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美国道德教育及其启示

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问题：

美国大学生开设思想政治理论课吗？

美国如何对大学生进行思想政治教育？



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内容

一、美国道德教育主要内容

二、美国高校道德教育主要实现路径



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今天美国公立学校里最具前瞻性且最流行的道德教育方法是品格教育。——威尔森



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新品格教育
——托马斯·
里可纳

尊重 (respect)

责任 (responsibility)

宽容 (tolerance)

诚实 (honesty)

合作 (cooperation)

公民意识 (civic awareness)



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一、美国道德教育主要内容

1、公民教育

一是爱国主义教育，
二是法制教育



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2、道德观和价值观的教育



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3、健康人格教育



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二、美国高校道德教育主要实现路径

1、开启课堂对话，创建品格课堂

社会科学课程：历史学、政治学、法学、社会学、经济学以及公民学等课程，这些课程都涵括了社会问题、国家体制问题、民族问题、生活问题等各个方面的内容——提高学生其道德判断能力，从而使学生增强社会责任感

专业课程：理、工、医、农等学科教学中都渗透了德育——使学生的知识结构更合理，保护和扩大美国社会所必需的伦理和社会价值



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杰斐逊品格教育课程中心推出的STAR课程：

STAR课程：“通过承担责任获得成功”（Success、Through、Accepting、Responsibility的首字母简称）

STAR课程包括两个方面：一是可以被融合到常规课程中的短小而易于跟上的周课程；一是反映在班级海报上的每月品格教育主题，这种课程关注从道德、文化和宗教领域选取出一般的价值观进行系统的教育，这些价值观包括责任心、诚信、尊重、刚正、勇敢、宽容、谦虚和礼貌等。

四步决策法：停下、思考、行动、回顾



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2、构建道德教育合力网，全方位促进德行养成

(1) 校园环境

硬环境：指学校的设备、基础设施建设和校园规划设计，在美国，很多高校的“硬环境”是建设地非常好的。

软环境：主要包括学校传统、课堂教学、教师与工作人员的思想品格、学校参与或者举办的各类活动等等。



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德克萨斯州柏拉诺学区





(2) 社会公共环境

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3、倡导实践启德理念，注重道德教育实践

- (1) 实践性活动
- (2) 社会服务性活动
- (3) 宗教活动



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Honor committee of University of Virginia



faith LYONS
2015-2016 HONOR CHAIR

When Landon Wilkins attempted to travel back in time through the *Cavalier Daily* archives, he found himself stuck in the present. He was researching some modern history of the University of Virginia Honor System, including the single sanction, the system's one-and-done penalty of permanent expulsion for culpable lying, cheating or stealing. As op-eds from the mid-1970s through the mid-1980s lit up his screen, he felt a shudder of déjà vu.

"It was scary when I was reading it," Wilkins (SCPS '16, Educ '17) says. "The same things are happening over and over and over again."

Return to Grounds after at least a decade's absence and you'll experience something similar. The back-and-forth of a sanction debate takes you back, like hearing the rumble in the Charlottesville night of a passing coal train. The Honor System penalty came up for its first vote of confidence in 1972. For every generation since, lulls in the 1990s notwithstanding, voting on the sanction has become as much a part of the UVA student experience as navigating the Alderman Library stacks, processing down the Lawn and brunching Sundays on Advil.

If it seems like some things never change—*Groundhog Day* on Grounds—it's not. What had been an occasional questioning of the single sanction has become a steady drumbeat. Six proposals to add lesser Honor penalties have come to a vote in the last 11 years. That's a pace of attack not seen since 1986, when the single sanction survived six reform votes in eight years. Back then, support of the status quo grew stronger with each successive vote. This time, the momentum has been building for change (see chart, Page 28).

In February, the latest vote, the single sanction hung on by the single thread of a single percentage point, 85 votes shy of the 60 percent supermajority needed to amend it. Had the counterproposal passed, it wouldn't have changed the sanction overnight, but it would have granted the Honor Committee new power, and a mandate, to develop a system of lesser penalties.

The frequency of the votes, their accumulating tilt toward reform, and a new generation that seems culturally predisposed to a more forgiving social contract, raise the question of just how long the expulsion sanction can stay single. And, if lesser forms of discipline become a part of the Honor System, what does it mean for the health and character of capital-H Honor at the University of Virginia? The answers may surprise you.

IT'S NOT ABOUT THE SANCTION
Faculty on the frontlines will tell that you inquiries about the sanction miss the point. Kenneth G. Elzinga, longtime faculty adviser to the Honor Committee and a living legend since shortly after arriving in 1967 to teach economics, says people shouldn't assume he's necessarily pro-single sanction. He may well be. You just can't trap him into saying it, no matter how many crafty ways you pose the question.

"What I'm really in favor of is the student self-governance," Elzinga says. To him, the Honor System works because the students own it and operate it. If they want to rejustify the procedures and penalties, that's their business. The key is that they embrace Honor and endeavor to foster a community devoted to it.

"I appreciate it as a professor. It's an enormous time saver," he says. If a student claims she missed a test because of a migraine, and asks to take the makeup, "I don't need to see something from Student Health."

And trust begets trustworthiness. Take a student at her word, and she will walk a little taller in all her dealings. "In some reverse-feedback way, it makes people more honest," Elzinga says. "It's part of the magic of the Honor System when that happens."

That magic, in Honor parlance, is the "community of trust." Darden School of Business Professor Michael Lenox (Engr '93, '94), an associate dean and a past Honor Committee chairman, attests it's a distinctly UVA phenomenon. He has taught at some of the country's most prestigious universities, including Harvard, Stanford and New York University. He says he has uncovered cheating elsewhere—he won't say on the record where—and a general indifference toward the subject among both students and faculty.

Not so in his eight years' teaching at Darden. "There's something fundamentally different occurring at UVA that you don't see at other schools," Lenox says, and it's not because of the single sanction. "The hallmark is the student self-governance piece."

Journalist and media studies lecturer Coy Barefoot (Grad '97), who has done extensive research on the history of the Honor System, similarly reframes a discussion about the sanction. Instead of focusing on Honor's polemics or periodic scandals—basketball star Olden Polynice's 1984 Honor acquittal, for example, or 2002's sanction of 48 introductory-physics plagiarists—he points to the daily miracle of how the system functions at its most mundane level.

"She takes that test. She signs her name that she won't cheat, and she doesn't cheat because she signed her name," says Barefoot, who helps lead the Center for Media and Citizenship. "It happens many thousands of times every school year, and it never makes the headlines."

BUILT-IN SUSPENSION
Something else to consider: An alternative sanction already exists. At least, you can make that argument.

