

**PHILOSOPHICAL AND ETHICAL DIMENSIONS OF  
EDUCATION POLICY AND LEADERSHIP  
EDPA 742**

**Spring 1999**

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**Class Meeting Times: Wednesdays, 7:00-9:45 pm  
Office Hours: Mondays, 1:00-3:00, and by appointment**

### **Course Description**

This course draws on the discipline of philosophy to examine ethical issues confronting education leaders and policy makers. Attention is concentrated on understanding educational decision-making in a liberal democratic society where tensions exist between public and private interests. The course is focused on unpacking the concepts of liberalism and democracy as they apply to public education in the U.S. Case analyses of a number of contentious and often litigated ethical issues in educational policy and practice are conducted to illustrate and apply the central philosophical concepts introduced in the course.

The course begins with a broad introduction to major philosophical schools of thought and the concepts of liberalism and democracy, particularly as they apply to education. Attention then turns to the purpose and role of public schooling in the U.S., the tensions between public education and private interests, and the notion of equality of educational opportunity. The final portion of the course focuses on multicultural education as a special topic for investigation.

### **Course Requirements**

Course requirements include participating actively in class discussions (including periodic presentations of various sorts), writing a short case analysis, and writing and presenting a significant term paper. Each of these requirements is described in more detail below.

- 1. *Participation in class (20% of grade):*** Students are expected to complete weekly reading assignments and are encouraged to actively participate in class discussions. In particular, students will be evaluated on their participation in the weekly discussions of case studies. Each student will be required to coordinate and lead at least one weekly case analysis during the semester.

2. **Short case analysis (30% of grade):** Each student will be required to write a short paper analyzing a case as presented in class. The paper will be on a prescribed topic and will not involve extra reading or research. The analysis should be between 3 and 5 double-spaced pages in length and may not exceed 5 pages. The case analysis is due during week 11 of the course.
3. **Term paper (50% of grade):** Students are required to prepare a significant term paper on a topic of their own choosing. These papers should be between 10 and 15 double-spaced pages in length. While students are encouraged to focus their efforts on an area that they find to be of personal interest, the topic should be appropriate for a course on the philosophical and ethical dimensions of education policy and leadership. Consultation with the instructor on the selection of a paper topic is highly recommended. Students are encouraged to submit a draft of the paper at the midterm of the course for comments and feedback from the instructor. The final product, due during the final class period of the semester, should be a conceptually sophisticated and stylistically appropriate research paper. Students will present their papers during the final week of class.

## Required Reading

This course will rely on reading from a number of sources. First, five texts are required for the course. These are listed below and are available for purchase at the University Bookstore. In addition, a packet of supplemental readings is available for purchase from Bel Jean Printing. The packet contains multiple chapters from a text cited below as well as an assortment of other readings. Readings in the packet are marked with a \* in the weekly reading lists.

### ***Texts available for purchase at the University Bookstore:***

Bull, Barry L., Fruehling, Royal T., and Chattergy, Virgie. (1992). *The ethics of multicultural and bilingual education*. New York: Teachers College Press.

Gutmann, Amy. (1987). *Democratic education*. Princeton, NJ: Princeton University Press.

Noddings, Nel. (1995). *Philosophy of education*. Boulder, CO: Westview Press.

Strike, Kenneth A, Haller, Emil J., and Soltis, Jonas F. (1988). *The ethics of school administration*. New York: Teachers College Press.

Strike, Kenneth A. and Soltis, Jonas F. (1985). *The ethics of teaching*. New York: Teachers College Press.

### ***Course Packet available at Bel Jean Printing, includes readings from:***

Strike, Kenneth A. (1982). *Educational policy and the just society*. Chicago: University of Illinois Press.

**Philosophical and Ethical Dimensions of Education Policy and Leadership**  
**Tentative Course Outline**

- I. Introduction to the Course: Education in a Liberal-Democratic Society (Week 1)
  - A. Philosophical Schools of Thought (Weeks 2-3)
  - B. Concepts of a Liberal Democracy (Week 4)
  
- II. Purpose and Role of Public Schooling (Week 5)
  
- III. Teacher Professionalism: Rights and Responsibilities (Week 6)
  - A. Teacher Unions
  - B. Tenure
  - C. Intellectual Freedom
  - D. Grading Policies
  
- IV. Limits of Democratic Authority: Rights of Individuals (Weeks 7-9)
  - A. Censorship and Moral/Religious Education (Week 7)
  - B. Private Schools and Dissent within Public Schools (Week 8)
  - C. Discipline and Due Process (Week 9)
  
- V. Equality of Educational Opportunity (Weeks 10-11)
  - A. Desegregation
  - B. Compensatory Programs
  - C. Video Children in America's Schools (Week 11)
  
- VI. Applying the Concepts to Multicultural Education (Weeks 12-13)
  
- VII. Paper Presentations (Week 14)

**Philosophical and Ethical Dimensions of Education Policy and Leadership (EDPA 742)**  
**Tentative Weekly Course Schedule and Reading List**

**Week 1: Introduction to the Course (2-3-99)**

**Week 2: Philosophical Schools of Thought: Dewey, Analytic Philosophy, Continental Philosophy, and Logic (2-10-99)**

Noddings, *Philosophy of Education*, Chapters 2-5

**Week 3: Philosophical Schools of Thought: Epistemology, Philosophy and Social Science, Ethics and Moral Education, and Social and Political Philosophy (2-17-99)**

Noddings, *Philosophy of Education*, Chapters 6-9

**Week 4: The Concept of a Liberal Democracy (2-24-99)**

Gutmann, *Democratic Education*, Introduction & Chapter 1  
Strike, *Educational Policy and the Just Society*, Introduction \*  
Murchland, The Kinds of Liberalism \*

*Case readings:*

Ethics of Administration: Chapter 1

**Week 5: The Purpose and Role of Public Schooling (3-3-99)**

Gutmann, *Democratic Education*, Chapter 2  
Strike, *Educational Policy and the Just Society*, Chapter 5 \*  
Finkelstein, Private Conflicts in Public Schools \*

*Case readings:*

Ethics of Administration: Chapter 6  
Ethics of Teaching: "Values Clarification" (p. 93-94)

**Week 6: Teacher Professionalism: Rights and Responsibilities (3-10-99)**

Gutmann, *Democratic Education*, Chapter 3

*Case readings:*

Ethics of Administration: Chapters 2-3  
Ethics of Teaching: "Grading Policies" (p. 76-77)

**Week 7: Limits of Democratic Authority: Censorship and Moral/Religious Education (3-17-99)**

Gutmann, *Democratic Education*, Chapter 4

Strike, *Educational Policy and the Just Society*, Chapters 6-7 \*

Kohlberg, Education for Justice: A Modern Statement of the Socratic View \*

*Case readings:*

Ethics of Teaching:	Chapter 3 "Censorship" (p. 72-74)
Court Cases:	Tinker v. Des Moines * Lemon v. Kurtzman Abington v. Schemp Edwards v. Aguillard

PAPER DRAFTS DUE

**Spring Break (3-24-99)**

**Week 8: Limits of Democratic Authority: Private Schools and Dissent w/in Public Schools (3-31-99)**

Gutmann, p. 115, 123

*Case readings:*

Court Cases:	Wisconsin v. Yoder * Pierce v. Society of Sisters
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**Week 9: Limits of Democratic Authority: Discipline and Due Process (4-7-99)**

Ethics of School Administration, Chapter 5

Ethics of Teaching, Chapter 2

*Case readings:*

Ethics of Administration:	"A Graduating Senior" (p. 87-88)
Ethics of Teaching:	"Truth or Consequences" (p. 82-83)

**Week 10: Equality of Educational Opportunity: Desegregation and Compensatory Pgms (4-14-99)**

Gutmann, *Democratic Education*, Chapter 5

Strike, *Educational Policy and the Just Society*, Chapters 9-11 \*

Coleman, The Concept of Equality of Educational Opportunity \*

Wise, Definitions of Equality of Educational Opportunity \*

*Case readings:*

Ethics of Teaching:	Chapter 4 "Equal but Separate" (p. 74-76)
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Ethics of Administration: Chapter 4  
Court Cases: Brown v. Board of Education \*

FIRST SHORT PAPER DUE

**Week 11: Video Children in America s Schools (4-21-99)**

**Week 12: Multicultural Education: The Liberal and Democratic Perspectives (4-28-99)**

Bull, Chapters 1-3  
Minnow, The Dilemma of Difference \*

**Week 13: Multicultural Education: The Communitarian Perspective (5-5-99)**

Bull, Chapters 4-5  
Mills, Multiculturalism and Cultural Authenticity \*  
Euben, The Debate over the Canon \*

*Case analysis*

**Week 14: Paper Presentations (5-12-99)**

FINAL PAPERS DUE