ADMPS 3015
Ethical Issues in Higher Education

Syllabus, Description of Assignments, and Course Schedule

Fall 2016
Mondays, 4:30-7:10 pm
5702 Posvar Hall
CLS: 26646

Course Description
The ethical issues that present themselves in educational settings are examined. Students are expected to recognize, interpret, and evaluate these ethical issues in terms of the varied ethical frames and theories introduced in the course. The role of the professional educator in cultivating ethical institutions, practices, and relationships is emphasized.

Contact Information
Mike Gunzenhauser, PhD
Associate Professor, Administrative and Policy Studies
Associate Dean for Student Affairs and Certification, School of Education
University of Pittsburgh
5610 Posvar Hall
230 S. Bouquet St.
Pittsburgh PA 15260

Phone: (412) 648-2119
Email: mgunzen@pitt.edu

Open office hours: Monday, 3:30-4:30 pm
Office hours by arrangement: Tuesday through Friday, 10 am to 5 pm; arrange a specific time with me via email or phone or with Susan Sherlock, sks@pitt.edu, (412) 648-1738

Course website: http://courseweb.pitt.edu/

Required Course Texts
The following texts are required and are available for purchase at the Book Center. Additional readings are posted on Courseweb.


I. Goals and Rationale for the Course

The course is specifically organized to serve graduate students pursuing careers in institutions of higher education. This graduate seminar has these main goals, which students are encouraged to interpret and adapt to their own academic and professional goals.

1. To identify the main ethical issues affecting their professions and professional lives, with particular emphasis on higher education settings.
2. To understand the ways in which leaders in their professions have established guidelines, best practices, and codes of ethics as ways to construct models of professionalism.
3. To develop an appreciation for the multiple ethical languages and theories available for analyzing ethical issues and professionalism.
4. To articulate a notion of professionalism relevant to their professional goals.
5. To reflect upon their own ethical decision making, putting into practice the ideas presented in the course.

These goals are ambitious, and students may find some goals more relevant and more attainable than others at this point in their professional and academic lives. I have designed the course to provide multiple entry points into ethical thinking, reflection, and action. I look forward to seeing how the students adapt these goals and create opportunities for improving their educational praxis.

The course is intended both for students who are interested in learning more about ethics in their own professional practice and those interested in the ethical dimensions of problems and questions in education. I do not assume that students taking the course have any prior coursework in professional ethics or any specialized knowledge of philosophy. Students need only be students of graduate standing who wish to understand multiple perspectives on professional ethics in settings such as (but not limited to) educational institutions.

II. Knowledge Base/Link to Educational Theory

The course is somewhat interdisciplinary, with authors from philosophy (Marino, 2010), philosophy of education (Nash, 2002; Moses, 2016; Noddings, 1984/2010), educational policy (Moses, 2016), and psychological development theory (Gilligan, 1977; Liddell & Cooper, 2012) supplementing researchers and practitioners in higher education (Hamrick & Benjamin, 2009; Liddell & Cooper, 2012; Moses, 2016; Rest et al., 2000). This is by no means inclusive of the fields of study that relate to ethics, ethical issues, and higher education. Students are encouraged to explore additional applications to professional practice in specific subfields within higher education, such as teaching, finance, leadership, and management. See the ASHE Reader on Economics and Finance for a section of readings on ethics: www.ashe.ws/ashereader.

The texts were chosen for their coverage of significant background theory, relevance to intended course topics, and contribution to contemporary professional issues. I chose authors whose work has been influential in current and emerging scholarship at conferences and in professional and academic journals, including those sponsored by ACPA/College Student Educators International, the American Educational Research Association, the Association for the Study of Higher Education, NASPA/Student Affairs Administrators in Higher Education, and the Philosophy of Education Society.
III. Mode/Style of Instruction

Most of the class will follow a seminar format. Lectures will occur periodically for additional background material or to clarify important concepts. Class discussion will center on the readings and topics each week. As the course progresses, we will devote time for students to help each other with their work.

We will use Courseweb to supplement classroom instruction. I will post course documents, resources for assignments, and relevant links on our course page. As explained below, one of your assignments will be completed on Courseweb. This requires everyone to use their Pitt email address. Email will be the primary means of communication between classes, and you are welcome to use Courseweb for whatever additional purposes you choose -- discussion boards, group chat, email, and document posting.

The course will proceed with this combination of methods not only because I believe that students learn more through active engagement, but also because my intention is for students to be able to use this course in their subsequent professional practice and scholarship.

IV. Course Requirements and Expectations

Preparation. Meaningful engagement is essential to the success of this course – not only to your success but to the others in the class as well. Students are expected to interpret the readings, connect them to their previous knowledge and experience, and generate new ideas. Students should make every effort to attend class on time and for the full duration. As explained below, grading is based upon the degree of effort and original thought that goes into the assignments.

Readings. Students will benefit from multiple readings of the material before and after class discussion. I expect students to take notes as they read, to organize their thoughts about the readings before class, and to be ready to engage ideas.

Timelines & feedback. No one wants to fall into the trap of turning assignments in late. Plan now the time you need to devote to them, get them done the best you can, and meet the deadlines. Here’s added incentive: assignments turned in more than 24 hours late will be reduced 1/3 letter grade; the reduction grows the later it is turned in, with assignments one week late reduced a full letter grade and so on. The 24-hour extension is intended for those times when you need just a little bit more time to finish, or if you run into computer problems. I will make exceptions for illness or bizarre circumstances only. Archive all your work electronically.

Getting timely feedback is very important, particularly on papers, and so I will do my best to return assignments, graded and with comments, at the next class after the assignments are due. If time permits, I will gladly review drafts of your assignments. We’ll do this together in one of two ways – reading a hard copy together in person or reading an electronic copy together over the phone. Arrange a time with me or see me before class.

Policy on re-writing papers. Students are welcome to re-write particular assignments for an improved grade (the new grade will be an average of the two grades) or in order to adapt the paper for a conference presentation, report, or article. Students have four weeks after receiving their graded paper to re-write for a grade. However, you can re-write each paper only once for a grade. The final paper can only be rewritten if it is turned in the first time at least two weeks ahead of the due date. You can also have me take a quick look at a draft of your paper ahead of the due date.
What to do if you miss class. As explained above, class attendance is very important, and so students should make every opportunity to attend class on time and for the full duration. Class will start on time each class session. Email or phone your instructor ahead of time if you will miss class for any reason (this is requested only as a courtesy so your instructor will know whether to expect you; for this class, you will not need to ask permission to miss class).

For your second absence, regardless of the reason and for each subsequent absence, students will be required to write a reflection paper (400-500 words) that covers all of the readings scheduled for that day. The reflection paper should include a summary of each author’s argument, a statement about the author’s subjectivity, and reflections on the strengths and limitations of the selection. Writing this paper will not replace the lost opportunity for class discussion; nor is it punitive. Instead, it will enable the student to still keep up with the course and the instructor to respond to the student’s understanding of the material. Please remember to do this; I will not remind you that this paper needs to be done. Successful completion of the reflection paper, due by the next class period, will contribute toward the student’s participation grade. Neglecting to do so will drop your participation grade.

V. Assessment and Evaluation:

Letter grades will be assigned for class participation and assignments. Written work is graded on demonstrated insight, completion of expectations of the assignment, coherence of organization, and grammar, spelling, and syntax. Letter grades have the following meaning. Letter grades with a + and – are also used. I convert the letter grades to a 4.0 scale using the standard University of Pittsburgh values to compute a final grade.

An “A” signifies work that clearly exceeds expectations. Written work falling into this category will demonstrate clarity of purpose, organization, and communication. It will also demonstrate original interpretation of course material. “A” level participation need not mean a large quantity of participation but should denote the student who prepares for class and consistently indicates having thought about the material.

A “B” signifies work that meets expectations, meaning that all aspects of the assignment are completed, but it lacks some aspects of “A” work, particularly inconsistent preparation for class or written work that demonstrates less significant insight into the material or frequent grammatical errors.

A “C” for written work denotes poorly constructed, supported, or inconsistent argument, or work with multiple spelling and grammatical errors; a “C” for participation signifies a student who regularly misses class or is otherwise unprepared on multiple occasions.

A “D” signifies minimal attention to assignments or class preparation.

An “F” is assigned for undone work or any work that breaches University standards of academic integrity.

Policy on assigning an “I” or “G.” Incompletes are rarely offered as an alternative to just doing the best one can with the time allotted. They are to be avoided at all costs, since they delay the progress of all involved. Only verifiable extenuating circumstances, such as severe illness, will encourage me to grant a grade of I or G (see Bulletin for regulations about special grades).
Grade percentages are as follows:

1. Ethical mini-manifesto 10%
2. Ethical dilemma paper 20%
3. Code of ethics online assignment 10%
4. Moral issues paper 20%
5. Moral development paper 20%
6. Case presentation from Hamrick & Benjamin 10%
7. Class participation, attendance 10%

VI. University Policies

Several university policies are pertinent to this course. As an instructor I am committed to pedagogy that is anti-racist, non-sexist, non-classist, non-heterosexist, and non-gender-normative. This includes fostering an environment that is as safe and inclusive as possible. It is my intention to name and correct as best as possible any actions on my part that fall short of these commitments. If everyone in the class is likewise committed, the work should be more easily facilitated. I am also committed to making the class physically accessible to anyone wishing to participate.

Departmental Grievance Procedures. The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in ADMPS believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the chair/associate chair of the Department of Administrative and Policy Studies; (3) if needed, next talking to the academic integrity officer of the school; and (4) if needed, filing a written statement of charges with the academic integrity officer. As Associate Dean, I happen to be academic integrity officer, so you would take steps (3) and (4) with the Interim Dean, Dr. Lindsay Clare Matsumura.

Academic Integrity. Students in this course will be expected to comply with the University of Pittsburgh’s Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

Disability Services. If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and Disability Resources and Services no later than the second week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services, call (412) 648-7890 (Voice or TTD) to schedule an appointment. The Disability Resources and Services office is located in 140 William Pitt Union on the Oakland campus.

Statement on Classroom Recording. To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student’s own private use.
VII. Description of Course Assignments

General expectations. Students will do various assignments outside of class that will comprise a large part of their learning experience. I have the following expectations for all assignments:

a. All work you do here should be original to this course.

b. All work should be typed and double-spaced unless otherwise noted.

c. Please do not submit assignments in binders.

d. Follow either APA style or Chicago and be consistent (exceptions: the cover page is optional; double-sided printing is fine).

e. For assignments turned in during class, hard copy submissions are preferable. For assignments turned in late, hard copies are also preferred, but electronic submissions are acceptable.

f. I encourage you to sit down with me outside of class to work through your assignments. It is largely up to you to make the most of this opportunity.

1. First Assignment: Ethical Mini-Manifesto (1250-1750 words). This assignment is an opportunity for you to get down on paper your initial thoughts about professional ethics as you begin the course. You will have read just a few weeks' worth of reading at this time, so this will also get your feet wet working on issues and concepts from the course. You may want to ramble out a first draft and then go back and organize it. Cite at least one author from the course. As much as you can, make the paper a coherent whole, with an introduction that includes either an argument, a compelling starting point, or a summary of contents. Craft a meaningful conclusion.

Tackle as many of the following components as it seems appropriate to you:

a. What do you think it means to be a good person?

b. How did school, family, and other institutions contribute to your growth as a good person?

c. How important is it to you that people should follow rules?

d. In assessing our moral actions, what consideration should be given to the outcomes of those actions (whether we intend those outcomes or not)?

e. In your professional practice, what role do you see yourself playing in the influence of others’ beliefs about what is good and right?

f. What do you see as the appropriate roles for higher education institutions in moral education?

g. What constrains your ability to encourage ethical behavior? What facilitates it? Think of this question both narrowly and broadly, taking into account personal, group, community, and cultural constraints and facilitations.

h. What connections (however tentative) can you make to the course readings so far? Cite at least one author from the course.

i. Now that you’ve considered these questions and written about them, step back from your paper and analyze what it says. What are the themes you can draw out of your manifesto? Consider organizing your paper around them.
2. **Second Assignment: Professional Ethical Dilemma (1750-2250 words).** This paper is the opportunity to contemplate a moral dilemma, either real or imagined. The dilemma may be a personal and traditional dilemma, in which there are two goods in conflict, two choices to choose from, and you are the moral agent. Alternatively, it may be a dilemma in a general sense, such as a societal moral dilemma. In either case, the dilemma should focus on the actions of a professional educator. In other words, the focus should be on either (a) what you as a professional educator should do to resolve the dilemma (in the case of two goods in conflict, two choices in front of you) or (b) what professional educators in general should do in response to a generalized societal moral dilemma. (This language will make more sense after we are further into the course.) Consider the following two suggested frameworks. You might also locate an alternative or construct a combined approach. Either way, the paper should incorporate material from Nash and at least two additional authors from the course.

**Framework A, based on Nash’s “second language” of moral character:**

a. Describe the case. Briefly describe the situation, giving relevant information only.

b. What are your immediate moral intuitions and stirring about this case? Describe as completely as possible the immediate feelings that come to mind, both rational and non-rational, about the dilemma. For example, why do you suspect this situation has presented itself to you.

c. Why is this case a moral dilemma? Describe the situation as involving different choices that you could make, where more than one of the choices are appealing to you in some way.

d. Are you the moral agent? What are the choices you have to choose from? Make sure at this point that you are the moral agent. In other words, there is a decision that is yours to make, and you are free to make it. If you are indeed the moral agent, describe all of the possible choices that you can think of.

e. Are you experiencing any conflicting moral feelings as you think about this case? What is appealing to you about the various choices you have before you?

f. What would happen if you were to make a decision both in character and out of character in this case? How do the various choices before you reflect on the kind of person you are? Would any of your choices change you as a person? Would they change you for the better or for the worse?

g. What do you think are some of your profession’s expectations regarding your decision in this case? What do people within your profession do in situations such as this? What would you expect someone in your position to do? What does the general public expect? How is this relevant?

h. What are some viable alternatives? Make a case for two choices that are morally defensible. Explain the force behind each choice.

i. What is your decision? Make a choice from among those you have enumerated. Explain your choice.

j. What are your afterthoughts? Often after making a decision, there are lingering doubts that the decision is the right one. What are your thoughts at this point, and how could you use them to make your choice a better one?
k. Revisit your mini-manifesto. Show how that mini-manifesto is reflected in your analysis of the dilemma. Comment on how your subsequent reading and your work on this assignment has altered and/or reinforced the content of that mini-manifesto.

**Framework B, using Nash’s “third language” of rules and principles:**

a. Describe the case. Briefly describe the situation, giving relevant information only.

b. Why is this case a moral dilemma? Describe the situation as having (at least) two goods in conflict. You may define the goods as utilitarian or deontological. A typical sentence at this point would read as follows.

*In utilitarian language:* “On the one hand, I could bring about the good consequences of W by doing X; on the other hand, I could bring about the good consequences of Y by doing Z.”

*Or, in deontological language:* “On the one hand, I could obey the principle of W by doing X; on the other hand, I could obey the principle of Y by doing Z.”

c. Are you the moral agent? What are the choices you have to choose from? Make sure at this point that you are the moral agent. In other words, there is a decision that is yours to make, and you are free to make it. If you are indeed the moral agent, describe all of the possible choices that you can think of.

d. When and where does the action take place? Are the ‘when’ and ‘where’ morally relevant? Explore the physical and temporal context in which you need to make your choice. Is it a professional setting or personal setting? Are there expectations associated with the setting? Is there adequate time for reflection, or does a decision need to be made right away?

e. How is the manner or style of action morally relevant? Often, moral decision making is about more than choosing one option over another. Additionally important most of the time is how you implement your decision and proceed with the situation. Is it important, for example, to be decisive, supportive, or conciliatory?

f. What are some foreseeable consequences of each decision? What do you imagine will happen with each choice? Who will your choice affect, and how will it affect them?

g. What are some foreseeable principles involved in each decision? What rules and principles occur to you as you explore this dilemma? Do rules seem to be in conflict?

h. What are some viable alternatives? Make a case for two choices that are morally defensible. Explain the logic behind them, either through deontological or teleological reasoning.

i. What does the code of ethics say? Are there any applicable professional codes or other standards of practice that you might consult for advice?

j. What is your decision? Choose from among your options, and explain why you made this choice.

k. What are your afterthoughts? Often after making a decision, there are lingering doubts that the decision is the right one. What are your thoughts at this point, and how could you use them to make your choice a better one?

l. Revisit your mini-manifesto. Perhaps as an addendum to this paper, write a paragraph reflection in which you revisit the mini-manifesto that you wrote at the beginning of class. Show how that mini-manifesto is reflected in your analysis of the dilemma. Comment on how your work in the course and on this assignment has altered and/or reinforced the content of that mini-manifesto.
3. **Third Assignment: Code of Ethics Wiki on Courseweb (1250-1750 words)**. In place of one of our class meetings, you will complete an online code of ethics assignment that is explained in detail on Courseweb. *This is an asynchronous assignment.* See due date on the course schedule.

   a. You may select a unique code or work collaboratively with a partner. We will plan this in class ahead of time. You can do your own unique Wiki, collaborate on one, work in tandem with a partner, or create two separate Wikis for the same code of ethics.

   b. Identify one or more codes of ethics relevant to your professional field or interests (one that is not already in the Hamrick & Benjamin book). These can be found on websites of professional organizations, higher education institutions, state governments, and even accreditation bodies. Include a hyperlink to the code of ethics for your classmates to see. Explain why you chose it and how you found it.

   c. Read the description (provided on Courseweb and/or in class) that provides an overview of the components, strengths, and weaknesses of codes of ethics. Based on this document, describe and interpret the code of ethics.

   d. Position the code of ethics in relation to the ethical theories and traditions that we have discussed in class. What role do the following have: rules and principles, moral character, virtue, outcomes, caring relations?

   e. To what extent is it relevant to daily professional practice? What guidance does it provide for ethical action?

   f. Consider the explicit and/or implicit definition of a “professional” that the code contains (other materials from the same organization might also help with this consideration).

   g. Consider the kind of relation or relationship that the code assumes to exist (or should exist) between a professional educator and a student. How does this relation compare to those mentioned in the course texts? Reflect upon how the code’s view of professionalism relates to your own view of yourself as a professional and to your experience as a practitioner in (and/or a student of) this field.

   h. What type of institutional climate would be consistent with this code? What would you need to do in order to enact this code of ethics if you were in charge of an institution, department, or other unit?

   i. As much as possible, make your Wiki entry into a coherent whole, addressing relevant elements but also tying them together thematically.

4. **Fourth Assignment: Moral Issues Paper (1500-2000 words)**. For this assignment, you will write a paper on a moral issue that arises for you from reading the Moses book. This book explains different stands on the main issue of affirmative action, mentions related issues, and draws from different bodies of theory and previous scholarship. Your task here is to write a paper that draws from Moses but also conveys your own unique point of view. Perhaps you agree with her, authors she references, or perhaps none. It’s likely, however, that you may not agree or disagree entirely, so make it clear what you think (and why you think it). *Please attend to all of the following:*

   a. If you choose affirmative action (or some subtopic) as your moral issue, then certainly it is mentioned in the text. If not, still it is likely that the moral issue you choose will be mentioned in the text. It is also possible to identify a moral issue that’s not specifically mentioned but that can be discussed in light of the author’s ideas.
b. Make sure your paper has a clear thesis statement or argument.

c. Make sure your paper has a clear introduction and conclusion.

d. Be sure to be clear on what makes the issue you identify a moral issue. Other than that, feel free to develop the paper in whatever manner serves to support your thesis statement.

e. You need not draw from any sources outside of the course reading. However, do not completely depart from the course reading. Incorporate evidence of your assertions from (a) Moses and (b) at least three other authors from the course.

f. Avoid over-quoting. Chances are it will not be necessary to have any quotations longer than 40 words. Synthesize and paraphrase without plagiarizing. Use apastyle.org or other reputable sources if you are unsure how to synthesize and paraphrase without plagiarizing.

g. Attend to your warrants – in other words, the reasons you give for your claims and arguments. Warrants may come from many places – theories, professional experiences, prior research, strong background beliefs.

5. **Fifth Assignment: Applied Moral Development Paper (1250-1750 words).** In this paper, you will be revisiting your ethical manifesto and other prior assignments, reflecting on the readings, and applying your knowledge to a professional application(s) that is (are) relevant or interesting to you. **Use the Liddell and Cooper text as a guide for possible applications and connect it to other course readings as much as possible.** Whatever approach you decide to take, be sure that your paper has a clear introduction that includes a thesis statement or argument, as well as a meaningful conclusion. Here are steps to take toward writing this paper:

   a. Reread your ethical manifesto and reflect upon how your subsequent reading of course material (in the themes of ethical theory, ethics and justice, moral issues and policy, and moral development theory) relate to, alter, and augment what you wrote in that early paper.

   b. Consider how the moral development theory we have read relates to (a) student development and/or (b) the creation of an ethical culture in an organization.

   c. Select a professional application (such as the topics of Chapters 2-9 in the Liddell & Cooper text).

   d. Draw from reading from prior higher education courses as relevant to flesh out your ideas.

   e. Make sure your paper has a clear thesis statement or argument.

   f. Make sure your paper has a clear introduction and conclusion.

   g. Use either APA or Chicago style to write your paper. Include a reference list and the references for at least three authors from this course. Be sure to cite and reference any sources used from outside the course.

6. **Ongoing Assignment: Case Presentations.** During an early class, each student will select a professional area corresponding to Chapters 3-7 in the Hamrick & Benjamin text. Students will then work in groups in each area to pick a case within the corresponding chapter to present to the class. Students will suggest which class among those indicated
“Hamrick & Benjamin TBD” is the best topical fit for the particular case. You will then let the class know which case you are presenting, and the particular case will be added to a revised Course Schedule and posted on Courseweb. All students are then expected to read the chosen case prior to class time.

Groups are responsible for doing the following for presentation of between 30 and 45 minutes:

a. Create a 10-minute spoken introduction to the case that identifies the dilemma and/or moral issues involved. You might also tell us why you chose this particular case and not others in the chapter.

b. Generate a list of at least 3 discussion questions for the class that are provided on a printed handout. Make your questions open-ended and interesting. Connect as best you can to the course reading for that day.

c. Facilitate discussion with your classmates.

d. Create a 5-minute wrap-up statement that identifies conclusions and unsettled concerns.

e. In the introduction, discussion, and/or wrap-up, connect the case to your expertise and experience in the professional area from which the case was drawn.
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<thead>
<tr>
<th>DATE</th>
<th>GENERAL THEME</th>
<th>READINGS</th>
<th>ASSIGNMENT DUE</th>
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<tbody>
<tr>
<td>Aug 29</td>
<td>Introductions and Overview</td>
<td></td>
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<tr>
<td>Sept 5</td>
<td>Labor Day (No Class)</td>
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<tr>
<td>Sept 12</td>
<td>The Scope of Ethics</td>
<td>Hamrick &amp; Benjamin, Chapters 1, 2; Appendices A,B,C; Cases on pp. 33-39</td>
<td>Select a professional area corresponding to Chapters 3-7</td>
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<tr>
<td>Sept 19</td>
<td>Background Beliefs</td>
<td>Nash, Chapters 1, 2, 3</td>
<td>Select and schedule a focus case</td>
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<tr>
<td>Sept 26</td>
<td>Background Beliefs in Philosophy</td>
<td>Marino: Intro; Plato, pp. 3-37; Kierkegaard; Midgley</td>
<td>1. Ethical manifesto due</td>
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<tr>
<td>Oct 3</td>
<td>Character and Virtue</td>
<td>Nash, Chapter 4</td>
<td>Be prepared to select a code of ethics</td>
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<td>Oct 10</td>
<td>Rules and Principles</td>
<td>Nash, Chapter 5</td>
<td>2. Ethical Dilemma Paper Due</td>
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<td>Preview of Codes of Ethics</td>
<td>Marino: Kant, Mill, Wolf Hamrick &amp; Benjamin, pp. 47-48</td>
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<td>Oct 18</td>
<td>Caring Theory</td>
<td>Nash, Chapter 6</td>
<td>3. Codes of Ethics assignment due Nov. 4, 11:59 pm</td>
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<td>Oct 24</td>
<td>Ethics and Justice I</td>
<td>Marino: Rawls, Singer, Walzer Hamrick &amp; Benjamin, pp. 64-65</td>
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<td>Oct 31</td>
<td>Codes of Ethics Online Assignment (No Class)</td>
<td>Johnson</td>
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<td>Nov 7</td>
<td>Ethics and Justice II</td>
<td>Marino: revisit King Moses, Chapters 1, 2</td>
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<td>Nov 14</td>
<td>Moral Issues in Policy: Affirmative Action and Deliberative Democracy</td>
<td>Moses, Chapters 3-6, Appendices Hamrick &amp; Benjamin, pp. 77-78</td>
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<td>Nov 21</td>
<td>Moral Development I: Theory</td>
<td>Liddell &amp; Cooper, Intro, Chapter 1 Marino: Coles Gilligan Rest et al.</td>
<td>4. Moral issues paper due</td>
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<td>Nov 28</td>
<td>Moral Development II: Teaching, Service-Learning, Civic Engagement, Conduct</td>
<td>Liddell &amp; Cooper, Chapters 2-5 Hamrick &amp; Benjamin, pp. 114-115</td>
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<tr>
<td>Dec 12</td>
<td>Wrap-Up</td>
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