Take for credit: PHI 521, Theory and Skills of Ethics Teaching (3 Graduate Credits), traditional or p/f grading, or audit as workshop only. Students are responsible for arranging transfer credits with home institution.

Instructor: Deni Elliott    Office Hours: By appointment
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Course Objectives:
Through active involvement, participants will
1) observe themselves as learners to learn about themselves as teachers;
2) develop materials to use in teaching in their own settings;
3) practice with philosophical concepts relevant to teaching practical ethics;
4) develop and defend a system for analysis;
5) determine characteristics that make teaching and learning environments ethical;
6) experiment with learning and teaching styles including synchronous and asynchronous online, face-to-face methods including case, lecture, collaborative learning groups, and Socratic dialogue.

This course is partially taught online (14 of 45 contact hours) and partially in a 5-day face-to-face setting at the University of Montana – Missoula (31 of 45 contact hours) The course will be available on-line through a UM BlackBoard site beginning six weeks prior to the in-residence week. Participants will find exercises and assignments to complete, and discussion board threads with which to engage. We will also meet in the virtual classroom for 2 hours each session for 7 sessions (Meeting times chosen to best meet the needs of participants.) The online work, including preparation, reading, and virtual classroom meetings, will take 25-35 hours. We will tackle some primary philosophical reading (Aristotle, Kant, Mill) and readings from some feminist philosophers with the objective of having all participants come to the residential portion with a basic understanding of some of the work of three influential philosophers and of how feminist response has added to our understanding of moral community and moral obligations.

The course will meet in residence at the University of Montana-Missoula August 1-5, 2011. We will meet 9-5 M-F, with a half-hour lunch break and two 15 minute breaks. On Wednesday, formal instruction will end at noon. In-residence work will take approximately 40 hours, including class time and preparation. Individual consultation is available after the class is over as requested.

Course Materials:
Aristotle, Nicomachean Ethics, Books I, II, VI (available through websearch)
Assessment:
This class is offered audit, P/F or traditional grading option. I expect all participants to participate in BlackBoard pre-residence activities (or to read the transcripts from sessions if unable to attend), to attend all sessions during the in-residence week, and to participate in all individual and group exercises. Participants will create materials during the in-residence week to take into their specific learning environments.

Students who are taking the class for a letter grade are expected to submit four learning units (see final assignment sheet) for evaluation no later than two weeks following the end of the face-to-face portion of the class. These students will also turn in a written self-assessment based on personal and professorial learning goals.

Students who are taking the course P/F are expected to attend all sessions, participate in all individual and group exercises and complete all homework assignments, but are not expected to turn in a final product for review.

Participants who are auditing the seminar are expected to attend all sessions, participate in all individual and group exercises and are strongly encouraged to complete all homework assignments.
Daily Schedule for Face-to-Face Week (except Wednesday):

9-10:30  Large Group Lecture/Discussion
10:30-10:45  Break
10:45-Noon  Large Group Lecture/Discussion
Collaborative Learning (CL) Exercise Explanation
Noon-3:00  Lunch, Individual Work, CL Group, Break
3:00-5:00  Large Group Summary and Closure

On Wednesday, August 3, formal instruction ends at noon.

The Ethics of Teaching Ethics:
Ethics teaching communicates values, beliefs about human nature, and expectations as well as content. Everything that I do in this course is what I do in my “real life” teaching. I expect us all to be actively and authentically engaged in all activities as teachers and as learners. I cringe when I hear someone say, “Well, if I were teaching a real class, I would......” I will stop you if you say that. Please do the same to me. This IS a real class. Indeed, it is a real ethics class.

My teaching strategies, as well as the materials for each day, are carefully designed to meet particular instructional goals both in modeling and in content. During our end-of-the-day summary discussion, you are expected to make public note of what you noticed in the way of pedagogy during the day, whether your response is positive, negative or puzzled. My goal is to be conscious of and purposeful about everything that I do in our seminar experience. My goal is to be able to justify and explain everything that I do as a teacher. I model transparency because transparency is a reasonable expectation of every ethics teacher.

Here are my expectations for you: I start from the belief that the ethical person is someone who is self-aware, self-reflective and self-critical. A person who is self-aware is someone who works hard to notice the choices that s/he is making, and who attempts to articulate the reasoning behind those choices (at least to him/herself). The person who is self-reflective is someone who is conscious of alternative choices and who works to explain what makes one alternative better than others. The person who is self-critical is someone who understands him/herself to be an evolving moral agent. That means that the person recognizes his or her own fallibility and who celebrates his or her own personal moral growth and development. You will have opportunities throughout the week to demonstrate being self-aware, self-reflective and self-critical.

Collaborative Learning Groups: Every afternoon except Wednesday, you will spend up to ½ hour preparing individual assignments either on your own or in tutorial with the instructor and will spend up to two hours working in collaborative learning (CL) groups. The purpose of the CL group is to give you practice in applying the concepts that we have covered in the morning and to give you the support of a small group as you do so.
By noon on Day 1, please form your CL group based on shared discipline, teaching level or other attraction. Try to avoid having life partners, teaching partners, or other people that you know well in the same group. Each group should have four members.

We will follow CL group work each day with a large group summary session, in which we will review the concepts of the day and the individual and group application of those concepts. Please appoint a recorder/reporter each day to keep track of the CL work and to share information from your experience with the large group. All group members should listen for information, ideas and insights that might be interest to the class as a whole.

CL group work is meant to be directly applicable to your learning environment. Some exercises will ask you to develop materials or devise strategies. Others will ask you to discuss concepts with your group. Please appoint a timekeeper to manage your time so that you can attempt all exercises.

Please let me know where your CL group chooses to meet so that I can visit your group. I will circulate among the groups to answer questions, provide assistance, and to complicate the assignment if you are having too easy of a time of it. There are lounges in Anderson that are good for meeting, as well as picnic tables outside the building.

**Special Assistance/Accommodation:**
Please let me know if I can provide special assistance or accommodation. I am available to meet with you individually before class, at lunch, or at the end of the day.

**ONLINE SCHEDULE**

**Online Session #1, Classical Philosophy and the Teaching of Practical Ethics**


Mill, J.S.. "Of the Liberty of Thought and Discussion"

**Complete** Activities #4 and #5 in Ethical Challenges

**Participate** in Discussion Board #1 by answering the following questions and engaging with other participants:

1) Based on your completion of activities, readings and your own experience, determine if you are more of an absolutist or a relativist.

2) Are you an idealist?

3) What is the goal of ethics – being your own best self? Taking care of specific others? Making the community a better place? Something else?

4) Why should you want to be consciously aware of your own ethical intuitions?

5) What is the good of seeking opinion (or ethical intuitions) different from your own?

**Virtual Classroom Topics**

Classical philosophers and building an understanding of oneself

Variations in ethical intuitions and personal ethical growth

Seeking opinion different from one’s own

*Classroom Exercise: Was Mill Right?*
Online Session #2, Ethics as habit and knowing our extremes

Read Aristotle, Nicomachean Ethics, Books 1 & 2
Complete Activities #1 and #2 in Ethical Challenges
Participate in Discussion Board #2 by answering the following questions and engaging with other participants:

1) Based on your reading of Aristotle and completion of activities, along with your own experience, consider when being ethical is a habit (that is, takes no or little conscious thought) and when it takes more work.
2) Aristotle tells us that the point of learning ethics is to help make people good. Do you see that as a teaching goal for your ethics classes? Why or why not?
3) Are you consistent in what you personally value and what you value in how people act in regards to you? What differences do you notice and what do you make of the differences?

Virtual Classroom Topics
Living a life in accordance with virtue
Knowing oneself and one’s drift toward extremes
Building character
Classroom Exercise: Personal and professional virtues and the golden mean

Online Session #3: Knowing vs. Doing and Correct Deliberation
Read Aristotle, Nicomachean Ethics, Book VI
Kant, Preface and Chapter 1
Ethical Challenges, pp 11-16
Complete Activities #6, #7, #8, #9 and #10
Participate in Discussion Board: Aristotle and Kant both expect individuals to do autonomous work in the process of becoming a person of character (Aristotle) or in making the right ethical choices (Kant). In your view, how much of ethics is dependent on individual autonomy and how much can be taken care of simply by following external rules?

Virtual Classroom Topics
The person of practical wisdom
Making oneself do the right thing
Duty vs. Good Will
Be the change you want to see in the world
Classroom Exercise: Intentionality and Moral Blameworthiness

Online Session #4: Free Will and Respecting Humanity in All Persons
Read Kant, Chapter 2 and 3
Participate in Discussion Board: Think of some ways that you respect humanity in self and others. How is punishment an example of showing that respect?

Virtual Classroom Topics
The implications of autonomy
The responsibility of autonomy
Ideal goals and the problem of fallibility
Classroom Exercise: Making and Mitigating Moral Mistakes

Online Session #5, Justice and Utility
Read Mill, Utilitarianism, with special emphasis on Chapter V.
Elliott, Getting Mill Right
Participate in Discussion Board: Why is it important to consider if every person is being treated justly before applying the utilitarian calculus?

Virtual Classroom Topics
Aggregate good vs. good for the majority
Mill’s concept of justness and Kant’s respect for each person’s humanity
Classroom Exercise: Different notions of justice

Online Session #6, Foundational Goal: Making Oneself Good or Making Community Good
Read: Mill, Utilitarianism, with special emphasis on Chapters II and III.
Participate in Discussion Board: Is Mill telling us that people should want to make their communities better or that people will naturally want to make their communities better if they are well enough educated or enlightened?
Virtual Classroom Topics
Better Socrates Dissatisfied
Understandings of the Educated Person
Mill’s Educated Person, Aristotle’s Person of Practical Wisdom and Kant's Dutiful Person
Classroom Exercise: One's own ethical goals and one's goals for teaching ethics

Online Session #7, If Aristotle were Alice Stotle; the narrow view of traditional Western ethics
Participate in Discussion Board: From a feminist point of view, what do you think is missing in the traditional Western discussion of ethics? How would you incorporate consideration of those missing aspects?
Virtual Classroom Topics
An Ethics of Strangers vs. An Ethics of Connection
Respecting Individual Liberty vs. An Ethics of Care
Integrating Feminist Response
Classroom Exercise: Integrating Feminist Response for an Ethical Classroom

FACE-TO-FACE SCHEDULE

Monday, August 1     The Context of Ethics Teaching
Ethical Theory and Systematic Moral Analysis
Goals for Teaching Ethics
Understanding Oneself as a Moral Agent
Identification of Role-Related Responsibilities

Readings:  Gert, B., “Avoiding Moral Cynicism”
Elliott, D., First Person, Intro; Chapter 1, Chapter 3

Tuesday, August 2     The Methodology of Ethics Teaching
Conceptualizing Questionable Acts
Examining Context
Asking Relevant Questions
Case Method and the Paradox of Directed Facilitation
Consensus Building

Readings: Elliott, D., Chapter 6

Wednesday, August 3    Classical Theory and Practical Ethics
Teaching Mixed Formalism
Readings: Elliott, D. Chapter 4
Elliott, D. “Getting Mill Right”
All classical and feminist readings, with special attention to Mill, Utilitarianism

Thursday, August 4    The Psychology of Ethics Teaching
Moral Development Theory
Moral Development as a Teaching Tool
Reasonable Expectations and Intentionality
Moral Causality, Harm and Justified Harm

Readings: Elliott, D. Chapter 5

Friday, August 5       The Ethics of Ethics Teaching
Outcomes Assessment
The Teacher as Model in the Learning Environment
The Nature of Intellectual Risk
Creating the Conditions for Ethics Teaching and Learning
Closure

Readings: Elliott, D. Chapter 2