflection" in this class means that responses should be an examination and description of your own thinking and reasons why your arguments on issues are relative to the ideas presented in the course. Points will be deducted for each late response. Weekly student online discussions will also demonstrate classroom attendance.

2.) **Create a Participatory Action Research project with Ethics in Education focus, (20 pts.) using an IMovie format to be presented in class**
   - Click link below for IMovie format instructions and examples:
     - http://libguides.utep.edu/c.php?g=430440&p=6017830

- o Then click the tab "Video Making Process" for more instructions and subsequently other tabs accordingly.
- Choose a topic of interest and share with your professor/co-professors second week of class
  - o Participatory Action Research essentially asks you to choose a topic that you are passionate, curious and/or angry about it, which motivates you to critically reflect on, inquire about it, and after the data/information collected can assist you to develop and build a foundation for a new plan of action. This topic related to Ethics can emerge from local, national, and international contexts such as fake news, discourse of hate, white supremacy, any forms of oppression that violate ethical principles, dehumanization, and produce injustices.
- This project requests that you **complete two academic projects:**
  1. A Participatory Action Research **PowerPoin**t and
  2. Create an **IMovie**

See the link above for detailed instructions. Co-professors will provide additional support to complete the project.
- Peer Evaluations will be used in this assignment
- See additional guidelines at the end of the syllabus

### 3.) <u>One Publishable Lesson Plan & Online/Virtual Presentation</u> (15 pts.)

**Specifics:**

In this assignment each student will prepare one "top" model lesson plan or well thought-out classroom activity that is related to ethics in education, which is socially empowering and promote social justice that can be usable at any (or specific) grade level for a variety of educational institutions (public school, or private, university…). Students will submit in writing detailed steps of the lesson plan, focusing on promoting moral education or ethics, as well as direct application to teaching. Lesson plans need to be critical in order to foster critical consciousness.

Brilliant and innovative ideas are a must. Work needs to be publishable, please submit under Bb assignment folder and also at the freireanpedagogy@criticalpedagogy.org, where they will be copyrighted. **Guidelines for the "Publishable Lesson Plan" assignments are found at the end of this syllabus.**

### 3.) <u>Pre-and Post-Ethical Dilemma Examination, includes a one-page and ½ paper</u>

### <u>submission</u> (15 pts.)

This assignment examination will be given at the beginning and end of semester, where students will be asked to write about the impact of Ethics within current historical context

of education in the U.S. Please see Bb under the Assignment folder for more details and submission.

**Specifics:**

> **Please observe that two (2) documents are uploaded in Bb before you can answer and complete this assignment.** One contains an overview of corporate ethics and the other a cartoon article from Truthout on Bill Gates Foundation affecting education today with professor's probe question at the end of document. Please make sure to read both documents before answering the question using 1 ½ paper long.

## 5.) <u>Final Paper (15 pgs. required)</u>                                            **(20 pts.)**

**Specifics:**

> Based on literature examined in class, students will discuss the significance of ethical principles in relation to ethics in Education, either through a global, national, state, or local analysis. Each paper should be 15 pages (no more, no less). Use double spacing and font #12. Follow APA latest edition guidelines accordingly (7th ed.).

> The paper should be a reflective essay that encompasses the promotion of ethical principles via educational programs that supports social justice. Be sure to incorporate readings in the course into the work. **Overall, the paper should be a scholarly review of Ethics in Education**. Work submitted should be a critical examination and description of your own thinking on issues relative to the ideas presented in the course or new ones. See more guidelines at the end of the syllabus.

## 6.) <u>Choose one article (from below or use library resources) in Relation to Ethics in Education. To be presented by student in class</u>                (15 pts.)

**Specifics:**

> Select one article or book chapter of your choosing from the list below or from the library (your choice needs to be approved by the professor) that is in direct relation to ethics in education. You will need to locate the reading via the Library's journal retrieval system or Google Scholar (or Google Books with chapter of a book) and email it to the professor. Perusal the list below at the end of the syllabus and submit it in the first week of class.

> **In addition,** each student will be conducting a short PPT presentation of your reading for your classmates for a max of 30 minutes covering your article of choice and engaging peers in a virtual activity in Zoom. Please use PowerPoint on your presentation. Again, these presentations will be timed as they will be an integral part of our learning experience; therefore, your presentation should be succinct and professionally done. Be sure to cover the following areas:

> > 1.) Short Self-introduction
> > 2.) Title of Reading

3.) Why you chose that Reading
4.) Significance of the Reading in Relation to Our Course: main arguments from reading
5.) Virtual activity
6.) **Recommendations**: Present sources on PowerPoint & time your presentation

## Grading Criteria:

Course Assignments with Peers' Evaluation

Assignments consist of ethics studies in educational research includes students' exercise of their own integrity and discernment to fulfill course requirements. Students will grade peers' action participatory research assignment (see assignment below).

Students receive an "A" first day of class as this course challenges the grading system of schooling, however to maintain the "A" there are six required assignments that must be completed in this class. As part of grading, students are required to participate in an online class, as well as attend each class session pertaining to Blackboard discussion, readings, and submit assignments on due dates in order to maintain that grade.

The quality of assignments and work may ultimately determine grade qualifications. For instance, assignments are evaluated using best judgment and rationale criteria as follows:

["A" = model quality] Content/substance, presentation/articulation are model academic quality.

["B" = exceeds satisfactory level] This qualification shows students' above satisfactory effort.

["C" = satisfactory] It means that the basic requirements of the assignments are met.

**Points x grade**

90-100= A // 80-89= B // 70-79= C // 60-69= D+ // below 59= F

**To maintain "A" or "B" grades, all assignments must have been turned in the class of due date, whether the student is present or not.**

All assignments are expected to reflect true academic quality, ideas well-articulated and a grammatically correct presentation will be evaluated.

For the most part, all main requirements are contained in this syllabus; however, the professor reserves the right to make additional assignments, which may assist students to further improve their professional development.

## STUDENT RESPONSIBILITIES

Since this class is based on collective construction of knowledge rather than its mastery, in-class participation is essential. Students are expected to participate as much as possible by submitting all tasks assigned for the day on time and by completing all aspects of the syllabus. Attendance and participation in class every day as scheduled is mandatory, and avoid missing any class. However, in the event of an emergency on an exceptional basis, or under extenuating circumstances, students may contact the professor to make arrangements. **Due to accommodations made, students are allowed two absences max.**

For the "two absences allowed" in this course, if unjustified, five (5) points will be deducted from final grading. The "absent student," i.e. a student, who misses participation activities, is expected to catch up with course work. Students who are absent from the class session will be required to research, summarize and present in writing one article related to the issues discussed in class in the session following the absence. **Note:** Professor reserves the right to drop any student for insufficient course progress, work, and/or participation. For justified "absences" students are required to send professor appropriate documentation.

For the most part, all main requirements are contained in this syllabus; however, the **professor reserves the right to incorporate new readings, which may assist students to further improve their professional development.**

**Grades** for this course will be determined based on completion of the course assignments, activities, and regular participation in all aspects of the course. In completing the written assignments, make certain to provide as much detail as possible, and to use syntax, grammar, spelling, and punctuation appropriate and expected in graduate level academic discourse.

**APA Requirements**: Students will utilize the American Psychological Association (APA) form of documentation throughout the course. It is essential to realize that the most important words in a paper are the student's, not those of the supportive research. You should strive always to draw inferences from research material and weave into your papers your reaction and evaluation of source material. Highly inappropriate academic work submitted to your peer group or your instructor is a "patchwork"—that is, a project that simply links a series of quotations or paraphrased sentences that is followed by citation. Thus, explain and analyze theories or arguments using your own intellectual abilities and words!

Keep a copy of all assignments until the course is completed and final grades are recorded. Please make certain that your name, as well as assignment title is on each assignment. Proofread carefully using Spell Check. Graduate work should be as close to error-free as is humanly possible.

If an extreme emergency arises, notify the professor in writing.

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## ELECTRONIC MAIL

Each student is expected to establish an email address at UTEP and/or elsewhere for email communication with the professor. The computer lab in Education 212 (or any other Student Computer Lab on campus) can help facilitate this requirement for those who need an email address. Email address will be required for blackboard dialogue participation.

**LOGGING ON TO BLACKBOARD**

1. Open Internet browser window (Google Chrome)

2. In the Address bar, type in the following URL: http://my.utep.edu

3. You will get some alert messages, click OK for them

4. Locate the sign-in area at the top right side of the screen and log in using your UTEP email username and password

5. Once you have logged in, locate the Blackboard link on the left side and click it. This will open another window

6. Scroll down until you reach this semester's listing of courses and click on the course that you are enrolled in.

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**LEARNING RESOURCES**

UTEP provides a variety of student services and support. Familiarize yourself with the bookmarks on the right-hand side of the Blackboard student portal (visible before entering into a course) as well as the resources below.

UTEP Library @ http://uteplibrary.utep.edu/online/ Provides access to a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.

**RefWorks** @ http://0www.refworks.com.lib.utep.edu/refworks2/?r=authentication::init&groupcode=RWUTElPaso

**Bibliographic Citation Tool**

Check out the RefWorks tutorial (http://www.refworks.com/tutorial/) and

Fact Sheet and Quick-Start Guide (http://www.refworks.com/content/products/content.asp)

University Writing Center (UWC) @ http://academics.utep.edu/Default.aspx?alias=academics.utep.edu/writingcenter

Submit papers at the link for assistance with writing style and formatting, ask a tutor for help and explore other writing resources available; such as UTEP's Puentes Program. They are Ph.D.'s who edit students' and professors' papers.

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## UTEP VIRTUAL PRIVATE NETWORK

UTEP's electronic resources (i.e. Library resources) are available to registered students when working from outside the campus network. In order to access these resources, you may need to set up a Virtual Private Network (VPN) that basically recognizes you are a UTEP student and can look for journals and use subscriptions UTEP/You have paid for. Setting up a VPN is simple @ http://admin.utep.edu/Default.aspx?tabid=58534

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## TECHNICAL SUPPORT

Please use the Browser Checker @ http://blackboard.utep.edu/webct/urw/tp0.lc3230446603001/browserchecker.dowebct?checkType=&java=true&cookies=true&popups=true

Or located at the top of the Blackboard Portal to ensure you have all of the right plugins for this and other courses.

If you have technical problems with the course, please visit the UTEP Support Center @ http://bbsupport.utep.edu/ics/support/default.asp?deptID=8318 which contains the Blackboard Knowledge Base and UTEP online course FAQ repository where you can find answers to the most frequently asked technical questions and resolution steps for common technical issues? You can also submit a help ticket via this website and receive a reply within a few minutes.

Telephone and Walk-in Support is also available from the UTEP Help Desk:

M - F: 7AM - 8PM

Sat: 9AM - 1PM

Sun: 12PM - 4PM

• Calling from on-campus: x 4357 (HELP)

• Local phone number: (915) 747-5257

• Library Room 300

If you do have access to the UTEP campus, you can also visit an on-campus lab:

Students may also visit the ATLAS lab @
http://issweb.utep.edu/home/index.php?option=com_content&view=article&id=99&Itemid=346
located within the Undergraduate Learning Center (UGLC building) for additional technical
assistance.

## POLICY STATEMENTS

ADA Statement

In Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities
Act (ADA) of 1990, if a student needs an accommodation then the Center for Accommodations
and Support Services (CASS) located at UTEP needs to be contacted. If you have a condition
that may affect your ability to perform successfully in this course, you are encouraged to discuss
this in confidence with the instructor and/or the director of the Center for Accommodations and
Support Services (CASS). You may call 915.747.5148 for general information about the
Americans with Disabilities Act (ADA) and the rights that you have as a UTEP student with a
disability. Individuals with disabilities have the right to equal access and opportunity. Get more
information at https://www.utep.edu/student-affairs/cass/.

### Copyright and Fair Use

The University requires all members of its community to follow copyright and fair use
requirements. You are individually and solely responsible for violations of copyright and fair use
laws. The University will neither protect nor defend you nor assume any responsibility for
student violations of fair use laws. Violations of copyright laws could subject you to federal and
state civil penalties and criminal liability, as well as disciplinary action under University policies.

### Academic Dishonesty

Academic Dishonesty is NEVER tolerated by UTEP. All cases are reported to the Dean of
Students for Academic Sanctions.  These sanctions may include expulsion.  All work submitted
must be original; students may not submit graded work from another course.

Forms of academic dishonesty include: Collusion—lending your work to another person to
submit as his or her own; Fabrication—deliberately creating false information on a works cited
page, and Plagiarism—the presentation of another person's work as your own, whether you mean
to or not (i.e. copying parts of or whole papers off the Internet). See the Dean of Students
website at http://www.utep.edu/dos/acadintg.htm for more information.

### Classroom and Discussion Board Etiquette

Professional and respectful deportment is required, and expected, both in-class and in Discussion
Board exchanges at all times. Failure to uphold this requirement will lead to the initiation of the
academic procedural process, as required by the University.

**Please Note:** Lesson plans MUST be professionally done as they will be submitted to our Online Website and shared with the Internet community. They will be copyrighted under your name, so take extra care in ensuring correct spelling, grammar, and citing.

**TEXTBOOKS REQUIRED FOR THE COURSE:**
1. Collection of articles (available online at UTEP main library course reserve, look up for Rossatto's class "Ethics in Education," see guidelines below)

2. *The Ethical Dimensions of Marxist Thought.* By Cornel West

3. *Educating Moral People: A Caring Alternative to Character Education.* By Nel Noddings.

4. *Moral Blindness.* By Zygmunt Bauman and Leonidas Donskis (available at https://0-ebookcentral-proquest-com.lib.utep.edu/lib/utep/detail.action?docID=1181435).

5. *Freedom is a Constant Struggle: Ferguson, Palestine, and the Foundation of a Movement.* By Angela Davis (available at https://0-ebookcentral-proquest-com.lib.utep.edu/lib/utep/reader.action?docID=4351308).

**Guidelines to Access Online Readings:**
1. Open Internet browser window and,
2. In the address bar, type in web site:  libraryweb.utep.edu
3. Then click links from:  UTEP Library Home Page
4.                                   Library Services
5.                                   Course Reserves
6. Then type/click: Prof Rossatto, then click Ethics in Education/ TED 6319
7. Click on READINGS and the list will open up to view and/or print after you log in with your name and student ID number

## CLASS CALENDAR, DAILY READINGS, CONTENT, AND ASSIGNMENTS

"Doesn't matter what we cover in this class, but what you discover"

**Course Schedule for Fall 2020**

| Week | Date | Presenters | Readings | Assignments |
|---|---|---|---|---|
| **Introductions, Syllabus Overview,** | | | | |
| 1 | **Tuesday, Aug 25** | | **Watch/Read:**<br>1. **Introductions, Syllabus Overview (Zoom Session)**<br><br>2. **Video on Zeitgeist: Moving Forward 2011. Peter Joseph, Robert Sapolsky Director: Peter Joseph** | Watch Video And Bb Discussion (DB) |

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| | | | **https://www.youtube.com/watch?v=IoyQtEWCBpY&feature=youtu.be&has_verified=1**<br><br>3. **Pre-and** (Post) **Ethical Dilemma Examination**<br><br>4. **See video title: 13th**<br>**https://www.youtube.com/watch?v=krfcq5pF8u8&feature=youtu.be** | Submit Article of your choice by Aug 31 |
| **Topics: Public and Private Values, Moral Aspect of Schooling and Curriculum,** | | | | |
| 2 | **Tuesday, Sep 1** | **Presenter (s) TBD** | **Read**:<br>1. **The Public Purpose of Education and Schooling**, By John Goodlad Timothy J. McMannon Eds.<br><br>2. **Creating Public Values: Schools as Moral Habitats,** By Janis (John) Talivaldis Ozolins<br><br>3. ***The Moral and Spiritual Crisis in Education: A Curriculum for Justice & Compassion in Education***. *By David Purpel*<br>**Watch:**<br>**First Tragedy Then Farce**. By Slavoj Zizek<br>https://www.youtube.com/watch?v=hpAMbpQ8J7g | Paragraph Reflections<br><br>Choose a topic of interest for your Action Research Project and share with your professor/co-professors second week of class<br><br>Watch Video and DB |
| **Topics: School Prison Pipeline, Research and Moral Education, Neoliberalism Resistance, Surveillance and Ethics, Conservative X Critical Education Ethics** | | | | |
| 3 | **Tuesday, Sep 8** | | **Read:**<br>1. **Beyond the Promise: A Perspective on Research in Moral Education**, By Muriel J. Bebeau, James R. Rest, and Darcia Narvaez<br><br>2. **Teachers Resisting Neoliberalism**, By Henry Giroux<br><br>3. **Social Justice in Times of McCarthism Renaissance: Surveillance, Ethics, and Neoliberalism**. By Cesar Rossatto (*In Social Justice in These Times*)<br>**Watch:**<br>4. **Science can answer moral questions**. By Sam Harris: | Paragraph Reflections<br><br><br><br><br><br><br><br><br>Watch Video and DB |

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|---|---|---|---|---|
| | | | [http://www.ted.com/talks/sam_harris_science_can_show_what_s_right](http://www.ted.com/talks/sam_harris_science_can_show_what_s_right) | |

**Topics: Metaethics, Normative Ethics, Applied Ethics, Descriptive Ethics, Ethics of the Real (Levitas, Lacan, Buddhism), Moral Dimension of teaching, Decolonial Pedagogy and Ethics of the Global, Politics and Ethics of Identity**

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| 4 | **Tuesday, Sep 15** | | **Read:** <br> 1. **Moral Dimensions of Teaching**. By John I. Goodlad and Roger Soder, and Kenneth A. Sirotnik <br><br> 2. **The Ethics of the "Real" in Levinas, Lacan, and Buddhism: Pedagogical Implications**. By jan jagodzinski <br><br> 3. **The Politics and Ethics of Identity: In Search of Ourselves,** By Richard Ned Lebow <br><br> **Watch:** <br> **Ethics** By Derrick Pimentel: Normative Ethics: Intro & Virtue Ethics; Cultural Relativism [https://www.youtube.com/playlist?list=PL64775463C2B785CA](https://www.youtube.com/playlist?list=PL64775463C2B785CA) | Paragraph Reflections <br><br><br><br><br><br><br><br><br><br><br> Watch Video and DB |

**Topics: Brown X Board of Education Consequences, Structuralism X Critical Ed. Reform, Ethics and Philosophy, Violence and Media Studies on Neoliberal American Historical Amnesia**

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| 5 | **Tuesday, Sep 22** | | **Read:** <br> 1. **Ethics and the Limits of Philosophy**. By Bernard Williams <br><br> 2. ***"The Violence of Organized Forgetting: Thinking Beyond America's Disimagination Machine,"*** (Chapter) By Henry A. Giroux <br> **Watch:** <br> ***"The Violence of Organized Forgetting: Thinking Beyond America's Disimagination Machine*** <br><br> [http://truth-out.org/news/item/25713-henry-giroux-liberty-and-justice-for-all](http://truth-out.org/news/item/25713-henry-giroux-liberty-and-justice-for-all) | Paragraph Reflections <br><br><br> One Page paper on Reading # 2 <br><br> Watch Video and DB |

**Topics: Public Schools X Privatization—Myths and Fraud, Educational Context and Moral Judgment, Bystanders, Political Neutrality and Oppressive Systems, Ethics of Teaching**

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| 6 | **Tuesday, Sep 29** | | **Read:** <br> 1. **The Manufactured Crisis: Myths, Fraud, and the Attack on American's Public Schools**. By David C. Berliner and Bruce J. Biddle | Paragraph Reflections |

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| | | | 2. **The Ethics of Teaching**, By Kenneth A. Strike and Jonas F. Soltis | One Page paper on Reading # 3 |
| | | | 3. **Moral Blindness** By Bauman and Leonidas Donskis | |
| | | | **Watch:** *You Can't Be Neutral on a Moving Train.* By Howard Zinn | Watch Video and DB |
| | | | http://www.netflix.com/WiPlayer?movieid=70031935&trkid=13573466&tctx=-99%2C-99%2Cb0f8f7b2-1939-4e7a-90dc-4dcc6a0bbe71-53042639 | |

**Topics: Morality and Society, Durkheim, Human Rights and World Justice, Ethics Theory and Practice, Postcoloniality**

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| 7 | **Tuesday, Oct 6** | | **Read** 1. **On morality and society; selected writings**. By Durkheim, Émile. Edited by Robert N. Bellah | Paragraph Reflections |
| | | | 2. **Human Rights Horizons: The Pursuit of Justice in a Globalizing World**. By Richard A. Falk | |
| | | | 3. **Ethics Theory and Practice**, By Jacques P. Thiroux and Keith W. Krasemann | |
| | | | 4. **Ethical Leadership and Decision Making in Education**. By Joan Poliner Shapiro and Jacqueline A. Stefkovich | |

**Topics: Ethics and Radical Constructivism, Traditional X Hidden Curriculum, Ethics of Everyday in a Complex World, Patriotism and Morality**

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| 8 | **Tuesday, Oct 13** | | **Read** 1. **Ethics: A Radical-Constructivist Approach**, By Andreas Quale | Paragraph Reflections |
| | | | 2. **Traditional Curriculum versus Hidden Curriculum**, By Leon D. Poeske, Spence S. Stober, James C. Dyson, and Lynn A. Cheddar. In: *Ethical Leadership and Decision Making in Education* | |
| | | | 3. **Everyday Ethics: Making Wise Choices in a Complex World,** By Catharyn A. Baird | |

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| | | | 4. **Is Education for Patriotism Morally Required, Permitted or Unacceptable?** By Zdenko Kodelja. | |

**Topics: Postmodern Ethics, Postcolonial Student and Ethics of Global Solidarity, World Development and Choices, Foundations of Education**

| 9 | **Tuesday, Oct 20** | | **Read:**<br>1. **Ethics and the Foundations of Education: Teaching Convictions in a Postmodern World.** By Patrick Slattery and Dana Rapp<br><br>2. **Postmodern Ethics**, By Zygmunt Bauman<br><br>3. **An Alternative Approach to World Development**, By Weerayudh Wichiarajote<br><br>4. **Kohlberg's Approach to Moral Education- Ch. 4: Assessing the Moral Culture of Schools.** By Power, Higgins, and Kohlberg | One Page Paper for Reading # 1<br><br>Paragraph Reflections |

**Topics: Framework for Feminist Ethics, Gender Meta-Analysis on Gender Differences, Anti-Oppressive Ethics Curriculum, Online Learning and Social Presence Implications**

| 10 | **Tuesday, Oct 27** | | **Read**:<br>1. **A Framework for Feminist Ethics,** Carol S. Robb<br><br>2. ***Gender Differences in Moral Sensitivity: A Meta-Analysis.*** By Di You, Yukiko Maeda, and Muriel J. Bebeau<br><br>3. **Developing Anti-Oppressive Ethics in the New Curriculum.** By Derek Clifford & Beverley Burke | Paragraph Reflections |

**Topics: Ethical Dimensions of Marxist Thought, Indigenous Ethics, Special Ed and Student of Color, Ethical Dimensions of Higher Ed.**

| 11 | **Tuesday, Nov 3** | | **Read:**<br>1. ***The Ethical Dimensions of Marxist Thought***, By Cornel West<br><br>2. **The Lakota Way: Stories and Lessons for Living**. By Joseph M. Marshall III<br><br>3. *Ethical and Moral Dimensions for Higher Education and Science in Europe.* By Peter Scott | One Page Paper On reading #1<br><br>Paragraph Reflections |

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| | | | 4. **Ethical Development and the Social Impact of Globalization**, By Gary Quinlivan and Antony Davies | |
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**Topics: Ethical Leadership and Decision Making, Democracy and Civic Engagement Pedagogy**

| 12 | **Tuesday, Nov 10** | | **Read:**<br>1. **Freedom is a Constant Struggle.** By Angela Davis<br><br>2. **Pedagogy of Freedom: Ethics, Democracy, and Civic Courage (Critical Perspectives Series** by Paulo Freire, Patrick Clarke, Stanley Aronowitz and Donaldo Macedo<br><br>3. **Pedagogy of Heart and Pedagogy of Indignation,** By Paulo Freire | Paragraph Reflections<br><br>One Page Paper On reading #1 |
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**Topics: Character and Moral Pedagogy, Caring, Globalization and Ethics, Moral Education and Inadequacies, Politics of Psychoanalysis**

| 13 | **Tuesday, Nov 17** | | **Read:**<br>*1.* **Educating Moral People: A Caring Alternative to Character Education.** By Nel Noddings<br><br>2. **The Ethics and Citizenship Program: A Brazilian Experience in Moral Education.** By Ulisses Araújo and Valèria Arantes<br><br>*3.* **The inadequacy of moral education.** By David Purpel. | One page paper reflection for reading **#1**<br><br>Paragraph Reflections |
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**Topics: Indigenous Ethics; Environmentalism; Decolonial Pedagogy; Ethics of the Global Democratic Citizenship**

| 14 | **Tuesday, Nov 24** | | **Read:**<br>1. **Decolonial Pedagogy and the Ethics of the Global**. By Noah De Lissovoy.<br><br>2. **Education and the Ethics of Democratic Citizenship**. By Ronald David Glass<br><br>3. **Reclaiming our humanity: Decolonization and the recovery of Indigenous knowledge** by Angela Cavender Wilson (Dakota) | Paragraph Reflections |
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| 15 | **Tuesday, Dec 1** | | **Final Paper, Lesson Plan, and** (Pre) **and Post Ethical Dilemma Examination** | Presentation and Papers/Test Due |
| 16 | **Tuesday, Dec 8** | | **Presentations Continued.** (If presentations are not finish on Dec 1, class will continue on Dec 8) | |

## Publishable Lesson Plan Guidelines

**"Publishable Lesson Plan" Assignment**: Submit an interesting classroom design conducive to contextualized learning. Your work needs to be a lesson plan applicable to the grade level of your choice but can be implemented in a real schooling setting.

For the assignment, describe activities that use individualized and/or collective instruction through critical pedagogy. Your lesson plan can cover a myriad of topics and approaches in education. It needs to demonstrate practical ideas, "how-to" frameworks, in order to bring about positive results in the classroom. Lesson plans MUST be a model for other educators to use and who can use this idea as a resource and learning tool for their own planning and delivery of critical educational curriculum.

 The purpose of this exercise is to build a collection of teaching resources that exposes theories and experiences of educators that value a democratic and creative classroom. The following are criteria and requirements for the "Publishable Lesson Plan":

1. Article should be in APA format;

2. Should include a brief bio and describe area of expertise and history (student's name);

3. Discuss theories used to prepare the lesson plan and classroom practice;

4. Description of the practice (work or activities, how-to, results, etc.);

5. **Title**: Grade level (elementary, middle, or high school) and subject area.

6. Lesson plans should involve one or more of the following teaching strategies and components:

   - *Conscientization*
   - Critical Thinking as a way of questioning reality, not higher order thinking
   - Deconstructing oppressive structures
   - Participatory democracy
   - Critical Pedagogy
   - Critical multiculturalism
   - Social justice: Equity, Access, Empowerment
   - Diversity: race, class, gender, socio-economic
   - Humanism
   - Educators as social agents
   - Teachers as transformative intellectual leaders
   - Organic intellectuals
   - Holistic education
   - Grassroots empowerment
   - Liberation; Emancipation

<div align="center">**"PARTICIPATORY ACTION RESEARCH PROJECT"**
**(Virtual and online research)**</div>

This action research project has the objective to serve as an instrument for the development of new consciousness in regards to Ethics in Education. Ultimately, its intent is to open a well-informed ethics of dialogue and to foster an opportunity to generate new knowledge, a source of wisdom in contrast to willful ignorance. The criteria of this project request that you visit a research site virtually/online, download pictures/video, conduct online interviews and use technology to enhance the presentation by creating a video that provides a contextualized scenario (i.e. socio, historical, political, or economic context) with a narrative **to complete two academic projects:**

1. Please present the results of a **Participatory Action Research** in a **PowerPoint** format with a voice over following the 20X20 (20 pictures 20 seconds voice over per slide) *Pechakucha* style and format to create the PowerPoint Voice over. Click the link for directions and examples of the format https://www.pechakucha.com/. Examples will be provided in class.

2. The second component of the project is to create an **IMovie** by using your pictures from the Participatory Action Research PowerPoint voice over presentation. Create this video to tell a story that raises awareness and critical consciousness in reference to Ethics in Education. This is an opportunity to elaborate a little bit more from the PowerPoint version to a storytelling discursive presentation format in order to illustrate your study's key findings and educational content, for example: immigrants detained and family separation, poor treatment of immigrants in detention centers, children in cages, privatization of public schooling, charter schools, privatization of prisons, neoliberalism within public schools with corporate control (with profit over people), Black Lives Matter, violation of labor rights (maquilas), or outsourcing of jobs. This project is an opportunity for you to enhance the dissemination of your research to a broader audience by incorporating technology. Assistance and support will be provided by co-professors and in the UTEP Library Technology Center. Technology can be checked out in the library on the second floor.

**Please note**: Click link below for **IMovie** format **instructions** and examples:

    a. http://libguides.utep.edu/c.php?g=430440&p=6017830
    b. Then click tab "Video Making Process" for more instructions and subsequently other tabs accordingly.

Essentially participatory action research or hands-on research includes three (3) main components: *reflection, inquiry, and action*. *Reflection* means to critically reflect on your personal experience or a particular researchable topic of interest. The *inquiry* is about data collection and analysis. To ultimately inform suggestions for a new plan of *action* (policy making, pedagogy, curriculum, etc.).

**Final Paper Guidelines**

Based on literature examined in class or new readings, problematize an ethical analysis investigating global, national, state, or local issues. Write 12 pages of a scholarly review with 2 pages for your reflective conclusive remarks and 1 page suggestions (personal opinions here are welcome after you have done extensive research and readings on the topic).

In this paper, articulate ethical principles that support social justice, anti-bias education, policies, curriculum, and pedagogical practices and programs. Work submitted should be a critical examination and description of your own thinking on issues relative to the ideas presented in the course or new ones. In your scholarly review, you can add these components such as:

Problem posing by contextualizing causes, historical foundations, or any related background of unethical practices in education.

Need for the Study (Gap in the literature) – Why is there a need to study this particular ethical topic, case, or phenomenon? Show (evidence) that there is a gap in literature you have reviewed to prove that others have not studied the "same topic" you are proposing. Try to be innovative and creative.

Purpose Then you can say how your research will fill this gap by stating the purpose of your study.

Research Question – You can probe some research questions to examine a particular ethical topic, case, or phenomenon and use preferably *how, why, what* questions.

Conclusions - In your own words for the last two pages, speak freely on the topic and say what you think about it after you have done your extensive readings.

Suggestions - What would be your suggestions for classroom ideas, curriculum, policies or any suggestions you consider important for pedagogical improvement. You need to give very specific ideas about how you would teach students about social science issues to solve or avoid the development of ethical problem/s. If appropriate give ideas of how your study can shed new light into sociology of education/sociocultural foundations.

Use double spacing and font #12. Follow APA latest edition guidelines accordingly (7th ed.). Grading will be based on clarity, cohesiveness, and logic academic rationale expected of graduate students.

**Recommended readings for article of choice:**

Bebeau, M. J. (1993). Designing an outcome-based ethics curriculum for professional education: strategies and evidence. *Journal of Moral Education*, 22(3), 313.

Bebeau, M.J.; Rest, J.R.; & Narvaez, D. (1999). Beyond the promise: A perspective on research in moral education. *Educational Researchers*, 28(4), 18-26.

Durkheim, E. (1986). The Rules of Sociological Method. (In Alun Jones, R.: Emile Durkheim: An Introduction to Four Major Works. CA: Sage Publications, Inc., 1986. [Pp. 60-81.]

Elorrieta-Grimalt, M. (2012). "Análisis crítico de la educación moral según Lawrence Kohlberg."(Spanish). *Educación Y Educadores, 15*(3), 497-512.

Gardner, H. (1991). The tensions between education and development. *Journal of Moral Education,* 20(2), 113-125.

González, A. (2011). Kant's Philosophy of Education: Between Relational and Systemic Approaches. *Journal of Philosophy of Education*, 45(3), 433-454.

Harenski, C. L., Antonenko, O., Shane, M. S., & Kiehl, K. A. (2008). Gender differences in neural mechanisms underlying moral sensitivity. *Social Cognitive & Affective Neuroscience,* 3(4), 313-321.

Maeda, Y., Thoma, S. J., & Bebeau, M. J. (2009). Understanding the Relationship Between Moral Judgment Development and Individual Characteristics: The Role of Educational Contexts. *Journal of Educational Psychology*, 101(1), 233-247.

Montgomery, D., & Walker, M. (2012). Enhancing Ethical Awareness. *Gifted Child Today*, 35(2), 95-101.

Noddings, N. (2013). An Ethic of Caring. In *Ethical Theory: An Anthology*, Shafer-Landau (ed.). John Wiley & Sons, Inc.

Rubio Serrano, L. (2011). Hacia un nuevo concepto de cultura moral en los centros educativos. (Spanish). *Revista Española de Pedagogía*, (250), 503-519.

Sternberg, R. J. (2011). Ethics from Thought to Action. *Educational Leadership*, 68(6), 34-39.

You, D., Maeda, Y., & Bebeau, M. J. (2011). Gender Differences in Moral Sensitivity: A Meta-Analysis. *Ethics & Behavior*, 21(4), 263-282.

National Council for Accreditation of Teacher Education, (2002). Professional standards for the accreditation of schools, colleges and departments of education.

**Books:**

Berliner, D.C., & Biddle, B.J. (1995). *The manufactured crisis: Myths, fraud and the attack on America's public schools*. Reading, MA: Addison-Wesley.

Coles, R. (1998). *The moral intelligence of children: How to raise a moral child*. New York: Plume.

Damon, W. (1996*). Greater expectations: Overcoming the culture of indulgence in America's homes and schools*. New York: Free Press.

Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More than IQ*. New York: Bantam.

Goodlad, J.I.; Soder, R.; & Sirotnik, K.A. (Eds.). (1990). *The moral dimensions of teaching*. San Francisco: Jossey-Bass.

Goodlad, J.I., & McMannon, T.J. (Eds.) (1997). *The public purpose of education and schooling*. San Francisco: Jossey-Bass.

Kohlberg, L. (1984). *The psychology of moral development: The nature and validity of moral stages*. New York: HarperCollins.

Latané, B., & Darley, J. M. (1970). *Unresponsive bystander: Why doesn't he help?* Englewood Cliffs, NJ: Prentice-Hall.

Piaget, J. (1965). *The moral judgment of the child*. New York: Free Press.

Pojman, L.P. (1998). *Ethical theory: Classical and contemporary readings,* 3rd Ed. Belmont, CA: Wadsworth.

Shapiro H. S. & Purpel D. E. (Editors) (2008). *Critical Social Issues in American Education: Democracy and Meaning in a Globalizing World.* Mahwah, New Jersey: Lawrence Erlbaum Associates.

Rest, J.R., & Narvaez, D. (Eds.) (1994). *Moral development in the professions*. Hillsdale, N.J.: Lawrence Erlbaum Assoc.

Ryan, K. & Bohin, K.E. (1999). *Building character in schools. Practical ways to bring moral instruction to life*. San Francisco: Jossey-Bass.

Sockett, H. (1993). *The moral base for teacher professionalism*. New York: Teachers College.

Shapiro, J.P. & J.A. Stefkovich. (2010). *Ethical Leadership and Decision Making in Education.* Taylor & Francis

Sternberg, R. J., & Grigorenko, E. L. (2000). *Practical intelligence and its development.* In R. Bar-On & J. D. A. Parker (Eds.), The handbook of emotional intelligence (pp. 215–243). San Francisco: Jossey-Bass.

Strike, K.A., & Ternasky, P.L. (Eds.) (1993). *Ethics for professionals in education: Perspectives for preparation and practices.* New York: Teachers College.

Tom, A. (1984). *Teaching as a Moral Craft.* New York: Longman.

Wynne, E.A. (1995). *The moral dimension of teaching.* In A.C. Ornstein (Ed.) Teaching: Theory into practice. (pp.190-202). Boston: Allyn and Bacon.

Noddings, N. (1984). *Caring: A Feminine Approach to Ethics and Moral Education*. University of California Press.

Noddings, N. (2002). *Educating Moral People: A Caring Alternative to Character Education*. Teachers College Press
http://www.tea.state.tx.us/ethics/

The Politics and Ethics of Identity: In Search of Ourselves Paperback
by Richard Ned Lebow (Author)

Pedagogy of Freedom: Ethics, Democracy, and Civic Courage (Critical Perspectives Series: A Book Series Dedicated... by Paulo Freire, Patrick Clarke, Stanley Aronowitz and Donaldo Macedo (Dec 13, 2000)

**Additional recommended readings:**

Locked Up: The Youth Crime Complex and Education in America. By Henry Giroux.

Between thick and thin: Responding to the crisis of moral education. By Ariel Sarid

Advocating for a More Effective Critical Pedagogy by Examining Structural Obstacles to Critical Educational Reform. By Jacob W. Neumann.

Understanding the Relationship between Moral Judgment Development and Individual Characteristics: The Role of Educational Contexts. Maeda, Y., Thomas, S. J., & Bebeau, M. J. (2009).

Unresponsive bystander: Why doesn't he help? By Englewood Cliffs. (in Latané, B., & Darley, J. M. (1970).

Developing ethical and democratic citizens in a post-colonial context: citizenship education in Kenya. By Paul K. Wainaina b, Madeleine Arnot b & Fatuma Chege

The Postcolonial Student: Learning the Ethics of Global Solidarity in an English Classroom. By
   Raja, Masood Ashraf, Radical Teacher
Implications of Social Presence for Online Learning: A Case Study of MLS Students. By Mirah
   J. Dow.
In the Shadow of Brown Special Education and Overrepresentation of Students of Color. By
   Ferriand, B. & Connor, D.
Politics of Psychoanalysis, By Erich Fromm
Interrogating the ethics of literacy intervention in Indigenous schools. By Kostogritz, Alex.

## Student Profile

(Detach this form and submit it first or second day of class)


_____  _____
      (Last Name)               (First Name)

Email address: _____

Local phone*:_____  Home phone* (if different)_____


Address: Street (or campus box and room)_____

_____City_____

Zip._____


Objections to syllabus or what other content do you think this course should cover and why?

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<u>Any additional comments you may have</u> (e.g. What you hope to do professionally, health problems (ADA), experiences at UTEP, etc. that professor should be informed)._____

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Please inform professor of any change in phone numbers during the semester.
Also feel free to discuss with professor any difficulties you may have with the course.

I read and fully understand the requirements as stated in this course's syllabus. I comprehend that this class is based on dialogue and discussion of relevant topics related to multiculturalism that may be controversial for some students.  Therefore, I agree to express my opinion respectfully, making my best effort to contribute to harmonious classroom climate without engaging in any disruptive, condescending or hostile attitude; Failing to do so I am in agreement to be subjected to reprimand at professors' discretion.


_____  _____
      Student Signature                  Date