

ADMPS 3015
Ethical Issues in Higher Education

Syllabus and Description of Assignments

Spring 2021
Tuesdays, 6:30-9:00 pm
Class #27456

Revised Course Description: The ethical issues that present themselves in higher education settings are examined. Ethical theories from varied disciplines are brought to bear on individual, collective, and institutional ethics. Students are expected to recognize, interpret, and evaluate ethical issues in terms of the varied ethical frames and theories introduced in the course. Emphasis is placed on the role of the professional educator in cultivating ethical institutions, practices, and relationships.

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Office Hrs: Monday through Thursday, 9-10:30 am, 3:30-5 pm; email to arrange a specific time.

Website: <http://canvas.pitt.edu>

Books: The following books are required and are available for purchase at the University Store. Be sure to purchase the correct edition of the Hamrick & Benjamin text, which is reduced in price from the later edition. The Pitt Library has e-copies on order.

Appiah, Kwame Anthony (2006). *Cosmopolitanism: Ethics in a world of strangers*. New York, NY: W.W. Norton & Co. ISBN-13: 978-0-393-32933-9 (paperback). Also available on Kindle. [See Pitt Library](#).

Douglas, Ty-Ron M.O., Kmt G. Shockley, & Ivory Toldson (2020). *Campus uprisings: How student activists and collegiate leaders resist racism and create hope*. New York, NY: Teachers College Press. ISBN: 978-0-807-76366-7 (paperback) or 978-0-807-77845-6 (ebook).

Hamrick, Florence A., & Mimi Benjamin (2009). *Maybe I should: Case studies on ethics for student affairs professionals, 1st ed.* Lanham, MD: University Press of America. ISBN: 978-0-761-84546-1.

Nash, Robert & Jennifer J.J. Jang (2016). *Teaching college students how to solve real-life dilemmas*. New York, NY: Peter Lang. ISBN: 978-1-433-13152-3 (paperback) or ISBN-13: 978-1-4541-9955-7 (ebook).

Articles: The following articles and book excerpts are also required and posted on Canvas:

Fraser-Burgess, Sheron, Keisha Warren-Gordon, David L. Humphrey, Jr., & Kendra Lowery (2020). Scholars of color turn to womanism: Countering dehumanization in the academy. *Educational Philosophy and History*, <https://doi.org/10.1080/00131857.2020.1750364>

Freire, Paulo (2008). *Pedagogy of the oppressed* (Myra Bergman Ramos, trans.). New York, NY: Continuum. (original work published 1970) [Chapter 2, pp. 71-86] Cite as Freire (2008/1970)

- Johnson, Craig E. (2002). *Meeting the ethical challenges of leadership: Casting light or shadow*, 5th ed. Thousand Oaks, CA: Sage. ["Codes of Ethics," Selection from Chapter 9, pp. 338-344]
- Kelley, Robin D.G. (2016, March 7). Black study, black struggle. *The Boston Review*. Retrieved from <http://bostonreview.net/forum/robin-d-g-kelley-black-study-black-struggle>
- King, Jr., Martin Luther (2018). Letter from a Birmingham jail. *The Atlantic*, MLK Special Edition, 74-83. Cite as King (2018/1963). Archived original and audio (highly recommended): <https://kinginstitute.stanford.edu/king-papers/documents/letter-birmingham-jail>
- Liddell, Debora L., & Diane L. Cooper (2012). *Moral development in higher education*. In D.L. Liddell & D.L. Cooper (Eds.), *Facilitating the moral growth of college students: New Directions for Student Services*, No. 139, 2nd ed. (pp. 5-15). San Francisco, CA: Jossey-Bass.
- Mills, Charles W. (1998). *Blackness visible: Essays on philosophy and race*. Ithaca, NY: Cornell University Press. [Chapter 7, "White right: The idea of a *herrenvolk* ethics," pp. 139-166]
- Noddings, Nel (1988). An ethic of caring and its implications for instructional arrangements. *American Journal of Education*, 96(2), 215-230.
- Ore, Ersula (2017). Pushback: A pedagogy of care. *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture*, 17(1), 9-33.
- Roseboro, Donyell L., & Sabrina N. Ross (2009). Care-sickness: Black women educators, care theory, and a hermeneutic of suspicion. *Educational Foundations*, 23(3-4), 19-40.
- Villenas, Sofia (2019). Pedagogies of being with: Witnessing, testimonio, and critical love in everyday social movement. *International Journal of Qualitative Studies in Education*, 32(2), 151-166.

Resources: The following articles are also posted on Canvas as resource readings.

- Bailey, Zinzi D., Justin M. Feldman, & Mary T. Bassett. (2020, December 16). How structural racism works – Racist policies as a root cause of U.S. racial health disparities. *The New England Journal of Medicine*, Retrieved from <https://www.nejm.org/doi/full/10.1056/NEJMms2025396>
- Benjamin, Mimi (2017). Review of *Teaching college students how to solve real-life moral dilemmas: An ethical compass for quarterlifers*. *Journal of College Student Development*, 58(4), 640-642.
- Blackman, Galicia, & Venise Bryan (2019). The ethics of self-care in higher education. *Emerging Perspectives: Interdisciplinary Graduate Research in Education and Psychology*, 3(2), 14-34. Retrieved from <https://journalhosting.ucalgary.ca/index.php/ep/article/view/42130>
- Chinnery, Ann (2014). On Timothy Findley's *The Wars* and classrooms as communities of remembrance. *Studies in Philosophy and Education*, 33, 587-595.
- Gilligan, Carol (1979). Woman's place in man's life cycle. *Harvard Educational Review*, 49(4), 431-446. Retrieved from <https://hepgjournals.org/toc/haer/49/4>
- Harney, Stefano, & Fred Moten (2013). *The undercommons: Fugitive planning & black study*. Brooklyn, NY: Autonomedia. [Chapter Two: "The university and the undercommons: Seven theses," pp. 22-43]
- Hoggan, Chad, & Tetyana Kloubert (2020). Transformative learning in theory and practice. *Adult Education Quarterly*, 70(3), 295-307.
- Jorgenson, Kenneth Molbjerg, & Heilyn Camacho Nunez (2010). Ethics and organizational learning in higher education. *The International Conference on Higher Education Proceeding*. Retrieved from <https://vbn.aau.dk/ws/portalfiles/portal/34015229>
- Kelley: See series of responses to Robin D.G. Kelley essay in *Boston Review*.
- King: See special issue on Martin Luther King, Jr. in *The Atlantic*, 2018 (access via [Pitt library](#) or [Atlantic website](#))

- Michelson, Elana (2019). The ethical knower: Rethinking our pedagogy in the age of Trump. *Adult Education Quarterly*, 69(2), 142-156.
- Mills, Charles W. (2016). Retrieving Rawls for racial justice? A critique of Tommie Shelby. *Critical Philosophy of Race*, 1(1), 1-27.
- Moses, Michele (2017). From the editor: Diversity of thought on campus—to a point. *Educational Theory*, 67(5): 531-536.
- Shelby, Tommie (2002). [Foundations of black solidarity: Collective identity or common oppression?](#) *Ethics*, 22, 231-266.
- Shollenberger, Tara (2015). Characterizing ethical decision-making and its influences: Examining higher education leaders in the United States. *Ethics in Progress*, 6(2), 50-73.
- Tuck, Eve, & K. Wayne Yang (2016). What justice wants. *Critical Ethnic Studies*, 2(2), 1-15.

I. **Goals and Rationale for the Course**

The course is specifically designed 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 understand ethics as having individual, collective, and institutional components in our professional praxis.
2. To learn various knowledge traditions in relation to ethics and apply them to our professional lives.
3. To reflect upon our own ethical decision making, putting into practice the ideas presented in the course.
4. To analyze and attend to anti-racist practice as a moral issue in higher education.

While there is a long tradition of ethical theory in Western philosophy, there are multiple non-Western traditions and approaches to ethics that are superb resources for ethical decision making, studying moral issues, and conceptualizing professionalism. In this course, we will include some work from Africana philosophers, womanist ethicists, feminists, and transnational authors to gain broader perspective. All these resources inform professional ethics and are especially relevant for work that advances equity and justice and works against racism and other forms of subjugation. In this course, our approach to the multiple layers of individual, collective, and institutional action will lead to multiple ways to thinking of our praxis as professional, ethical, and transformative.

I have designed the course to provide multiple entry points. The course 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 look forward to seeing how the students adapt these goals and create opportunities for improving their educational praxis.

The course is for both master's and doctoral students. While most of the work is geared toward professional practice, students with interests in applications for theory or research are welcome to suggest alternative assignments that better meet their goals. I do not assume

that students taking the course have any prior coursework in ethics or philosophy.

II. Knowledge Base/Link to Educational Theory

The course is interdisciplinary, with authors from philosophy, philosophy of education, sociology, anthropology, history, leadership, psychology, and other disciplines supplementing the work of researchers and practitioners in higher education. This is by no means inclusive of the fields of study that relate to ethics, ethical issues, and moral education as they relate to 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.

The texts were chosen for their coverage of significant background theory, relevance to intended course topics, and contribution to contemporary moral 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

This course will be taught as a graduate seminar through Canvas and Zoom. Most class sessions will include collaborative summaries of the main arguments of the course readings, either through group work, class discussion, or reflection exercises. As a class we will identify key concepts and background ideas that provide clarification for the authors' arguments. There will be minimal lecture and only when there is a need for additional background information to proceed with discussion.

Our course will proceed in all online format. Most class meetings will occur synchronously; we will meet regularly over Zoom at our appointed class time (indicated on the syllabus as "Live"), but not every week. The balance of work will occur asynchronously through individual and small group work. Zoom sessions will be recorded and archived for later viewing.

As instructor, I will communicate with you via Pitt email and the Canvas email tools. Please check your Pitt email account daily or forward it to another email address that you use often.

Students will do various assignments outside of class that will comprise a large part of their learning experience. I encourage you to meet with me outside of class in virtual office hours to work through your papers (see Contact Information). It is largely up to you to make the most of this opportunity for me to help you.

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 questions

and 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. Think about how you might use some of the ideas you read in the course assignments.

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 by simultaneously viewing an electronic copy together over the phone or Zoom. Email me to arrange a time.

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 me ahead of time if you will miss class for any reason (this is requested only as a courtesy I will know whether to expect you and how to plan for class; for this class, you do 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, reflections on the strengths and limitations of the selection, and reflections on the class video recorded and stored on Canvas. 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. Please note that Canvas uses a grading scale that I do not. I use the standard Pitt grading scale: A+= 4.25; A=4.0, A-=3.75, B+=3.25, etc.

An "A" signifies work that clearly exceeds expectations. Written work falling into this category will demonstrate clarity of purpose, organization, and communication. It will fully address all aspects of the assignment and be free of grammatical, formatting, and citation errors. 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 repeated grammatical, formatting, and citation errors.

A "C" for written work denotes poorly constructed, supported, or inconsistent argument; work that does not address the assignment; or work with multiple grammatical, formatting, and/or citation 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 if possible, 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 the Pitt Graduate Catalog for regulations about special grades).

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 of the Department of Educational Foundations, Organizations, and Policy (Dr. Jennifer Russell); (3) if needed, next talking to the academic integrity officer of the school (Assistant Dean Shederick McClendon); and (4) if needed, filing a written statement of charges with the academic integrity officer.*

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 (the Code of Ethics Analysis can be single-spaced).
- c. Follow either APA style or Chicago and be consistent (exceptions: the cover page is optional).

- d. 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.

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 is anti-racist practice and how do you incorporate it in your professional identity?
- g. What do you see as the appropriate roles for higher education institutions in moral education?
- h. 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.
- i. What connections (however tentative) can you make to the course readings so far? *Cite at least one author from the course.*
- j. 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.

Second, Ongoing Assignment: Case Presentations. During an early class, each student will select a professional area corresponding to Chapters 3-7 in the Hamrick and Benjamin text. Students will then work in groups of 1 or 2 to pick a case within the corresponding chapter to present to the class. Individuals or pairs will suggest which class among those indicated "Hamrick & Benjamin TBA" 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 Canvas. All students are expected to read the chosen case prior to class time.

Each presentation will take 25-30 minutes:

- a. Create a 10-minute spoken introduction to the case that identifies the dilemma and/or moral issues involved. Explain why you chose this particular case among the others in the

chapter and connect the case to your knowledge and expertise of the professional area from which the case was drawn.

- b. Generate at least 3 discussion questions viewable to the class (i.e., share them on your Zoom screen as a Word document or PowerPoint slide). Make your questions open-ended and interesting. Connect at least one question to the course reading for that day.
- c. Facilitate discussion with your classmates.
- d. Create a one-minute wrap-up statement that identifies conclusions and unsettled concerns.

Third Assignment: Code of Ethics Analysis (1250-1750 words). Part of professional ethics training is identifying and learning from professional codes of ethics. This is an asynchronous, out-of-class assignment. ***Cite at least three authors from the course.***

- a. You may select a unique code or work collaboratively with one other partner. We will plan this ahead of time. You can do your own unique entry on Canvas, collaborate on one, work in tandem with a partner, or create two separate entries 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 and 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. Re-read the section of Chapter 9 of the Johnson text that provides an overview of the components, strengths, and weaknesses of codes of ethics. Re-read Hamrick and Benjamin's discussion of codes of ethics. Cite these authors to 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 the code 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 entry into a coherent whole, addressing relevant elements but also tying them together thematically. Use headings to guide the reader.

- j. After completing your entry, read your classmates' entries and be prepared to discuss them during the following class.

Fourth Assignment: Professional Ethical Dilemma (2000-2250 words). This paper is the opportunity to contemplate an ethical dilemma in your professional practice, 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.) The paper should have the following components:

- a. Use the nine-question problem solving system outlined in Chapter 4 of the Nash and Jang text (and used to analyze cases in the latter chapters of their book).
- b. Follow each step in their system. Incorporate into your answers ideas from Nash and Yang, Hamrick and Benjamin, and Appiah. Also incorporate ideas from two additional authors from the course (whether assigned readings or resource readings).
- c. As much as possible, make your paper a complete whole. Have an introduction and conclusion and use headings to guide the reader.
- d. Indicate at some point in the paper why you chose the case.
- e. Re-read your ethical 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.

Fifth Assignment: Moral Issues Paper (2000-2250 words). For this assignment, you will write a paper on a moral issue that arises from reading *Campus Uprisings*, the book edited by Douglas, Shockley and Toldson. Write a paper that draws from the book but also conveys your own unique point of view. Perhaps you agree with the various authors in the book, some, or 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. Choose a moral issue mentioned in the text.
- 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. Cite at least three of the four core course texts at least once and at least four additional authors from the course. Make the connections to the authors substantive. Remember that quoting is not engaging. You need not draw from any sources outside of the course reading, and in fact, it will be a clear paper if you don't.

- 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.
- h. Re-read your ethical 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 moral issue. Comment on how your work in the course and on this assignment has altered and/or reinforced the content of that mini-manifesto.

Sixth Assignment: Final presentation (3-5 minutes). Prepare a short presentation about your moral issues paper, selecting a short passage to read from it and mentioning at some point how the final assignment has altered and/or reinforced the content of your ethical mini-manifesto. You do **not** need to prepare a PowerPoint or anything elaborate. If for some reason you are unable to attend the final class, you may either record a 3- to 5-minute presentation or have the grade for your moral issues paper count for the proportion of the grade allocated to this presentation.

Seventh Assignment: Class participation and attendance. See the Assessment and Evaluation section for how class participation is graded. Lack of attendance begins to affect this grade after the first absence if the replacement assignment is not completed (See section above on "What to do if you miss class").

Grade percentages are as follows:

1. Ethical mini-manifesto.....	15%
2. Hamrick & Benjamin case presentation.....	10%
3. Code of ethics online assignment.....	10%
4. Professional ethical dilemma paper.....	25%
5. Moral issues paper.....	25%
6. Final presentation.....	5%
7. Class participation, attendance.....	10%

SPRING 2021 COURSE SCHEDULE

DATE	GENERAL THEME	READINGS: <i>Italicized readings are articles on Canvas</i>	MODE OF INSTRUCTION	ASSIGNMENTS DUE
Jan 19	Introductions and Overview		<i>Live (via Zoom)</i>	
Jan 26	a. The Scope of Ethics b. Caring	Hamrick & Benjamin: Preface, Chapters 1, 2 <i>King</i> <i>Freire</i> <i>Noddings</i>	<i>Live</i>	Select a professional area corresponding to Chapters 3-7 of Hamrick & Benjamin
Feb 2	a. Narrative Ethics b. Ethical Dilemmas	Nash & Jang: Chapters 1-4 Hamrick & Benjamin: pp. 33-39	<i>Live</i>	Select and schedule a focus case
Feb 9	Ethical Traditions I	Appiah: Introduction, Chapters 1-6	<i>Asynchronous</i>	Ethical mini-manifesto due
Feb 16	a. Ethical Traditions II b. Codes of Ethics	Appiah: Chapters 7-10 <i>Johnson</i> Hamrick & Benjamin: Appendix A	<i>Live</i>	Indicate organization for Code of Ethics assignment
Feb 23	Pitt Self-Care Day	No Reading	No Class	
Mar 2	Ethical Traditions III	<i>Mills</i> <i>Fraser-Burgess et al.</i> Nash & Yang: Chapter 5 Hamrick & Benjamin: pp. 36-37	<i>Live</i>	Code of Ethics analysis due
Mar 9	Narratives of Caring in Action in Higher Education	<i>Roseboro & Ross</i> <i>Ore</i> <i>Villenas</i> Hamrick & Benjamin, pp. 104-105 Classmates' Code of Ethics entries	<i>Live</i>	Be prepared to discuss ethical dilemma
Mar 16	Moral Issues in Higher Education I	Douglas et al., Foreword, Intro, Chapters 1-3 <i>Kelley</i>	<i>Asynchronous</i>	
Mar 23	Moral Issues in Higher Education II	Douglas et al., Chapters 4-6 Hamrick & Benjamin, pp. 64-65	<i>Live</i>	Professional ethical dilemma due
Mar 30	Moral Issues in Higher Education III	Douglas et al., Chapters 7-9, Afterword Hamrick & Benjamin, pp. 42, 152-153	<i>Live</i>	
Apr 6	Moral Development I	<i>Liddell & Cooper</i> Nash & Jang, Chapters 6-7 Hamrick & Benjamin, pp. 142-143, 156-157	<i>Live</i>	
Apr 13	Moral Development II	Nash & Jang, Chapters 8-10	<i>Asynchronous</i>	
Apr 20	Moral Development III	Nash & Jang, Chapters 11-13 Hamrick & Benjamin: pp. 40-41	<i>Live</i>	Moral issue paper due April 24
Apr 27	Final Class	No Reading	<i>Live</i>	Short presentation on final paper