

MORAL DEVELOPMENT: THEORIES AND CONTROVERSIES (PSYC 4900-30187)
WEBER STATE UNIVERSITY
SPRING 2009

TR 10:00 – 11:15 A.M.
SS 347

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COURSE DESCRIPTION AND GOALS

In this seminar, we will examine different theoretical and empirical approaches to the psychological study of moral development. This course will introduce and compare and contrast several major theoretical approaches, including psychoanalytic, behavioral, and structural developmental (Kohlbergian and social domain) theories. We will also explore the relation between morality and culture, religion, gender, neuroscience, and education. This course draws from a variety of sources (including Freud, Skinner, Piaget, Kohlberg, Turiel) and relevant psychological research. Our discussion of moral development will be framed by the following questions: What is morality? Are moral values distinct from other values? How do children and adolescents develop morally? Specifically, how do different perspectives on moral development characterize the interaction between the child and his/her social environment?

TEXT

There is no required text. The required readings are available at the Social Science Testing Center for you to check out and make personal photocopies.

GRADING

	<u>Points</u>	<u>~ % of Total</u>
Course Attendance/Participation	75 (25 classes X 3 pts)	18
Weekly Discussion Questions	60 (12 weeks X 5 pts)	14
Response Papers	120 (6 papers X 20 pts)	29
Discussion Leader	80	19
Article Presentation	80	19
<i>TOTAL</i>	<i>415</i>	<i>100</i>

Final grades will be assigned based on the percent of total points earned, as follows:

A (100-93%)	B- (82-80%)	D+ (69-67%)
A- (92-90%)	C+ (79-77%)	D (66-63%)
B+ (89-87%)	C (76-73%)	D- (62-60%)
B (86-83%)	C- (72-70%)	E (59-0%)

1. Course Attendance and Participation (25 x 3 = 75 Points, ~18% of course grade)

- ❖ This is a small, senior-level course that will be conducted in seminar format. This format requires that students attend and are active in class discussions. Learning is most effective when it is a collaborative process. Aside from simply paying attention to the current discussion and not be distracted by other work, daydreaming, engaged in side conversations, you are responsible for asking questions and making thoughtful contributions to class discussion.
- ❖ You are expected to attend each class and to be prepared to discuss the assigned readings in depth. In total, we will meet 25 times to cover course material and 3 times for student presentations (two course meetings have been cancelled for various reasons). You may miss a maximum of 2 of the 25 regular classes and 1 of the 3 student presentation classes without penalty, but if you miss more than that without obtaining my permission, your final course grade will be docked by 3% for each subsequent class missed.
 - For example, if you attend 20 instead of the required 25 class periods and did not have my permission to miss the additional 3 class periods, 9% will be deducted from your final grade. If you attend more than the minimum required class sessions, your highest participation scores will be counted toward your final grade. Thus, course attendance and participation are critical to your overall success in this course.
- ❖ Your class participation will be evaluated daily on a 3-point scale in terms of the overall quantity and degree of thoughtfulness of your contributions.
- ❖ To promote preparation and discussion, you are expected to turn in responses to the readings prior to the Tuesday class of each week and to help generate questions for discussion, as described below, and to help lead two class discussions.

2. Weekly Discussion Questions (12 X 5 = 60 Points, ~14% of course grade)

- ❖ You will submit at least 3 discussion questions for weeks 2 – 14 (except spring break) in this course. The discussion questions must be posted **by NOON on the Monday before class (even on holidays, except for spring break)** on the Vista Discussion Forum for that week. This deadline is important because the weekly discussion leader needs to organize the questions for the class discussions. The questions can be questions of clarification, about relations between or among the readings, or broader questions of significance or relation to current events, and so on.
- ❖ Weekly discussion postings are worth 5 points. One point will be given for each of the 3 questions submitted; 2 points will be given for the overall question quality (0=below average; 1=average; 2=above average) (e.g., 3 average or 2 above average questions will earn 4 points).
- ❖ The time/date stamp on the discussion post will serve as the determinant of punctuality. *Late postings will not be accepted and will earn 0 points.*

3. Response Papers (6 x 20 = 120 Points, ~29% of course grade)

- ❖ You will submit 6 response papers in this course. Response papers will be 2-3 page, typed and double-spaced (12 pt font) summaries of the week's readings. No paper is due the 1st week of class. Papers are due **by NOON on the Monday before class (even on holidays, except for spring break)**. Half the class will submit papers on EVEN weeks (#2, 4, 6, 8, 12, 14); the other half will submit papers on ODD weeks (#3, 5, 7, 9, 11, 13). You will choose/ be assigned a group in the first week of class.
- ❖ Your paper should briefly summarize the major idea(s)/gist of EACH of the week's readings. Your papers should *not* be a mere chronological summary of the author's arguments; instead, you should focus on articulating the major arguments/points/perspective the author is trying to convey.

- ❖ You must submit your response papers to Dr. Shaw as an attachment via Vista email by the deadline (see above), or it will be considered late (the time/date stamp on the email will serve as the determinant of punctuality). Late papers will be penalized 10% or 1 pt per day (including weekends).
- ❖ Each response paper is worth 20 points. Papers will be graded on completeness (i.e., addressing each of the required readings), thoughtfulness, originality, and quality of writing (i.e., proper grammar, sentence structure, organization). Papers of average quality will earn 15 points, papers of exceptional quality will earn > 15 points, and papers of below average quality will earn < 15 points depending on fulfillment of the above criteria.

4. Discussion Leader (80 Points, ~19% of course grade)

- ❖ For one week (2 classes) in this course (to be scheduled the 1st week of class), you will serve as the discussion leader. As discussion leader, you should be especially familiar with the week's readings so that you can serve as the primary resource (Dr. Shaw will take a secondary role when a student serves as discussion leader).
 - You should be prepared to briefly summarize each of the readings.
 - You should use students' discussion questions posted on Vista as a guide in covering issues.
 - This is your chance to bring your perspective to the material, so feel free to be creative! You can bring in additional material (e.g., videos, newspaper articles) to share with the class or to use as a springboard for discussion, you can raise critical issues, suggest applications, consider future studies, and so on.
- ❖ When you come to class on the Tuesday of the week you are discussion leader, you will provide me with a typed outline of your seminar (e.g., topics you plan to cover, questions you plan to ask, activities you plan to do, your goals for the discussion). This is an outline and you will not be penalized if discussion turns in an unanticipated direction. Submission of the outline shows me that you have prepared for your role in the class discussion. Failure to submit an outline of your seminar at the beginning of class on the Tuesday of the week you are serving as discussion leader will result in a deduction of 20% (16 pts).
- ❖ You will be graded on your (1) ability to take the lead in the discussion, (2) ability to present the material in an engaging fashion, (3) familiarity and comfort with the week's readings, (4) ability to promote topic-relevant discussion, (5) use of time, and (6) overall organization.

5. Teaching Presentation (80 Points, ~19% of course grade)

- ❖ At the end of the term, you will give a brief teaching presentation with the aid of PowerPoint to the class. The goal is for you to extend and apply course content to an area of your own interest related to moral development (e.g., moral philosophy, moral self, moral/character education, morality and emotion, morality in animals, evolution and morality).
- ❖ You will teach the class what you learned on your chosen topic from reading and studying at least 2 outside empirical/scholarly sources. Both sources must be from empirical/scholarly publications, such as journals (e.g., *Child Development*, *Developmental Psychology*, *Merrill-Palmer Quarterly*, *Annual Review of Psychology*), monographs (e.g., SRCD monographs), handbooks (e.g., *Handbook of Moral Development*), edited volumes (e.g., *Moral Development and Socialization*), or scholarly texts (not textbooks). I suggest using the PsycINFO Database or Academic Search Premiere at the Stewart library to conduct your literature search.
- ❖ Read and outline your sources carefully. Construct a comprehensive PowerPoint presentation of the information presented in your sources. This is your opportunity to become a sort of "expert" in an area of moral development and to teach the class what you have learned. Among other

issues, you may consider clearly defining and illustrating central concepts, presenting the study rationale and findings, presenting some of the important facts used to support the main idea, identifying flaws in the argument, providing a good counterargument to the article's main idea, discussing points that could be added to the argument, and describing any examples of faulty reasoning you found in the article.

- ❖ Teaching Presentations will take place at the end of the term and will last about 15-20 minutes (depending on the number of students) so there is time for class discussion. The presentation must begin with a title slide that includes the title of your presentation and your name. The presentation must end with a reference slide that includes APA-style citations for your 2 references. The use of other audio/visual materials, and/or activities is encouraged; however they must be previewed and approved by the instructor. You are strongly encouraged to dress and present the material in a professional manner.
- ❖ Important Deadlines:
 - **Tuesday, 2/24 by class:** A detailed topic description is due for review and approval. Failure to meet this deadline will result in a 10% deduction from your presentation grade.
 - **Tuesday, 3/24 by class:** Your 2 outside sources (i.e., the full articles) and a tentative title for your presentation are due for review and approval. Failure to meet this deadline will result in a 10% deduction from your presentation grade.
 - **Tuesday, 4/7:** You will choose or be assigned your presentation date.
 - **Thursday, 4/2 and Tuesday, 4/14:** No class so that you may prepare your presentation.
- ❖ Grading of Teaching Presentation
 - The presentation evaluation form is available online. On your presentation day, you must submit your 2 sources and your PowerPoint handout. If late, your presentation grade will be docked 5% per 24-hour period until **Thursday, 4/23**, when a final grade of 0 will be assessed.

6. Exams

- ❖ There are no exams currently scheduled for this course. However, I reserve the right to add exams of any format and length should I deem it a necessary means of assessing your learning.

VISTA ENHANCEMENT

- ❖ This course is Vista-enhanced. To access the course website, go to <http://online.weber.edu>. Log-in with your Wildcat username and password. From the “My WSU Online” tab, click on “PSYC 4900”. Because this is a seminar and not a lecture format course, there are no PowerPoint handouts to aid in note taking and so on. However, you will be able to access various course resources, including the course syllabus and the Discussion Board where you will post your weekly questions, and to stay current with course announcements (“Announcements”) and your grades (“My Grades”).
- ❖ For assistance with Vista issues, email wsuonline@weber.edu or call 626-6499 (the phone is staffed Mon-Thurs, 8am–9pm & Fridays, 8–4:30pm; leave a message for a return call during non-business hours). For assistance with usernames and/or passwords, call (626-7777) or email (csupport@weber.edu) the Help Desk.

ATTENDANCE

- ❖ I will take daily record of your attendance and participation because both are required and critical to your overall success in this course (~22% of course grade).

EXCUSED ABSENCES FOR UNIVERSITY-RECOGNIZED ACTIVITIES

Students who will be absent while representing the University in officially recognized University activities (e.g., sports, band, professional conferences) must notify the instructor ten days prior to absence. Students will be permitted to make up both assignments and examinations in consultation with their instructors.

DROPPING THE COURSE

You may completely withdraw from the semester at any time. The last day to withdraw from any individual class is Friday, March 6th (see Catalog for details and instructions).

CLASS CONDUCT AND COURTESY

- ❖ Please be courteous of others when arriving late or leaving early from class. Students have the right to a course that is relatively free of any unnecessary distractions that could impair their participation in the course. If you anticipate being late for class or leaving early from class on a regular basis, see me immediately to explain the reasons for your tardiness or early departures.
- ❖ While there will be much discussion in this course, please refrain from engaging in lecture-irrelevant conversations with peers during class. You will be warned to stop your behavior. If such disruptive behavior continues, you will be asked to leave the classroom. A petition will be submitted to the Dean's office to drop you from the class roster after the second dismissal from class. If you are dropped from the roster, you may receive a grade of "E".
- ❖ You are expected to deactivate all electronic devices during class. No music players or portable headsets may be worn during class. If you disrupt the class with your electronic devices, you may be asked to leave the classroom. Audio recorders are permitted in lecture.
- ❖ No adult or child visitors are allowed in class without prior permission.
- ❖ See <http://documents.weber.edu/ppm/6-22.htm> for a description of student rights and responsibilities.

REASONABLE ACCOMMODATION

In accordance with the Americans with Disabilities Act [ADA], any student requiring accommodations or services due to a disability must contact Services for Students with Disability (SSD) in room 181 of the Student Service Center (http://departments.weber.edu/ssd/handbook/hb_07.htm). SSD can also arrange to provide course materials in alternative formats, if necessary. I offer any qualified student with a disability the opportunity to meet with me privately to discuss receiving reasonable accommodation, which will be afforded based on the specific disability and as agreed in writing. This statement in no way asks that students identify themselves as having a disability; however, a request for reasonable accommodation can be granted if a student makes his or her disability known.

PLAGIARISM AND CHEATING

All work submitted in this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases), even in response papers and oral presentations, must be properly documented. "Plagiarism" means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.

For example, you are engaging in plagiarism if you:

- 1) turn in the work of another person as your own;
- 2) “cut & paste” material into your paper/talk, fail to quote or paraphrase the material, and fail to cite the source;
- 3) paraphrase an author’s idea(s) and fail to cite the source;
- 4) only change around or delete a few words from the source, *whether or not* you cite the source;
- 5) use an author’s exact words and fail to put the material in quotes *whether or not* you cite the source;
- 6) use an author’s exact words in quotations but fail to cite the source of that information.

Frequently Asked Questions about Plagiarism, Quotations and Paraphrasing

How can I avoid plagiarism?

You must give credit to the original source whenever you use another person’s ideas, concepts, or theories, whenever you use another person’s facts, statistics, graphs, or drawings that are not common knowledge (e.g., The Declaration of Independence was signed on July, 4th 1776), whenever you use another person’s actual spoken or written words, and whenever you paraphrase another person’s spoken or written words.

When should I quote material?

You must use quotation marks and an APA-style citation when you use another writer’s exact words, even if a short phrase. It must be clear to your audience which words are your own and which words are another writer’s.

How do I quote material?

For direct quotations, you must enclose the quoted material in quotation marks AND include an APA-style citation, with the author, year, and page number in parentheses at the end of the quote.

Consider this example:

Preschoolers often talk out loud to themselves as they engage in activities, such as play. “Piaget called these utterances *egocentric speech*, reflecting his belief that young children have difficulty taking the perspectives of others” (Berk, 2006, p. 259). However, Vygotsky’s perspective differed from Piaget’s perspective on toddlers’ private speech. Vygotsky asserted that preschoolers use language to help them “think about mental activities and behavior and select courses of action” (Berk, 2006, p. 259).

What is paraphrasing, and how do I do it right?

Paraphrasing is rewriting another writer’s ideas in your own words. Acceptable paraphrasing accurately relays the information presented in the source, uses your own words (not the words of the source author), and lets your reader know the source of your information. When paraphrasing, you must **rewrite** the original language, **change** the original sentence structure, and include an APA-style **citation**. Unacceptable paraphrasing is plagiarism because it you are only changing around/deleting/adding a few words or phrases, changing the order of sentences from the source material, and/or failing to cite the source for any ideas or facts.

Ignorance is not an excuse; understanding and avoiding plagiarism is your responsibility. Please ask me if you have questions about how to properly cite sources. Also, use the resources available on WebCT regarding writing style and avoiding plagiarism. Although it may not seem to be “a big deal” and it often occurs because of carelessness rather than maliciousness, plagiarism is an act of stealing (another person’s ideas) and an act of lying (passing another person’s ideas off as your own). Plagiarism or cheating is an act of academic dishonesty and a violation of University Standards and the Student Code of Conduct. It will result in a grade of zero for the assignment. It may further result in failure of the course and a hearing before the Dean of Students; therefore, it could have serious implications for your academic career (e.g., academic probation, suspension, or expulsion). Refer to <http://documents.weber.edu/ppm/6-22.htm> for the WSU Student Code.

COURSE SCHEDULE AND READING ASSIGNMENTS

WEEK 1 (1/6, 1/8): OVERVIEW AND PSYCHOANALYTIC ORIENTATION

Discussion Leader: Dr. Shaw

1/6 Overview of course

1/8 Turiel (1998). The development of morality, In W. Damon (ed.). *Handbook of child psychology, 5th edition, Vol 3*: (only pp. 789-794 through Historical Overview).

Freud, S. (1931). Civilization and its discontents. In P. Gay (Ed.), *The Freud Reader* (only VI-VIII, pp. 753-772). New York: Norton.

Freud, S. (1925). Some psychological consequences of the anatomical distinction between the sexes. In P. Gay (Ed.), *The Freud Reader* (pp. 670-678). New York: Norton.

WEEK 2 (1/13, 1/15): SOCIALIZATION ORIENTATION

Discussion Leader: Dr. Shaw

Skinner, B.F. (1971). *Beyond freedom and dignity*. New York: Knopf. (Ch. 6 “Values”, pp. 101-126).

Kochanska, G., & Aksan, N. (2004). Conscience in childhood: Past, present, and future. *Merrill-Palmer Quarterly, 50*, 299-310.

Grusec, J., Goodnow, J. J., & Kuczynski, L. (2000). New directions in analyses of parenting contributions to children’s acquisition of values. *Child Development, 71*, 205-211.

WEEK 3 (1/20, 1/22): STRUCTURAL ORIENTATION I (PIAGET)

Discussion Leader:

Piaget, J. (1932/1997). *The moral judgment of the child*. New York: Free Press. (Ch. 1, “The Rules of the Game”, pp. 13-29; Ch. 2, “Adult Constraint and Moral Realism”, pp. 109-138, 194-196; Ch. 3, “Cooperation and the Development of the Idea of Justice”, pp. 197-219).

WEEK 4 (1/27, 1/29): STRUCTURAL ORIENTATION II (KOHLBERG)

Discussion Leader:

Kohlberg, L., & Hersh, R. H. (1977). Moral development: A review of the theory. *Theory into Practice, 16*, 53-59.

Kohlberg, L. (1976). Moral stages and moralization: The cognitive developmental approach. In T. Lickona (Ed.), *Moral development and behavior: Theory, research, and social issues* (pp. 31-53). New York: Holt, Rinehart, & Winston.

If there is time... Kohlberg, L. (1971). From is to ought: How to commit the naturalistic fallacy and get away with it in the study of moral development. In T. Mischel (Ed.), *Psychology and genetic epistemology*. New York: Academic Press. (pp. 151-180).

WEEK 5 (2/3, 2/5): DOMAIN APPROACH I (CONCEPTUAL FEATURES)

Discussion Leader:

Turiel, E. (1983). *The development of social knowledge: Morality and social convention*. Cambridge: Cambridge University Press. (Ch. 3, pp. 33-49).

Smetana, J. (2006). Social-cognitive domain theory: Consistencies and variations in children's moral and social judgments. In M. Killen & J. Smetana (Eds.), *Handbook of Moral Development* (pp. 119-154). Mahwah, New Jersey: LEA.

Nucci, L., & Turiel, E. (1978). Social interactions and the development of social concepts in preschool children. *Child Development*, 49, 400-407.

Tisak, M., & Turiel, E. (1988). Variation in seriousness of transgressions and children's moral and conventional concepts. *Developmental Psychology*, 24, 352-357.

WEEK 6 (2/10, 2/12): DOMAIN APPROACH II (INFORMATIONAL FEATURES)

Discussion Leader:

Wainryb, C. (1991). Understanding differences in moral judgment: The role of informational assumptions. *Child Development*, 62, 840-851.

Wainryb, C., & Turiel, E. (1993). Conceptual and informational features in moral decision making. *Educational Psychologist*, 28, 205-218.

Wainryb, C. (2000). Values and truths: The making and judging of moral decisions. In M. Laupa (Ed.), *Rights and wrongs: How children evaluate the world* (pp.33-46). San Francisco: Jossey Bass.

WEEK 7 (2/17, 2/19): SOCIAL CONSTRUCTION ORIENTATION

Discussion Leader:

Shweder, R. A., Mahapatra, M., & Miller, J. G. (1987). Culture and moral development. In J. Kagan & S. Lamb (Eds.), *The emergence of morality in young children* (pp. 1-83). Chicago: University of Chicago Press.

WEEK 8 (2/24, 2/26): MORALITY AND CULTURE

Discussion Leader: _____

2/24: TOPIC SUMMARY DUE BY CLASS-TIME

Wainryb, C. & Turiel, E. (1995). Diversity in social development: Between or within cultures. In M. Killen & D. Hart (Eds.), *Morality in Everyday Life* (pp. 283-313). Cambridge: Cambridge University Press.

Wainryb, C. (1997). The mismeasure of diversity: Reflections on the study of cross-cultural differences. In H.D. Saltzstein, *Culture as a context for moral development: New perspectives on the particular and the universal* (pp.51-65). San Francisco: Jossey-Bass.

If there is time... Wainryb, C. (2006). Moral development in culture: Diversity, tolerance, and justice. In M. Killen & J. Smetana (Eds.), *Handbook of Moral Development* (pp. 211-242). Mahwah, New Jersey: LEA.

WEEK 9 (3/3, 3/5): RELATIVISM, TOLERANCE AND DIVERSITY

Discussion Leader: _____

Hatch, E. (1983). *Culture and morality: The relativity of values in anthropology*. New York: Columbia Press. (Ch. 4 “The Call for Tolerance”, pp. 63-81 and Ch. 5 “The Limits of Tolerance”, pp. 85-101).

Wainryb, C., Shaw, L.A., & Maianu, C. (1998). Tolerance and intolerance: Children’s and adolescents’ judgments of dissenting beliefs, speech, persons, and conduct. *Child Development*, 69 (6), 1541-1555.

If there is time... Shaw, L. A., & Wainryb, C. (1999). The outsider’s perspective: Young adults’ judgments of social practices of other cultures. *British Journal of Developmental Psychology*, 17, 451-471.

WEEK 10: SPRING BREAK**WEEK 11 (3/17, 3/19): MORALITY AND RELIGION**

Discussion Leader: _____

Nucci, L., & Turiel, E. (1993). God’s word, religious rules, and their relation to Christian and Jewish children’s concepts of morality. *Child Development*, 64, 1475-1491.

Nucci, L.P. (2001). *Education in the moral domain*. Cambridge: Cambridge University Press. (Ch. 2, “Morality and religious rules”, pp. 20-51)

WEEK 12 (3/24, 3/26): MORALITY AND GENDER

Discussion Leader: _____

3/24 TWO ARTICLES & TENTATIVE PRESENTATION TITLE DUE BY CLASS-TIME

Gilligan, C. (1983). *In a different voice*. Ch. 1 and 2 (pp. 5-63).

Walker, L. J. (2006). Gender and morality. In M. Killen & J. G. Smetana (Eds.), *Handbook of Moral Development* (pp. 93-118). Mahwah, New Jersey: LEA..

Pollitt, K. (1992). Marooned on Gilligan's Island: Are women morally superior to men? *The Nation*, December 28, 1992, 799-807.

WEEK 13 (3/31): MORALITY AND NEUROSCIENCEDiscussion Leader: Dr. Shaw

Greene, J. D., Somerville, R. B., Nystrom, L. E., Darley, J. M., & Jonathan, D. (2001). An fMRI investigation of emotional engagement in moral judgment. *Science*, 293, 2105-2108.

Greene, J. D., Nystrom, L.E., Engell, A.D., Darley, J., & Cohen, J. (2004). The neural bases of cognitive conflict and control in moral judgment. *Neuron*, 44, 389-400.

Killen, M., & Smetana, J. G. (2008). Moral judgment and moral neuroscience: Intersections, definitions, and issues. *Child Development Perspectives*, 2, 1-6.

4/2 NO CLASS for SRCD Conference; Presentation work period**WEEK 14 (4/7, 4/9): MORALITY AND EDUCATION**

Discussion Leader: _____

4/7 PRESENTATION DATES ASSIGNED

Nucci, L.P. (2006). Education for moral development. In M. Killen & J. Smetana (Eds.), *Handbook of Moral Development* (pp. 657-682). Mahwah, New Jersey: LEA.

Nucci, L.P. (2001). *Education in the moral domain*. Cambridge: Cambridge University Press. (Ch. 8 "Creating a Moral Atmosphere", pp. 141-168).

WEEK 15**4/14 NO CLASS for Presentation Preparation****4/16 Teaching Presentations****WEEK 16****4/21 Teaching Presentations****4/23 Teaching Presentations**

NOTE: Course schedule may change; it is your duty to attend class to learn about the changes. This syllabus is our contract: it details your obligations to me, and mine to you. Announcements made in class or online "count" as much as policies outlined in the written syllabus.