

Spring Semester 2004

EDUC 437 - 4

**Ethical Issues in Education**

Ann Chinnery

Office: EDB 9501A

Phone: 291-5539

E-mail: ahchinne@sfu.ca

Mondays 16:30-20:20

**E01.00**

EDB 8620

**PREREQUISITE:**

Educ 230 or Educ 401/2

Living in a pluralist democracy, teachers are often faced with complex ethical situations calling for informed decision-making. Some of the ethical issues currently being debated in schools are: bullying, the increasing corporatization of schools, marginalization, the erosion of social and personal responsibilities, character education, parents' and students' rights, mainstreaming, the general lack of moral guidance, questions of social justice and equity (based on race, gender, sexuality, ability), environmental issues, and so on. Nonetheless, there is relative lack of opportunity for educators to participate in reflective inquiry and critical dialogue around these issues. This course aims to further the goal of cultivating teachers as reflective practitioners and agents of change, and will therefore emphasize ethical action as well as ethical reflection.

**OBJECTIVES**

The course will aim to foster:

- the capacity for (written and oral) reflexive inquiry into our theoretical frameworks and practices
- the ability to read philosophical texts accurately and critically, and to employ philosophical vocabulary
- the ability to participate in productive large and small group dialogues in a community of inquiry
- the ability to identify and articulate a personally meaningful ethical issue; develop a strategy for personal and/or social transformation; engage in ethical action; and reflect on the experience in a way that brings together ethical theory and practice

**REQUIREMENTS**

- short reflective essay 10%
- project proposal 15%
- interim report 20%
- final essay 40%
- participation 15%

**REQUIRED TEXTS**

Hooks, Bell. (1994). Teaching to Transgress: Education as the Practice of Freedom. New York: Routledge.

Custom courseware package of additional readings.