Civility vs. Incivility: Respectful Disagreement in a Divided World
Association for Moral Education
San Antonio, Texas, USA
November 8 – 10, 2012
Lupinus texensis, more commonly known to us as the Texas Bluebonnet, is a species of lupine unique to Texas. The Bluebonnet is the state flower of Texas. During the spring they grow wild in fields, along roadsides, and any place else Texans can get them to germinate. They are often seen mixed with Castilleja (aka. Indian paintbrush or prairie-fire) as shown in the photo below. Texans love their bluebonnets.

Photo courtesy of Lauri Etheridge
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Conference Participants,

Welcome to the 38th annual conference of the Association for Moral Education. The conference planning committee (Becky Glover, Lance Garmon, Elly Vozzola, Amie Senland, Barbara Applebaum, Maria Cristina Moreno-Gutiérrez, Victoria Foster, Mark Pike) and the Executive Board of the Association are happy to welcome you to this year’s conference, “Civility vs. Incivility: Respectful Disagreement in a Divided World.” I remember when this conference was first presented to the board in the Netherlands and Becky promised everyone good food and good conversation in a spectacular and historic riverside setting. After years of careful planning and very collaborative committee work, the conference day is here, and we all owe Becky and her team gratitude and congratulations for putting together a fantastic and stimulating conference experience.

I wish to express our special thanks to those members who first joined us in China last year at the tremendous Nanjing conference and who have now traveled a great distance to be with us in San Antonio. On behalf of this truly international organization, I also want to welcome to this special part of the United States, all members and new participants from around the globe. In reading over the list of participants, I am thrilled and grateful to see that many AME members whom we haven’t seen in past years have decided to come back for this particular conference. We hope to keep you near and dear to us through Montreal next year and beyond.

We are fortunate this year that Jonathan Haidt will be our Kohlberg Memorial Lecturer, in this important year when his work has received such acclaim. AME members are delighted to be able to hear him speak and to have the opportunity to ask questions and look for clarifications. His work is controversial among AME members where some are very big fans and others more critical. But what better place than at a conference on respectful disagreement should these important ideas be discussed? Many are grateful that he can be with us at election time in the U.S., when his book The Righteous Mind, has particular relevance.

I hope that all of you will join us at the Community Meeting, where the entire community will have the opportunity to vote on the new mission statement, a statement crafted by the current board and membership to reflect our changing and broadening organization. I also will have the pleasure of announcing the details of our fundraising campaign with regard to new initiatives suggested by our membership in the survey that was distributed this past summer.

The friendliness of Texans will surely rub off on you at this conference so students, if this is your first time at AME, don’t be afraid to introduce yourselves to long-time AME members. We pride ourselves in nurturing graduate students in this field. Teachers, we are grateful that you have come to share your work with us and hear of our research. AME members, we would love to have you more active in the organization so please see me if you would like to run for the Executive Board or participate on any ad hoc committee we form.

A special thanks again to Becky and her team, and warm wishes for a wonderful conference,

Sharon Lamb, Ed.D.
President, AME
Professor, UMass Boston
Welcome to Texas and to San Antonio for AME 2012!

Our theme this year is Civility vs. Incivility: Respectful Disagreement in a Divided World. The Conference Committee has built a program that provides a range of issues for us to explore while we work to find common areas of understanding as well as to reach respectful disagreement when we do not. We hope you are as excited about the program as we are.

Disagreements are often the result of one person simply not understanding the other. I am often told, for instance, that Texans “talk funny,” and being a native of Texas, I have difficulty understanding why others think that. We are frequently accused of adding syllables to our words, making them all longer. In reality, we use the same number of syllables in our speech as everyone else -- we simply redistribute them. We might add a few syllables to some words (e.g., sa-owth as in “Naw, you ain’t in the Sa-owth, yur’n Texas!”), or subtract a few from others (e.g., fixin’ as in “OK, OK, I’m fixin’ tuh do it!”), or sometimes we just string together a group of syllables from several words to make just one. For example:

_Y’all:_ Perhaps the word most associated with Texas, y’all easily translates as “all of you.”
   “Y’all be shur tuh visit tha Alamo, now.”

_Ubetcha:_ “Yes! I certainly do / did!”
   “Didja enjoy tha AME confernce in San Antone?” “Ubetcha!”

_Yont tu:_ “if you would like”

_Prachatit:_ “Thank-you. I am very grateful.”
   “Y’all cum back, yont tu.” “Prachatit.”

In general, we Texans would like to respectfully disagree with those who think WE talk funny because, well, we tend to think some of YOU talk funny and use far too many words to express your ideas, what we refer to as being “a mite windy.”

I offer these examples:
At AME, the non-Texan philosopher might be overheard to say (with hand to chin and furrowed brow),
“I have been reviewing the philosophical perspective of Plato, and I am just not sure I can agree with his point of view.” The Texan philosopher would simply say (while scratching his head), “Been readin’ up on that Play Toe fella. Sumpin juss ain’t ryat wid ‘at boy.”

The non-Texan empiricist, on the other hand, following a thorough analysis of the data and finding no significant p values, might say, “After careful review, we conclude, unfortunately, that the hypothesis was not supported.” The Texan empiricist would simply say (with heavy sigh and shaking her head slowly from side to side), “’at dog juss won’t hunt.”

So whether the person who talks funny is you or me, whether our words differ or are the same, I hope while we are here at AME we can work to understand each other, find our areas of agreement, and when we can’t, we respectfully agree to disagree.

I hope you enjoy AME, San Antonio, and your stay in Texas. Let me know if you need translation.... ☺

Becky Glover
Kohlberg Memorial Lecture

Jonathan Haidt
Thomas Cooley Professor of Ethical Leadership, New York University Stern School of Business, New York NY

Jonathan Haidt is the Thomas Cooley Professor of Ethical Leadership within the Business and Society Program at the New York University Stern School of Business. He received his B. A. from Yale University in 1985 and his Ph.D. in Social Psychology from the University of Pennsylvania in 1992. He then did post-doctoral research at the University of Chicago and in Orissa, India. His research focuses on morality – its emotional foundations, cultural variations, and developmental course. He began his career studying the negative moral emotions, such as disgust, shame, and vengeance, but then moved on to the understudied positive moral emotions, such as admiration, awe, and moral elevation. This work got him involved with the field of positive psychology, in which he has been a leading researcher. He is the co-developer of Moral Foundations theory, and of the research site YourMorals.org. He uses his research to help people understand and respect the moral motives of their enemies (see CivilPolitics.org). He has won three teaching awards from the University of Virginia, and one from the governor of Virginia. He has spoken twice at the TED conference—once on politics, once on religion. He is the author of more than 80 academic articles and two books: The Happiness Hypothesis: Finding Modern Truth in Ancient Wisdom, and The Righteous Mind: Why Good People are Divided by Politics and Religion.

Plenary Speakers

Aletha Huston
Priscilla Pond Flawn Regents Professor of Child Development, University of Texas, Austin TX

Aletha C. Huston is the Priscilla Pond Flawn Regents Professor of Child Development Emerita at the University of Texas at Austin. She specializes in understanding the effects of poverty on children and the impact of child care and income support policies on children's development. She was the Principal Investigator studying the effects of a poverty intervention program (the New Hope Project) on children and families, and she was an investigator in the NICHD Study of Early Child Care and Youth Development. Her books include Developmental Contexts of Middle Childhood: Bridges to Adolescence and Adulthood (2006), and Higher Ground: New Hope for the Working Poor and their Children (2007), and Children in Poverty: Child development and public policy (1991). She is Past President of the Society for Research in Child Development, the Developmental Psychology Division of the American Psychological Association, and the Consortium of Social Science Associations, and the recipient of the Urie Bronfenbrenner Award for Lifetime Contributions to Developmental Psychology in the Service of Science and Society.

Don Reed
Professor of Philosophy, Wittenberg University, Springfield OH

Don Reed teaches ethics and history of philosophy at Wittenberg University (Springfield, Ohio). His scholarly research focused for two decades on Lawrence Kohlberg (1927-1987), a psychologist and philosopher of moral development, who in the mid-1970s created the first Just Community School near Harvard University. Reed’s Following Kohlberg: Liberalism and the Practice of Democratic Community (1997) described the importance of that model just community school as a revision of Kohlberg's well-
known stage theory of moral development. As a Fellow of the National Endowment for the Humanities (1996-97), Reed conducted biographical research on Kohlberg. His work in moral development took a new turn when he spent two years observing and volunteering in a public high school classroom (2003-04) and two preschool classrooms (2004-05) in Springfield. He then served four years (2006-09) as an elected member of the Board of Education of Springfield City Schools, serving during 2006 as Board President. Reed was guest editor of the 2008 Special Edition of the *Journal of Moral Education*, titled “Towards an integrated model of moral functioning.” His research now focuses on developing a multi-level model of ethical functioning based on current scientific research on morality.

**Gerald Torres**  
*Bryant Smith Chair in Law, University of Texas School of Law, Austin TX*

Professor Torres is former president of the Association of American Law Schools (AALS). A leading figure in critical race theory, Torres is also an expert in agricultural and environmental law. He came to UT Law in 1993 after teaching at The University of Minnesota Law School, where he also served as associate dean. Torres has served as deputy assistant attorney general for the Environment and Natural Resources Division of the U.S. Department of Justice in Washington, D.C., and as counsel to then U.S. attorney general Janet Reno. His latest book, *The Miner's Canary: Enlisting Race, Resisting Power, Transforming Democracy* (Harvard University Press, 2002) with Harvard law professor Lani Guinier, was described by *Publisher's Weekly* as "one of the most provocative and challenging books on race produced in years." Torres' many articles include "Translation and Stories" (*Harvard Law Review*, 2002), "Who Owns the Sky?" (*Pace Law Review*, 2001) (Garrison Lecture), "Taking and Giving: Police Power, Public Value, and Private Right" (*Environmental Law*, 1996), and "Translating Yonnondio by Precedent and Evidence: The Mashpee Indian Case" (*Duke Law Journal*, 1990). Torres has served on the board of the Environmental Law Institute, the National Petroleum Council and on EPA's National Environmental Justice Advisory Council. He is a member of the Council on Foreign Relations and the American Law Institute. Torres was honored with the 2004 Legal Service Award from the Mexican American Legal Defense and Educational Fund (MALDEF) for his work to advance the legal rights of Latinos. He has been a visiting professor at Harvard, Yale, and Stanford law schools.
The **Association for Moral Education (AME)** was founded in 1976 to provide an interdisciplinary forum for professionals interested in the moral dimensions of educational theory and practice. The Association is dedicated to fostering communication, cooperation, training, curriculum development, and research that links moral theory with educational practice. It supports self-reflective educational practices that value the worth and dignity of each individual as a moral agent in a pluralistic society.

The Association emphasizes the development of moral understanding in all individuals, and believes that such development requires opportunities for engagement in moral dialogue. Through its program of conferences and publications, the AME serves as a resource to educators, practitioners, students, and the public in matters related to moral education and development, provides expertise on educational policies and practices, and provides information about moral education to interested parties in the general public.

The AME is governed by an Executive Board elected by and drawn from its membership, and the active participation of all of the members of the Association is encouraged. Members include public and private school teachers and administrators, counselors and psychologists, philosophers, sociologists, researchers, teacher educators, religious educators, and graduate students interested in advancing the study of moral education. The AME invites all professionals interested in moral education to be members.
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The Association for Moral Education and the conference organizers gratefully acknowledge support provided by the following sponsors:

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- GUIDEBOOK
Directions to the Crockett Hotel from the Menger Hotel:

Exit the Menger from Motor Entrance doors leading to VALET parking (see floor plan for Menger, left side across from the pool).

Cross Crockett Street

The wall surrounding the Alamo grounds will be on your left. The entrance to the Crockett Hotel will be on your right; look for the flags above the entrance. The Alamo Room is on the first floor of the Crockett; follow the floor plan above.

Allow 5-10 minutes
## Day-at-a-Glance: Thursday, November 8

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<td>12:45 – 1:45</td>
<td><em>Plenary: Don Reed</em>**</td>
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<td><strong>Poster Session / Reception and Poster Award</strong></td>
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<td><strong>JME Board Meeting</strong></td>
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<td><strong>Plenary: Gerald Torres</strong></td>
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<td><strong>Plenary: Aletha Huston</strong></td>
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<td>7:00</td>
<td><strong>AME Banquet</strong></td>
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Registration and Book Display open 8:00 am – noon in Pre-Function Area
Association for Moral Education
Civility vs. Incivility: Respectful Disagreement in a Divided World
November 8 – 10, 2012
San Antonio TX, USA

WEDNESDAY, November 7
9:00 am – 5:00 pm  Before Conference Research Meeting:
Journal of Moral Education Special Issue on Moral Foundations Theory
All are welcome to attend free of charge!
(see additional details on “Announcements” webpage)

6:30 – 9:30 pm  AME Executive Committee Meeting
Casa Rio
430 East Commerce
San Antonio, TX

THURSDAY, November 8
8:30 – 11:30 am  Pre-Conference Workshop
Patio Rm
INTEGRATIVE ETHICAL EDUCATION: A SKILLS-BASED APPROACH TO MORAL CHARACTER EDUCATION
Darcia Narvaez¹ & Tonia S. Bock²
¹University of Notre Dame, Notre Dame IN, USA; ²University of St. Thomas, Minneapolis MN, USA

10:00 – 10:30 am  Refreshment Break
Minuet Rm

10:30 am – noon  New Members / Scholar / Mentor I
Minuet Rm
Ann Higgins D’Alessandro¹, Dawn E. Schrader², & Amie Senland¹
¹Fordham University, New York NY, USA; ²Cornell University, Ithaca NY, USA

12:30 – 12:45 pm  Welcome
Ballroom ABC

12:45 – 1:45 pm  Plenary
Ballroom ABC
Don Reed
Professor of Philosophy
Wittenberg University, Springfield OH, USA

WHAT BEING CIVIL MAKES POSSIBLE
ABSTRACT: When we are uncivil to one another, what opportunities do we imperil? Someone declines to return your greeting. Perhaps they mutter sarcastically and roll their eyes while you talk. Or they cease listening to you mid-sentence and turn away. Behind your back they disparage your efforts and impugn your motives. Or they do not thank you for a kindness you do them. Stated abstractly, civility is the considerateness and respectfulness among people who are part of some real or potential common endeavor or society, so that the dignity of each person is honored in public and private interactions. Paradigm or prototypical instances of civility include the enactment of shared rituals such as those of greeting and parting, helping and thanking, praising and forgiving, and blessing and mourning, among persons either who are
engaged in some ongoing competition or disagreement or who occupy different status levels in a role-differentiated hierarchy. Such rituals enact and cultivate bonds of affection beyond household and kin. Civility is not just politeness and good manners within and between statuses, but it is partly those things. And though it is easy to dismiss highly refined and exquisitely formalized conventions of etiquette, they are sometimes practices the purposes of which include showing consideration and respect, honoring the dignity of each person. The thesis will be that civility is no less necessary in fact than morality for accomplishing the principal purpose of morality: fostering cooperation for mutual benefit, in spite of in-group rivalry and out-group conflict. So a distinction will be drawn between civility (as local optional conventions of manners and decorum) and morality (as a universal mandatory code of conduct), and then this distinction will be blurred.

1:45 – 2:15 Refreshment Break Pre-Function Area

2:15 – 3:30 pm SESSION I

**Symposium 1.1**

*Teachers and Respectful Disagreement in a Divided World*

*Wiel Veugelers, Organizer*

RECONSTRUCTING THE CONCEPT OF TEACHER’S ETHOS
*Fritz K. Oser, University of Fribourg, Switzerland*

TEACHING MORAL VALUES IN A PLURALIST WORLD
*Wiel Veugelers, University of Humanistic Studies and University of Amsterdam, Naarden, Holland*

TEACHER AS MORAL AGENT: PROPOSAL OF TEACHER TRAINING
*Maria Rosa Buxarrais, University of Barcelona, Spain*

**Symposium 1.2**

*Embedding Cultures and Moral Development - Towards a Micro-Sociology of Moral Development*

*Boris Zizek, Organizer*

HUMANITY’S 99%: WORLDWIDE CONTEXTS FOR FLOURISHING AND VIRTUE
*Darcia Narvaez, University of Notre Dame, Notre Dame IN, USA*

PARENTAL EMBEDDING CULTURE AND CHILD DEVELOPMENT – THE TRANSITION FROM PARTNERSHIP TO PARENTHOOD
*Lalenia Zizek, Johannes Gutenberg-University Mainz, Germany*

**WITHDRAW 11.5.12**

**Paper Session 1.1**

CULTURE OF LAWFULNES IN MEXICAN SCHOOLS: RESPECTING LAWS, IDENTIFYING PRINCIPLES, VALUING DIVERSITY IN EDUCATIONAL PRACTICES
Juan Manuel Fernández-Cárdenas & Yolanda Heredia-Escoza, Tecnológico de Monterrey, México

MORAL CONFLICTS OF MEXICAN PUBLIC SCHOOL PRINCIPALS IN POLITICAL CONTEXT: LOYALTIES AND CONSEQUENCES
María Cecilia Fierro Evans, Universidad Iberoamericana León México, León Guanajuato, México

FROM CIVIC EDUCATION TO CITIZENSHIP EDUCATION: HOW FAR HAVE WE COME?
Maria Cristina Moreno-Gutiérrez 1, Florema Pequeño-Ramírez 1, & Beatriz Gómez 2
1IIIEPE Instituto de Investigacion, San Pedro Garza García, Nuevo León, Mexico; 2Universidad de Monterrey, Monterrey, Mexico

Paper Session 1.2 Renaissance Rm, 2nd floor
EFFECTS OF PERCEPTION AND JUDGMENT OF RESPONSIBILITY ON MORAL DECISION-MAKING
Jennifer Loew, RWTH Aachen University, Nordrhein-Westfalen, Germany

MORAL DEVELOPMENT RECONSIDERED
Larry Nucci, University of California, Berkeley, Berkeley CA, USA

THE DILEMMA-CORE: A DIALOGICAL METHOD TO ANALYZE MORAL JUDGMENTS AND THEIR EMERGENCE IN MICRO-PROCESSES
Lutz H. Eckensberger
German Institute for International Educational Research, Berlin, & Johann Wolfgang Goethe University, Frankfurt, Germany

Paper Session 1.3 Ballroom B
IN DIFFERENT VOICES: STUDENTS, PARENTS, AND EDUCATORS SPEAK OUT
Carol Strax, Dominican College, Nanuet NY, USA

WHITE MOTHERS, INTERNATIONAL ADOPTEES AND RACIAL SOCIALIZATION
Janie Victoria Ward 1 & Ivy George 2
1Simmons College, Boston MA, USA; 2Gordon College, Wenham MA, USA

PRACTICING PHYSICAL EDUCATION AND VIRTUES IN BRAZILIAN PUBLIC SCHOOLS
Maria Judith Sucupira da Costa Lins, Ana Celi Pimentel Souza, Ana Lidia Felippe Guimaraes, & Felipe Formoso Guaraciaba, Universidade Federal do Rio de Janeiro – Brazil, Rio de Janeiro, Brazil

Paper Session 1.4 Patio Rm
FIRST THINGS FIRST: BRING ONTOLOGY TO MORAL PSYCHOLOGY
Richard Williams, Michael Williams, Richard Reynolds, & Emily M. Reynolds, Brigham Young University, Provo UT, USA

VIRTUE AND PERSONALITY: A DEFENSE OF CHARACTER EDUCATION FROM CAPS THEORY AND VIRTUE ETHICS
Matt Ferkany & Benjamin Creed, Michigan State University, East Lansing MI, USA

EVIDENCE FOR META-ETHICAL PLURALISM: THE PSYCHO-SOCIAL FUNCTION OF OUR META-ETHICAL COMMITMENTS
Jennifer Cole Wright 1, Piper Grandjean 2, & Cullen B. McWhite 1
1College of Charleston, Charleston SC, USA; 2University of Wyoming, Laramie WT, USA

Paper Session 1.5 Ballroom C
UTILIZING A GLOBAL PERSPECTIVE TO PROMOTE MORAL DEVELOPMENT IN COUNSELING STUDENTS
Derek Robertson, Victoria Foster, & Kendra Surmitis, College of William and Mary, Williamsburg VA, USA
A FIELD DIVIDED: THE RELEVANCE OF MORAL EDUCATION TO COUNSELING SEXUAL MINORITY CLIENTS
Jessica Lloyd-Hazlett & Eleni Honderich, College of William and Mary, Williamsburg VA, USA

FAMILY CONVERSATIONS ABOUT JUSTICE AND FAIRNESS: REPORT OF A CLINICAL INTERVENTION FOR TROUBLED YOUTH AND PARENTS
Victoria Foster, Rip McAdams, Morgan Riechel, & Esther Benoit, College of William and Mary, Williamsburg VA, USA

**Paper Session 1.6**
**Cavalier Rm**
YOUNG APPRENTICES AND THE SILENT MAJORITY: TOWARDS AN ETHICAL ECOLOGY OF DIGITAL CHILDHOOD
Mark Pike¹, Aisha Walker¹ & Hannah Bridge²
¹University of Leeds, Leeds West Yorkshire, UK; ²Cross Hills School, Yorkshire, UK

THE VALUE OF PRIVACY AND PRIVATE INFORMATION-SHARING IN ONLINE COMMUNICATIONS
Dawn E. Schrader, David Lundie, Jubo Yan, & William Schulze, Cornell University, Ithaca NY, USA

**Paper Session 1.7**
**Minuet Rm**
CIVILITY AND THE IMPORTANCE OF BEING HUMAN
Megan Jane Laverty, Columbia University, New York NY, USA
WITHDRAWN 11.1.12

CIVILITY CHANGES AS A NEW VIRTUE PURSUIT: ILLUSTRATED IN THE CASE OF CHINESE ATTITUDES TOWARDS ANIMALS
Maosen Li, Renmin University of China, Haidian District, Beijing, China

WHOSE CIVILITY? ‘MULTICULTURAL’ EDUCATION AND THE RACIALIZED VIOLENCE OF PEACE ENFORCEMENT
Helen Anderson, Harmony Movement, Toronto ON, Canada

3:30 – 3:45 pm Break
3:45 – 5:00 pm SESSION II

**Symposium 2.1**
**Ballroom A**
Moral Motivation Transformed
Lawrence J. Walker, Organizer

MORAL MOTIVATION CAN BE SELF-REGARDING
Lawrence J. Walker, University of British Columbia, Vancouver BC, Canada

EMBARKING ON THE MORAL CAREER: EXAMINING THE INTERPLAY BETWEEN AGENCY AND COMMUNION AMONG PROSOCIAL YOUNG ADULTS
William L. Dunlop, University of British Columbia, Vancouver BC, Canada

DEVELOPMENTAL TRAJECTORIES OF MORAL MOTIVATION FROM CHILDHOOD TO ADULTHOOD
Jeremy A. Frimer, University of Winnipeg, Winnipeg, Manitoba, Canada

**Symposium 2.2**
**Cavalier Rm**
TEXAS SHRINE: ALAMO HISTORY AND MYTHS
Richard McCaslin, University of North Texas, Denton TX, USA

**Paper Session 2.1**
**Poolside Rm**
EVALUATING INTERPERSONAL AND INTRAPERSONAL DEVELOPMENT WITHIN A DIVERSITY AWARENESS CURRICULUM
Mary Elizabeth Herbst¹, Bryan Sokol², Ann Davis³, & Phil Pusateri⁴
¹University of Missouri - St. Louis, St. Louis MO, USA; ²Saint Louis University, St. Louis MO, USA; ³St. Gabriel the Archangel School St. Louis MO, USA; ⁴De La Salle Middle School St. Louis MO, USA

DIVERSITY PROGRAMS: HELPING OR HINDERING CIVILITY IN THE WORKPLACE
S. Michelle Cox, University of the Incarnate Word, San Antonio TX, USA

WITHDRAWN 10.23.12
NOTHING CHANGES IF NOTHING CHANGES -- THE CHANGING FACE OF HIGHER EDUCATION: MAKING ALL CAMPUSES WELCOMING TO STUDENTS OF COLOR
Anthony L. Moore¹ & Robin Moore-Chambers²
¹Performance Leadership Group, Overland Park KS, USA; ²University of Missouri - St. Louis, St. Louis MO, USA

Paper Session 2.2 Renaissance Rm, 2nd floor
ASSESSING THE RELATIVE CONTRIBUTIONS OF MORAL DEVELOPMENT, NATIONALISM, AND POLITICAL IDEOLOGY TO SUPPORT FOR AGGRESSIVE MILITARY SOLUTIONS
H. Michael Crowson¹ & Rebecca Hurst²
¹University of Oklahoma, Norman OK, USA; ²Virginia Commonwealth University, Richmond VA, USA

THE ROLE OF REVENGE, DENIAL AND TERRORISM RELATED DISTRESS IN RESTORING JUST WORLD BELIEFS
Neil Ferguson, Liverpool Hope University, Liverpool, Merseyside, UK

Paper Session 2.3 Alamo Rm, Crockett
AFFECTIVE ASPECTS INFLUENCING YOUTH’S PURPOSE AND MORAL REASONING
Valeria Arantes, Viviane Pinheiro, & Ulisses Araujo, University of Sao Paulo, Sao Paulo, Brazil

POSSIBLE SELVES AS A MEASURE OF HOPE IN JUVENILE OFFENDERS
Alesha D. Seroczynski¹ Brooke Hull¹, & Amy Jobst²
¹University of Notre Dame, Notre Dame IN, USA; ²Joseph County Juvenile Justice Center, South Bend IN, USA

IDENTIFYING PURPOSE AND PRO-SOCIAL ORIENTATION OF LIFE GOALS IN BRAZILIAN COLLEGE STUDENTS
Ulisses Araujo & Valeria Arantes, University of Sao Paulo, Sao Paulo, Brazil

Paper Session 2.4 Ballroom B
I CAN BE DIFFERENT FOR OUR SAKE; WE CAN BE DIFFERENT FOR EACH OTHER
Bill Puka, Rensselaer Institute (RPI), Lexington MA, USA

PROFESSIONAL CITIZENSHIP: EXAMINING THE RELATIONSHIP BETWEEN MEANING AND MORAL REASONING AMONG GRADUATE STUDENTS
Alexander Kyei Edwards, University of Education, Winneba, Ghana

THE MEASURE OF MORAL JUDGMENT OF CONSTRUCTION PROFESSIONALS IN DECISION MAKING: DEVELOPMENT AND VALIDATION OF THE CMT
On Kay (Angel) Law, Hong Kong Polytechnic University, Hong Kong, Hong Kong, China

Paper Session 2.5 Ballroom C
MORAL JUDGMENT IN BUSINESS-RELATED SITUATIONS - DOES GENDER MAKE A DIFFERENCE?
Gerhard Minnameier & Simone Schmidt, Goethe-University, Frankfurt Hesse, Germany

INCIVILITY DIFFERENCES BY GENDER: WORKING TOGETHER FOR SUCCESS
Brenda Young & Rolando Sanchez, University of the Incarnate Word, San Antonio TX, USA

Paper Session 2.6 Patio Rm
EFFECTS AND IGNORES OF TRAINING GLOBAL CITIZENSHIP: RESPECTFUL DISAGREEMENT WITHIN CHINESE CULTURAL COUNTRIES
Chin-Chueh (Jennifer) Wang, National Taiwan Normal University, Taipei, Taiwan

RESPECTFUL CONFLICT RESOLUTION AMONG DEVELOPING NATIONS: A CASE STUDY OF CIVILITY IN BANGLADESH, TAIWAN, COLOMBIA AND VENEZUELA
Maria Patricia Cantu, Yen-Yin Chu, Leo Pereira, & Alexandra Santamaria, University of the Incarnate Word, San Antonio TX, USA

A GLOBAL AGENDA FOR FAITH-BASED EDUCATION
Dorothy Ettling, University of the Incarnate Word, San Antonio TX, USA

Paper Session 2.7
BUILDING THE GOOD LIFE: RETHINKING MORAL EDUCATION IN HIGHER EDUCATION
Perry Glanzer, Baylor University, Waco TX, USA

ARE CODES OF CONDUCT EFFECTIVE TOOLS FOR ESTABLISHING ETHICAL BEHAVIOR IN FACULTY?
Susan G. Paris, Wentworth Institute of Technology, Boston MA, USA

IMPACT OF MORAL JUDGMENT AND MORAL DISENGAGEMENT ON HAZING ATTITUDES AND BYSTANDER BEHAVIOR IN COLLEGE MALES
Gentry McCreary, University of West Florida, Pensacola FL, USA

5:00 – 5:15 pm Break
5:15 – 6:30 pm SESSION III

Symposium 3.1
Keeping a Place at the Table for Moral Education in Counselor Training and Practice
Elizabeth Vozzola, Organizer

RECLAIMING THE HIGH GROUND FOR MORAL EDUCATION: SCHOOL BASED INTERVENTIONS THAT MADE A DIFFERENCE
Norman Sprinthall, North Carolina State University, Todd NC, USA

TRANSFORMING SCHOOL COUNSELING TO PROMOTE SOCIAL JUSTICE AND DEVELOPMENT
Tim Hatfield, Winona State University, Winona MN, USA

A PLACE AT THE TABLE: A VISION FOR THE FUTURE
Elizabeth Vozzola, University of Saint Joseph, West Hartford CT, USA

Symposium 3.2
Beyond Moral Motivation Within Moral Psychology: Enriching Perspectives On How To Get Motivated To Moral Action
Fritz Oser, Organizer

WITHDRAWN 10.23.12
HOW TO GET COMMITTED TO MORAL ACTION? – THE ROLE OF VOLITIONAL STRATEGIES ON THE WAY TO FORM AN INTENTION
Karin Heinrichs, Goethe-University of Frankfurt/Main, Germany

HOW CAN MORAL MOTIVATION BE FOSTERED DURING INTERNSHIPS? – AN EDUCATIONAL PERSPECTIVE
Sharon N. Oja & P. Craig, University of New Hampshire, Durham NH USA
“IT’S JUST GRAFFITI, CLEAN IT UP”: THE CIVIC DIMENSIONS OF STUDENTS’ RESPONSES TO A HYPOTHETICAL RACIST ATTACK AND IMPLICATIONS FOR TEACHING SOCIAL JUSTICE
Janet Kwok & Robert Selman, Harvard University, Cambridge MA, USA

TEN MODELS OF MORAL MOTIVATION
Fritz Oser, University of Fribourg, Switzerland

**Symposium 3.3**
**Poolside Rm**

Ethical Responsibility & Sex Education: Intimacy, Autonomy, and Parental Values
Sharon Lamb, Organizer

BEYOND AUTONOMY: UNDERSTANDING OUR MORAL OBLIGATIONS TO OTHERS WITHIN INTIMATE RELATIONSHIPS
Paula McAvoy, Spencer Foundation, Chicago IL, USA

THE SCOPE AND LIMITS OF PARENTAL PARTICIPATION IN SEX EDUCATION
Josh Corngold, University of Tulsa, Tulsa OK, USA

SAME-SEX MARRIAGES AND THE CHANGING LEGAL TERRAIN
Dianne Gereluk, University of Calgary, Calgary Alberta, Canada

**Paper Session 3.1**
**Ballroom C**

WHY 'HAPPY VICTIMIZERS' AND 'UNHAPPY MORALISTS' ACT THE WAY THEY FEEL: LINKING MORAL EMOTION ATTRIBUTIONS WITH BEHAVIOR
Tobias Krettenauer, Wilfrid Laurier University, Waterloo Ontario, Canada

THE CONTEXTS OF GUILT AND SHAME EXPERIENCES IN FINLAND, USA, INDIA AND LEBANON
Mia Silfver-Kuhalampi¹, Johnny Fontaine², Klaus Scherer³, Heidi Dempsey⁴, Meetu Khosla⁵, & Tima Al-Jamil⁶
¹University of Helsinki, Helsinki Uusimaa, Finland; ²Ghent University, Belgium; ³University of Geneva, Switzerland; ⁴Jacksonville State University, Alabama, USA; ⁵University of Delhi, India; ⁶American University of Beirut, Lebanon

MORAL JUDGMENTS AND IMMORAL ACTIONS: HOW MORAL EMOTIONS MATTER IN CHEATING BEHAVIOUR AMONG HIGH SCHOOL ADOLESCENTS
Jason M. Stephens, University of Connecticut – Storrs, Mansfield CT, USA

**Paper Session 3.2**
**Alamo Rm, Crockett**

THE IMPACT OF INTERNSHIP EXPERIENCES ON STUDENTS’ ETHICAL SENSITIVITY, ETHICAL REASONING AND MORAL DISTRESS.
Di You & Neil Penny, Alvernia University, Reading PA, USA

MORAL KNOWLEDGE, MORAL SENSITIVITY AND MORAL EDUCATION
Roger Marples, University of Roehampton, London, UK

COLLEGE STUDENTS’ GRATITUDE AND MORAL JUDGMENT
Wei Liu & Stephen J. Thoma, University of Alabama, Tuscaloosa AL, USA

**Paper Session 3.3**
**Cavalier Rm**

TEACHERS’ VALUES PREFERENCES ASSESSED THROUGH PICTURES ON BIOFUELS
Dimitris Pnevmatikos¹ & Jean-Luc Patry²
¹University of Western Macedonia, Florina, Greece; ²University of Salzburg, Salzburg, Austria

THE FACT-VALUE ISSUE IN SCIENCE EDUCATION ILLUSTRATED BY GENETICS: A LITERARY REVIEW
Jostein Saether, Solveig M. Reindal, Njal Skrunes & Geir Olav Toft, NLA University College, Bergen Sandviken, Bergen, Norway

MAKING OUR WORK MORE ACCESSIBLE: MOVING SIX DECADES OF RESEARCH OUT OF THE IVORY TOWER
Cheryl Armon, Antioch University - Los Angeles, Los Angeles CA, USA

**Paper Session 3.4**
"ARE WE LISTENING?"
Nilsa E. Valle Padilla, Catholic, San Antonio TX, USA

DISARMING VIOLENT EXTREMISM: THE LOGIC OF EDUCATION IN RELIGIONS IN THE PUBLIC SCHOOL CURRICULUM
Brian E. Gates, University of Cumbria, Lancaster, UK

FAITH AS MODERATOR: WILL DURANT’S VIEW OF RELIGION AS THE MORAL FOUNDATION OF CIVILIZATION
James Bishop, University of North Texas, Denton TX, USA

6:30 pm  Routledge / Taylor and Francis Group  Minuet / Patio Rms
*Journal of Moral Education* Reception

7:00 pm  AME Awards  Minuet / Patio Rms
Kuhmerker Career Award
Good Work Award
Kuhmerker Dissertation Award
FRIDAY, November 9

8:00 – 9:00 am
New Members / Scholar / Mentor II
Ballroom A
Ann Higgins D’Alessandro1, Dawn E. Schrader2, & Amie Senland3
1Fordham University, New York NY, USA; 2Cornell University, Ithaca NY, USA

9:00 – 10:15 am
SESSION IV

Symposium 4.1
Dilemmas, Diversity and Minimum Ethics: Moral Education in Brazilian Educational Context
Anna Carolina Ayres Pereira Barbosa, Organizer

JUSTICE AND DIVERSITY: HIGH SCHOOL STUDENTS’ PERFORMANCE ON MORAL DILEMMAS
Luiz Cláudio da Silva Câmara, Pontific Catholic University of Rio de Janeiro, Rio de Janeiro, Brazil

HOW TO RAISE AN AUTONOMOUS CHILD: CONCEPTIONS OF VALUES IN BRAZILIAN TEACHER TRAINING COURSES
Monique Marques Longo, Pontific Catholic University of Rio de Janeiro, Rio de Janeiro, Brazil

HOW CAN AN EDUCATION BASED ON MINIMUM ETHICS IMPROVE INDIVIDUALS’ MORAL DEVELOPMENT TOWARD GLOBAL CITIZENSHIP?
Anna Carolina Barbosa1 & Marcelo Andrade2
1University of Texas at El Paso, El Paso TX, USA; 2Pontific Catholic University of Rio de Janeiro, Rio de Janeiro, Brazil

Symposium 4.2
New China: Young People, Civic and Moral Education
Helen Haste, Organizer

WHAT DO CHINESE YOUNG PEOPLE BELIEVE?
Xu Zhao & Helen Haste, Harvard University, Cambridge MA, USA

THE CULTURAL DISCOURSSES THAT DEFINE AND SUPPORT CIVIC RESPONSIBILITY.
Helen Haste, Xu Zhao & Robert Selman, Harvard University, Cambridge MA, USA

PERSPECTIVE TAKING MEETS POINT OF VIEW: DEVELOPMENTAL COMPLEXITY AND ANALOGIES ACROSS CULTURES
Robert L. Selman & Xu Zhao, Harvard University, Cambridge MA, USA

Symposium 4.3
A Comparison of Measures of Moral Judgment: The Defining Issues Test-2 and the Sociomoral Reflection Measure—Short Form
Lance C. Garmon, Organizer

COMPARISONS OF THE DIT-2 AND SRM-SF WITHIN A STUDY OF MORAL JUDGMENT, IDENTITY, AND BEHAVIOR
Tonia Bock, Jessica Urban, Trina Sturlaugson, Elizabeth Harris, & Angela Kurth, University of St. Thomas, Minneapolis MN, USA

ATTACHMENT THEORY AND MORAL JUDGMENT: USING TWO DIFFERENT MEASURES OF MORAL JUDGMENT TO EXAMINE POSSIBLE RELATIONSHIPS
Lance C. Garmon, Salisbury University, Salisbury MD, USA

FOUNDATIONS, ASPECTS, TYPES, AND SCHEMA: THE MANY WAYS OF BEING MORAL
Rebecca J. Glover & Lauri Etheridge, University of North Texas, Denton TX, USA
Paper Session 4.1  
Cavalier Rm
THE INTEGRATION OF CHARACTER EDUCATION AND ITS IMPACT ON TEACHERS' PROFESSIONAL PRACTICE  
Katie L. Bahm, University of Missouri - St. Louis, Saint Charles MO, USA

RESPECTFUL DISAGREEMENT IN A DIVIDED WORLD: RESPECTFUL DISAGREEMENT IN A CLASSROOM  
D. Kay Johnston, Colgate University, Hamilton NY, USA

DEFINING CULTURE AND CULTURAL COMPETENCY: TEACHERS' PERCEPTIONS  
Elda E. Martinez & Osman Ozturgut, University of the Incarnate Word, San Antonio TX, USA

Paper Session 4.2  
Patio Rm
MORAL EDUCATION AND BLIND SPOTS  
Michael S. Pritchard1 & Elaine E. Englehardt2  
1Western Michigan University, Kalamazoo MI, USA; 2Utah Valley University, Provo UT, USA

UNCONSCIOUS COGNITIVE BIASES IN THE SERVICE OF CONSCIOUS MORAL THINKING  
Bruce Maxwell1, Guillaume Beaulac2, & Diane Laflamme2  
1University of Quebec, Trois-Rivieres, Trois-Rivieres Quebec, Canada; 2University of Quebec in Montreal, Montreal Quebec, Canada

A WORLD WITHOUT MONEY?  
Thierry Long, University of Nice Sophia-Antipolis, France, Cannes Alpes Maritimes, France

Paper Session 4.3  
Poolside Rm
USING MORAL DILEMMA DISCUSSIONS IN EXPLORING THE MORAL REASONING OF SCHOOL LEADERS  
Jan Nieuwenhuis, University of Pretoria, Pretoria Gauteng, South Africa

A COGNITIVE AFFECTIVE PROCESSING SYSTEM ANALYSIS OF MORAL ARGUMENTS IN A VaKE (VALUES AND KNOWLEDGE EDUCATION)-DILEMMA DISCUSSION  
Alfred Weinberger1 & Jean-Luc Patry2  
1Private University College of Education of the Diocese of Linz , Linz Austria; 2University of Salzburg, Salzburg, Austria

FACTORS INFLUENCING JUDGEMENTS OF PERMISSIBILITY AND IMPERMISSIBILITY IN HYPOTHETICAL MORAL DILEMMAS  
Eric Marx, Australian Catholic University, Virginia QLD, Australia

Paper Session 4.4  
Minuet Rm
INVESTIGATING THE ETHICAL CLIMATE AND MORAL FOUNDATIONS OF ROTC CADETS  
Dana D. Booker, University of North Texas, Denton TX, US

LEARNING FROM THE "OTHER:" MORAL PERSPECTIVES FOR TRANSFORMATIVE LEARNING  
Norman St. Clair, Alison Buck, Sharon Herbers, Dorothy Ettling, & Absael Antelo, University of the Incarnate Word, San Antonio TX, USA

MORAL LEADERSHIP AND SCHOOL CULTURE: A QUANTITATIVE RESEARCH ON SCHOOL MORAL ATMOSPHERE AS PERCEIVED BY PRINCIPALS AND TEACHERS  
Chi-Ming (Angela) Lee, National Taiwan Normal University, Taipei, Taiwan

Paper Session 4.5  
Renaissance Rm, 2nd floor
CLINICAL MORAL EDUCATION ENLIGHTENING DIVERSE CONSCIOUSNESS BETWEEN CHILDREN IN JAPAN AND TAIWAN BY MEANS OF AN INTERNATIONAL LESSON PLAN  
Kahtaro Kamizono1, Yen-Hsin Chen2, Kanji Uechi3 & Makoto Nagata4
MORAL EDUCATION IN POST WARS SOCIETIES: THE CASE OF MOVADEF IN PERÚ
Susana Frisancho & Oscar Pain, Pontifica Universidad Católica del Perú, Lima, Peru

10:15 – 10:45  Refreshment Break  Pre-Function Area

10:45 am – 12:15 pm  Kohlberg Memorial Lecture  Ballroom ABC
  Jonathan Haidt
  Thomas Cooley Professor of Ethical Leadership
  New York University Stern School of Business, New York NY, USA

MORAL PSYCHOLOGY FOR THE 21ST CENTURY
ABSTRACT: Lawrence Kohlberg slayed the two dragons of 20th century psychology – behaviorism and psychoanalysis. His victory was a part of the larger cognitive revolution which shaped the world in which all of us study psychology and education today. But the cognitive revolution itself was modified by later waves of change, particularly an “affective revolution” that began in the 1980s, and an “automaticity revolution” in the 1990s. In this talk I’ll trace the history of moral psychology within the broader intellectual trends of psychology, and I’ll explain why I came to believe that moral psychology had to change with the times. I’ll explain the origins of my own social intuitionist model, and of moral foundations theory. I’ll offer some tentative suggestions for how moral education might be approached from an intuitionist perspective.

12:15 – 1:15 pm  Lunch on your own

1:15 – 2:45 pm  SESSION V

Panel and Discussion  Ballroom ABC
Continuing the Conversation with Jonathan Haidt
Lawrence Blum, University of Massachusetts - Boston, Cambridge MA, USA
Helen Haste, Harvard University, Cambridge MA, USA
Jon Haidt, New York University Stern School of Business, New York NY, USA
Moderator, Lance Garmon, Salisbury University, Salisbury, MD, USA

Symposium 5.1  Minuet Rm
Reframing Civility for Dialogue and Deliberation
Josina M. Makau, Organizer

REFRAMING CIVILITY FOR DIALOGUE
Debian Marty, California State University - Monterey Bay, Monterey CA, USA

CIVILITY, MORAL DISCERNMENT, AND DELIBERATION
Josina Makau, California State University - Monterey Bay, Monterey CA, USA

Symposium 5.2  Cavalier Rm
Stage, Value and Moral Development
Michael Lamport Commons, Organizer

A NEW MODEL OF MORAL ACTION: AN OVERVIEW
Michael Lamport Commons, Harvard Medical School, Cambridge MA, USA
HOW ATTACHMENT STAGE AND VALUE DETERMINE MORAL ACTION  
Patrice Marie Miller, Salem State University, Salem MA, USA

REPLACING MASLOW NEEDS HIERARCHY WITH STAGE AND VALUE TO MAKE SENSE OF MORAL AMBITION  
William Harrigan, Dare Institute

HOW STAGE AND VALUE EXPLAIN THE MORALLY QUESTIONABLE BASIS EXPERT WITNESSES  
Eva Yujia Li, Dare Institute

Symposium 5.3  
Renaissance Rm, 2nd floor  
VoKE (Values and Knowledge Education) in Educational Settings: Broadening the Scope  
Jean-Luc Patry, Organizer

VoKE – THEORY INTO PRACTICE  
Jean-Luc Patry & Martina Nussbaumer, University of Salzburg, Salzburg, Austria

VoKE AND EMOTIONS  
Alfred Weinberger & Angela Gastager, Private University College of Education of the Diocese of Linz, Linz, Austria

PERSPECTIVE TAKING IN VoKE-RELATED ACTIVITIES  
Dimitris Pnevmatikos¹ & Jean-Luc Patry²  
¹University of Western Macedonia, Florina, Greece; ²University of Salzburg, Salzburg, Austria

DISCUSSION  
Jostein Saether, Norway

Paper Session 5.1  
Alamo Rm, Crockett  
MORAL EDUCATION IN PRACTICE: THE UNIQUE MANIFESTATION OF TEACHERS’ PERSONAL AND PROFESSIONAL BELIEFS  
Page Fahrig-Pendse¹ & Joan Goodman²  
¹Germantown Friends School, Philadelphia PA, USA; ²University of Pennsylvania, Philadelphia PA, USA

A TEACHER DISPOSITION: THE MORAL IMPLICATIONS OF EXAMINING A WORLDVIEW  
Don Hufford, Newman University, Wichita KS, USA

THE MORAL VACUUM IN TEACHER EDUCATION, THE STRUGGLE FOR MORALLY MEANINGFUL TEACHING PRACTICE  
Matthew Sanger¹ & Richard Osguthorpe²  
¹Idaho State University, Pocatello ID, USA; ²Boise State University, Boise ID, USA

Paper Session 5.2  
Poolside Rm  
THROUGH ETHICAL BEHAVIOR TOWARDS HIGHER RETENTION OF INTERNATIONAL STUDENTS: ETHICAL BEHAVIOR IN CULTURALLY DIVERSE CLASSROOM  
Tereza Korousova, University of the Incarnate Word, San Antonio TX, USA

COMPARING CULTURAL IMPACT ON THE LEARNING STYLES/DISCIPLINE CHOICES OF UNDERGRADUATE STUDENTS: A CASE STUDY OF A COMMUNITY COLLEGE  
Solomon Nfor¹, Howard Marquise², Abisola Santos³ & Maria Marquise⁴  
¹St. Philips’ College/University of the Incarnate Word, San Antonio TX, USA; ²Northwest Vista College/University of the Incarnate Word, San Antonio TX, USA; ³Metropolitan Methodist Hospital/University of the Incarnate Word, San Antonio TX, USA; ⁴CHRISTUS Santa Rosa Family Medicine Residency Program/University of the Incarnate Word, San Antonio TX, USA

WHY CAN’T WE ALL GET ALONG?: UNDERSTANDING THE “SELF” IN CROSS-CULTURAL COMMUNICATION
IS MORAL EDUCATION FOR EDUCATIONAL LEADERS A CULTURAL IMPERATIVE?  
Nicole Walters, National Urban Alliance for Effective Education, Sugar Land TX, USA

MORAL COURAGE OF SCHOOL LEADERS: SOME THEORETICAL AND EMPIRICAL EXPLORATIONS  
Cees A. C. Klaassen, Radboud University - Nijmegen, Vlijmen Brabant, The Netherlands

MORAL EDUCATION FOR WORLD CITIZENSHIP  
Tianlong Yu, Southern Illinois University Edwardsville, Glen Carbon IL, USA

2:45 – 3:15 pm  
Refreshment Break  
Pre-Function Area

3:15 – 4:15 pm  
Presidential Address  
Sharon Lamb,  
Chair and Professor of Counseling  
University of Massachusetts – Boston, Boston MA, USA

JUST THE FACTS?: THE SEPARATION OF SEX EDUCATION FROM MORAL EDUCATION  
ABSTRACT: Current U.S. sex education policy seems to be a response to and reaction against three decades of Abstinence Only Until Marriage (AOUM) education. AOUM education has often billed itself as advocating family values. Those educators and researchers who have advocated for a more Comprehensive Sexuality Curriculum (CSE) in the wake of growing support of AOUM courses did so not by engaging in arguments about competing values but instead by focusing on the effectiveness of curricula with regard to health goals. Evidence-based (EB) programs were thus responding to the "fact" that adolescents do engage in sex, that their activity puts them at risk for pregnancy and STIs, and that the information in these curricula should prevent pregnancy and STIs and delay "first sex". While health goals are important goals for sex education, it seems wrong to cede every moral goal and topic to those who would support virginity pledges and chastity balls. This paper examines the problematic discourses of science, health, and efficacy in order to suggest ways in which a discourse of ethics that speaks to multiculturalism, mutuality, justice, and care can be integrated into the weak version of comprehensive and evidence-based sexuality education promoted today.

4:15 – 4:45 pm  
Refreshment Break  
Pre-Function Area

4:45 – 6:00 pm  
SESSION VI

Symposium 6.1  
Teaching About Political Violence: Textbooks, Curricula and Pedagogy in Spain, United States, India and Guatemala  
Angela Bermudez, Organizer

INTELLECTUAL RIGOR AND ETHICAL REFLECTION IN THE REPRESENTATION OF POLITICAL VIOLENCE IN HISTORY TEXTBOOKS IN SPAIN AND USA  
Angela Bermudez\textsuperscript{1} and Alan Stoskopf\textsuperscript{2}  
\textsuperscript{1}Deusto University, Bilbao, Spain; \textsuperscript{2}Harvard University, Cambridge MA, USA

NARRATIVES AND THE TEACHING OF A HISTORICAL EVENT OF COLLECTIVE VIOLENCE- TEACHING OF THE 1947 PARTITION IN INDIAN HIGH SCHOOLS
Meenakshi Chhabra, Harvard University, Cambridge MA, USA

WHEN A HISTORICAL COMPROMISE BECOMES AN UNUSABLE PAST: FORMAL AND INFORMAL EDUCATION IN “POSTWAR” GUATEMALA
Michelle Bellino, Harvard University, Cambridge MA, USA

Roundtable 6.2
New Civics: The Intersection of Civic and Moral
Helen Haste, Organizer
Helen Haste¹, Robert Selman¹, Xu Zhao¹ & Sigrún Adalbjarnardóttir²
¹Harvard University, Cambridge MA, USA; ²University of Iceland, Reykjavík, Iceland

Paper Session 6.1
OBSTRUCTED CARING: CHALLENGES TO CHILDREN’S MORAL LEARNING
Jingjing Hou, Nanjing Normal University, Nanjing, Jiangsu, China

THE MORALITY OF CARE AND COMPASSION
Lloyd D. Newell, Brigham Young University, Provo UT, USA

MORAL JUDGMENT AND SEMANTIC DIFFERENTIALS: AN IMPLICIT STUDY
Hong Jiang & Stephen J. Thoma, University of Alabama, Tuscaloosa AL, USA

Paper Session 6.2
CHANGE MANAGEMENT AND PERCEPTION OF CHANGE IN HEALTHCARE – EMBRACING ELECTRONIC MEDICAL RECORDS
Abisola Santos, University of the Incarnate Word, San Antonio, TX, San Antonio TX, USA

PROFESSIONALISM AS WAY TO PROMOTE CIVILITY IN HEALTH CARE AREA: A PRELIMINARY APPROACH FROM THE PERSPECTIVE OF MEDICAL EMPATHY
Luis Vivanco Sierralta¹ & Laura Vargas Villalobos²
¹Centro de Investigaciones Biomédicas de la Rioja (CIBIR) Logroño, La Rioja, Spain; ²University of Navarra, Pamplona, Navarra, Spain

THE ROLE OF CIVILITY IN PARENT-PRACTITIONER COMMUNICATIONS RELATED TO INFANT CARE
Erron L. Huey¹ & Wendy Middlemiss²
¹Texas Woman’s University, Denton TX, USA; ²University of North Texas, Denton TX, USA

Paper Session 6.3
IN MATTERS OF CIVILITY, PARENTS MATTER
Adelia New York NY, USA

DOES EARLY PARENTING INFLUENCE MORAL CHARACTER DEVELOPMENT AND FLOURISHING?
Darcia Narvaez, Ying Cheng, & Jeff Brooks, University of Notre Dame, Notre Dame IN, USA

THE INFLUENCE OF PARENT-CHILD RELATIONSHIPS ON EMOTIONAL FUNCTIONING AND AGGRESSIVE BEHAVIOR IN EARLY ADULTHOOD
Jenny L. Vaydich¹ & Darcia Narvaez²
¹Rhodes College, Memphis TN, USA; ²University of Notre Dame, Notre Dame IN, USA

Paper Session 6.4
OVERCOMING DISGUST IN MORAL DEVELOPMENT
Glen Rogers, Alverno College, Milwaukee WI, USA
JONATHAN HAIDT’S SOCIAL INTUITIONIST THEORY: A BRIEF CRITIQUE
John C. Gibbs, Ohio State University, Columbus OH, USA

SEPARATE AND CIVIL
Michael S. Merry, University of Amsterdam, Amsterdam, The Netherlands

Paper Session 6.5
Cavalier Rm

HOW TO MEASURE "PROGRESS" IN SCHOOL INTERVENTIONS
Catherine Naepflin, University of Fribourg, Fribourg, Switzerland

GLEANINGS FOR MORAL EDUCATION FROM PLATONIC PEDAGOGY AND THE PRINCIPLED USAGE TEST
Sarah Bishop Merrill & Volker Imschweiler
1Harlingen TX, USA; 2Norwalk OH, USA

CONTESTING THEORY: DEVELOPMENT OF A MEASURE
David Light Shields & Brenda Light Bredemeier
1St. Louis Community College-Meramec, St. Louis MO, USA; 2University of Missouri - St. Louis, St. Louis MO, USA

6:00 pm Poster Session / Reception and Poster Award Minuet / Patio Rms

Poster No. 1
DEVELOPING AN EFFECTIVE SCIENCE ETHICS EDUCATION PROGRAM: A SOCIOSCIENTIFIC ISSUES-BASED APPROACH
Hyemin Han & Changwoo Jeong
1Stanford University, Stanford CA, USA; 2Seoul National University, South Korea

Poster No. 2
DEVISING AND TESTING AN INSTRUMENT FOR MEASURING DISTANCES BETWEEN ADOLESCENTS’ PRIMARY SCHOOL CHILDREN SENSE OF SELF AND THE CONCEPTS RELATED TO MORALS
Sora Kim, Hyemin Han & Changwoo Jeong
1Seoul National University, South Korea; 2Stanford University, Stanford CA, USA

Poster No. 3
CREATING STORIES TO PROMOTE MORAL REASONING IN PRIMARY SCHOOL CHILDREN
Susana Frisancho & Oscar Pain, Pontificia Universidad Catolica del Peru, Lima, Peru

Poster No. 4
JUST AND MERCIFUL COMMUNITY
Robert Enright, Lai Wong, Matthew Hirshberg & Linghua Jiang, University of Wisconsin-Madison, Madison WI, USA

Poster No. 5
Deneen Miller, College of William and Mary, Williamsburg VA, USA

Poster No. 6
CAN ‘POETIC IMAGINATION’ BE A BETTER WAY FOR FACILITATING HUMAN DEVELOPMENT? A STUDY OF COMPASSIONATE CITIZENRY EDUCATION
Chun-Ping Wang, National Chung Hsing University, Taichung City, Taiwan

Poster No. 7
THE IMPACT OF AGE ON PERCEPTIONS OF ETHICAL CLIMATE
Deanna L. Messervey¹, Glen Howell², Tingting Gou¹ & Martin Yelle¹
¹Department of National Defence, Ottawa Ontario, Canada; ²Carleton University, Ottawa Ontario, Canada

Poster No. 8
THE INTERPLAY BETWEEN CULTURE AND CREATIVITY
Kuan Chen Tsai, University of the Incarnate Word, San Antonio TX, USA

Poster No. 9
FACULTY USE OF E-LEARNING IN CAMEROONIAN UNIVERSITIES
Solomon Nfor, University of the Incarnate Word, San Antonio TX, USA

Poster No. 10
PERCEPTIONS OF PARENTAL ACCEPTANCE-REJECTION AND DISCIPLINE: RELATIONS TO MORAL IDENTITY
Renee Patrick & John Gibbs, Ohio State University, Newark OH, USA

Poster No. 11
MODERNITY VS. MODESTY: DRESSING STYLE AMONG THE HIGHER INSTITUTION OF LEARNING STUDENTS IN MALAYSIA.
Muthualagan Thangavelu, Ipoh Perak, Malaysia

Poster No. 12
ADULT DEVELOPMENTAL MORAL CONCEPTIONS OF GENEROSITY
Albert Erdynast & Ditka Soffer, Antioch University Los Angeles, Culver City CA, USA

Poster No. 13
DEVELOPMENTAL CONCEPTIONS OF COMPASSION
Albert Erdynast, Antioch University - Los Angeles, Culver City CA, USA

Poster No. 14
DO YOU SEE WHAT I SEE? EXAMINING HOW PEOPLE PERCEIVE THE INFLUENCE OF RELIGION
Carrolyn A. McMurdie, Alison Holdaway, Justin Christensen & Sam A. Hardy
Brigham Young University, Provo Utah, USA

Poster No. 15
GENERAL MOTIVATION DOMAINS & BEHAVIORAL SPECIFICITY ACROSS MOTIVATIONS
Justin Blake Christensen, Alison Holdaway, Sam A. Hardy, & David Dollahite, Brigham Young University, Provo UT, USA

Poster No. 16
ADOLESCENT PROSOCIAL AND ABSTINENCE MOTIVATIONS AND BEHAVIOR
Natalie Johnson, Spencer Anderson, Sam A. Hardy, & David Dollahite, Brigham Young University, Provo UT, USA

Poster No. 17
RELIGIOSITY, SPIRITUALITY, AND ADOLESCENT MOTIVATIONS
Alison Holdaway, Justin Christensen, & Sam A. Hardy, Brigham Young University, Provo UT, USA

Poster No. 18
ADOLESCENTS' PERCEPTIONS OF RELIGIOUS NORMS
Ryan Woodbury, Natalie Johnson, Sam A. Hardy, & David C. Dollahite, Brigham Young University, Provo UT, USA

Poster No. 19
“JOHNNY BE GOOD, JOHNNY BE WELL”: THE ROLES OF IDENTITY FORMATION AND MORAL IDENTITY IN COLLEGE STUDENT MENTAL HEALTH
Spencer G. Anderson, Sam A. Hardy, & Stephen W. Francis, Brigham Young University, Provo UT, USA

Poster No. 20
ADOLESCENCE AND TRAINING FOR WORK
Denise D. Aurea Tardeli, Catholic University of Santos, Santos São Paulo, Brasil

Poster No. 21
VALUES IN ASSESSING STUDENTS AND THEIR TEACHERS: A PROPOSAL FOR CONSTRUCTION OF A SCALE
Denise D. Aurea Tardeli², Maria Suzana de Stefano Menin¹, Marialva Rossi Tavares³, Luciene Regina Paulino Tognetta⁴, Telma Pileggi Vinha, Patricia Unger Bataglia & Raul Aragão Martins
¹Catholic University of Santos – Brasil, SANTOS SÃO PAULO, Brasil; ²UNESP – Brasil; ³Carlos Chagas Foundation – Brasil; ⁴UNIFRAN – Brasil

Poster No. 22
UNDERSTANDING THE LEGITIMACY OF INJURIOUS ACTS IN SPORT: EXAMINING PERSONAL AND SITUATIONAL FACTORS
Stacey A. Gaines, Texas A&M University – Kingsville, Kingsville TX, USA

Poster No. 23
LIFE PROJECTS AND SCHOOL: THE PERCEPTION OF HIGH SCHOOL STUDENTS ABOUT THE CONTRIBUTION THAT SCHOOL EXPERIENCES CAN BRING TO THEIR LIFE PROJECTS.
Ana Maria Klein¹, Valeria Arantes de Araujo², & Aragão Martins³
¹Universidade Estadual Paulista – UNESP, São José do Rio Preto, São Paulo Brasil; ²Universidade de São Paulo – USP Raul; ³Universidade Estadual Paulista – UNESP

Poster No. 24
MORAL IDENTITY INFLUENCES THE APPRECIATION OF DIFFERENT PARENTING PRACTICES
Markus Christen¹, Karley Denkhaus², Anna Fish³, Ashley Lawrence⁴, Jasmine Young⁵, Caroline Thompson⁶, & Darcia Narvaez²
¹University of Zurich/University of Notre Dame, Notre Dame IN, USA; ²University of Notre Dame, Notre Dame IN, USA

Poster No. 25
CHARACTER DEVELOPMENT AMONG TERTIARY EDUCATION STUDENTS IN GHANA: RELATIONAL STUDY BETWEEN SPIRITUALITY AND MORAL DEVELOPMENT
Sarah Entsuah & Alexander K. Edwards, University of Education, Winneba, Ghana

Poster No. 26
IMPACT OF PARENTING AND TEEN CHILDREN’S VALUES AND BEHAVIOUR ON TEMPERAMENT
J.A.W. Akande, The Institute of Research, Ibadan Oyo, Nigeria

Poster No. 27
THE MALNOURISHED AFRICAN: DISGUST-EVOKING APPEALS, EFFECTIVENESS INFORMATION, AND SOCIAL ENGAGEMENT
Kellen Mrkva, Darcia Narvaez, & Emily Conron, University of Notre Dame, Notre Dame IN, USA

Poster No. 28
PRIMING DIFFERENT MORAL IDENTITIES
Travis Pruitt, Zoe Evans, Kellen Mrkva, & Angellee Dininni, University of Notre Dame, Notre Dame IN, USA

Poster No. 29
COLORISM: THE UNSPOKEN PREFERENCE TO SKIN TONE AND ITS EFFECT ON BLACK AFRICAN AMERICAN INDIVIDUALS IN THE 21ST CENTURY
Carolyn D. Powell, University of the Incarnate Word, San Antonio TX, USA

Poster No. 30
PRACTICE IN MORAL EDUCATION OF TEACHERS IN FRONT OF HOMOPHOBIA
Leonardo Lemos de Souza, State University of Sao Paulo – UNESP, Assis São Paulo, Brazil

Poster No. 31
INCREASING MORAL DEVELOPMENT THROUGH THE USE OF DPE, HUNT’S CLMM, AND DILEMMA DISCUSSIONS
Eleni Maria Honderich & Jessica Lloyd-Hazlett, College of William and Mary, Williamsburg VA, USA

Poster No. 32
THE RELATION OF PROMOTION/PREVENTION MOTIVATION TO TRIUNE ETHICS IDENTITY
Markus Christen¹, Elizabeth Peterson², Zach Kacprowicz², & Ashley Lawrence²
¹University of Zurich/University of Notre Dame, Notre Dame IN, USA; ²University of Notre Dame, Notre Dame IN, USA

Poster No. 33
REMEMBERING LARRY: A BRIEF BIOGRAPHY OF LAWRENCE KOHLBERG ON THE 25TH ANNIVERSARY OF HIS PASSING
John Snarey, Emory University, Atlanta GA, USA

6:30 pm  JME Board Meeting
Renaissance Rm, 2nd floor
SATURDAY, November 10, 2012

8:00 – 9:15 am  SESSION VII

**Symposium 7.1**
*Reflections on Levinas' Ethics: An Alternative Framework for Moral Education*
Susana Patiño-González, Organizer

LEVINAS AND THE FOUNDATIONS OF PEACE
*Rosalinda Ballesteros, Tecnológico de Monterrey, Monterrey NL, Mexico*

FORGIVING AND REQUESTING FORGIVENESS. A LEVIANSIAN APPROACH.
*Edna Himes-Ponce, Tecnológico de Monterrey, Monterrey NL, Mexico*

HOSPITALITY AND THE DISTANT OTHER
*Susana Patiño-González, Tecnológico de Monterrey, Monterrey NL, Mexico*

**Symposium 7.2**
*Moralization Among Polytechnic Students in Ghana: Consideration of Vygotskyian ZPD on Civility as in Character Development*
Alexander Kyei Edwards, Organizer

MORALIZATION AS PART OF HUMAN DEVELOPMENT
*Joyce Wilson-Tagoe, University of Education, Winneba, Ghana*

POLYTECHNIC STUDENTS ARE ADULTS: ADULTHOOD, EGO, AND MORALS AS IN CHARACTER DEVELOPMENT
*Sarah Entsuah, University of Education, Winneba, Ghana*

THE RELEVANCE OF VYGOTSKYIAN ZPD CONCEPT ON CIVILITY AS IN CHARACTER DEVELOPMENT: CHARACTER BEGINS AT HOME (CHILDHOOD)
*Alexander Kyei Edwards, University of Education, Winneba, Ghana*

**Paper Session 7.1**
*Kohlberg's Legacy in Latin American*
Jose A Mesa, Loyola University - Chicago, Chicago IL, USA

EFFECTS OF SOCIAL MOVEMENTS IN CITTIZENSHIP EDUCATION PRACTICE AND DEMOCRACY CONCEPTIONS AMONG STUDENTS AND TEACHERS IN CHILE
*Daniel Tello Silva, University of Bio-Bio, Chillan Bio-Bio, Chile*

AN ESSAY ABOUT THE ROLE OF VALUES AND MORAL FOUNDATIONS IN THE POLITICAL AND CITIZEN PARTICIPATION IN LATIN AMERICAN STUDENTS
*Dante Junior Solano Silva, Governa S.A.C. - Governa Estudios Lima, Lima, Peru*

**Paper Session 7.2**
*Multicultural Literacy As Moral Education: A Pedagogy for the Privileged*
Mark Tappan, Colby College, Waterville ME, USA

MALAYSIAN SCHOOLS AS SPACES FOR MULTICULTURALISM
*Vishalache Balakrishnan, University of Malaya, Kuala Lumpur, Malaysia*
ASSESSING THE EFFECTIVENESS OF UNDERGRADUATE DIVERSITY COURSES USING THE MULTICULTURAL EXPERIENCES QUESTIONNAIRE
Di You & Elizabeth Matteo, Alvernia University, Reading PA, USA

**Paper Session 7.3**

THE DAY OF DIALOGUE AND THE GOLDEN RULE PLEDGE: CHRISTIAN LOVE AND CIVIL DISCOURSE
Brendan Randall, Harvard University, Cambridge MA, USA

TAO MEDITATION: AN ALTERNATIVE APPROACH TO CULTIVATING STUDENTS’ DISPOSITIONS IN MORAL EDUCATION
Yun-Wen Chan, University of Wisconsin – Madison, Madison WI, USA

GROUP INTERACTION AND COLLABORATION IN AN ONLINE LEARNING ENVIRONMENT
Yuejin Xu, Murray State University, Murray KY, USA

**Paper Session 7.4**

CLARIFYING THE CONSEQUENCES OF PERSONAL INCONSISTENCY IN MORAL SELFHOOD: CONSIDERING THE LITERATURE ON GUILT AND SHAME
Megan McCall & Bryan Sokol, Saint Louis University, St Louis MO, USA

MORAL IDENTITY, MORAL AUTONOMY AND CHARACTER EDUCATION
Son Kyung Won, Seoul National University, Seoul, South Korea

FORGIVENESS EDUCATION WITH HIGH SCHOOL JUNIORS: IMPLICATIONS FOR CIVILITY
Suzanne Freedman, University of Northern Iowa, Cedar Falls IA, USA

**Paper Session 7.5**

AN EXPLORATION OF RELATIONSHIPS BETWEEN MORAL JUDGMENT AND MORAL FOUNDATIONS
Rebecca J. Glover, Lauri Etheridge, Danielle Rohr, Jie Wang, James Bishop, Dana Booker, David Lee, Cory Kildare, & Minwei Wu, University of North Texas, Denton TX, USA

COGNITIVE-BASED JUDGMENTS IN MORAL DECISION MAKING
Yangxue Dong & Stephen J. Thoma, University of Alabama, Tuscaloosa AL, USA

ATTITUDES TOWARDS TORTURE AND CAPITAL PUNISHMENT
Christopher Newitt, Okanagan College, Kelowna BC, Canada

**Paper Session 7.6**

THE ROLE OF GOSSIP IN ADOLESCENT GIRLS’ RELATIONAL AGGRESSION
Dawn E. Schrader¹, Robert L. Selman², & Maryam Lucia Attai Fareid²
¹Cornell University, Ithaca NY, USA; ²Harvard University, Cambridge MA, USA

ADOLESCENT GIRLS’ MORAL LANGUAGE USE IN RELATIONAL AGGRESSION SITUATIONS
Christine Gouveia, Barbara C. Lust, & Dawn E. Schrader, Cornell University, Ithaca NY, USA

MORAL EMOTIONS IN ADOLESCENT GIRLS’ RELATIONAL AGGRESSION
Jess Matthews & Dawn E. Schrader, Cornell University, Ithaca NY, USA

**Paper Session 7.7**

CONSCIENCE OUTSIDE THE BOX: THE VALUE OF A DISTANT REFERENCE GROUP IN THE WITNESS OF FRANZ JÄGERSTÄTTER
Roger Bergman, Creighton University, Omaha NE, USA
MORAL DILEMMAS IN THE LIFE OF PUSKAS
Horváth H. Attila, University of Pannonia, Veszprém, Budapest, Hungary

SOCIALMORAL DYNAMIC ARCHITECTURE OF INDIVIDUAL BIOGRAPHIES. DATA FROM POLAND
Adam Niemczynski, Katowice School of Economics, Kraków Malopolska, Poland

9:15 – 9:45 am  Refreshment Break  Pre-Function Area
9:45 – 11:00 am  SESSION VIII

Symposium 8.1  Cavalier Rm
Stephen A. Sherblom, Organizer

INTRODUCTORY REMARKS AND BACKGROUND
Stephen A. Sherblom, Lindenwood University, St. Louis MO, USA

SOME CRITICAL COMMENTS
Bill Puka, Rensselaer Polytechnic Institute, Troy NY, USA

Symposium 8.2  Ballroom A
Critical Thinking about Moral Psychology
Sam A. Hardy, Organizer

MORALITY, RED IN TOOTH AND CLAW: EVOLUTIONARY PSYCHOLOGY, MORAL EDUCATION, AND THE FUTURE OF AN ILLUSION
Edwin E. Gantt1 & Jeffrey Thayne2
1Brigham Young University, Provo UT, USA; 2Utah State University, Logan UT, USA

IS THERE ROOM FOR GOD IN MORAL PSYCHOLOGY?
Sam A. Hardy, Brent D. Slife, & Jeffrey S. Reber, Brigham Young University, Provo UT, USA

ALTERNATIVES TO TOLERANCE: SOME IMPLICATIONS OF TOLERATING AS LIVED FOR TEACHING TOLERANCE
Jonathan E. Skalski, University of West Georgia, Carrollton GA, USA

RE-THINKING (AND RE-DOING) THE FOUNDATIONS OF MORAL EDUCATION
Terrance D. Olson, Brigham Young University, Provo UT, USA

Paper Session 8.1  Poolside Rm
TEACHING ABOUT MORAL EXEMPLARS AND CIVILITY, AN EDUCATIONAL DILEMMA?
Doret J. de Ruyter, VU University Amsterdam, Amsterdam Noord Holland, The Netherlands

EVERYDAY DESCRIPTIONS OF RELIGIOUS AND MORAL EXEMPLARS
Kaye V. Cook1, Cynthia N. Kimball2, Chris J. Boyatzis3, Landon Ranck3 & Kathleen C. Leonard4
1Gordon College, Wenham MA, USA; 2Wheaton College, Wheaton IL, USA; 3Bucknell University, Lewisburg PA, USA; 4University of Massachusetts – Lowell, Lowell MA, USA

Paper Session 8.2  Alamo Rm, Crockett
‘OUT THERE’ AND ‘CLOSE TO HOME’ SOCIAL ATTITUDES TOWARDS RESTITUTION AS MORAL IMPERATIVE
Sharlene Swartz, Lauren Baerecke, Ben Roberts & Duncan Scott, University of Cape Town, Cape Town Western Cape, South Africa
TO PROTECT OR KEEP: THE DIFFERENT MOTIVATIONAL BASES OF CULTURAL AND ECONOMIC CONSERVATIVES
Jeff Brooks, Darcia Narvaez, Paul Stey & Brian Bettonville, University of Notre Dame, Notre Dame IN, USA

THE PEDAGOGICAL CHALLENGE OF POLITICAL DISTRUST: TEACHING TOLERANCE IN LIKE-MINDED SCHOOLS
Paula McAvoy1 & Diana Hess2
1Spencer Foundation, Chicago IL, USA; 2Spencer Foundation and University of Wisconsin - Madison, Madison WI, USA

Paper Session 8.3
IMMIGRANTS AND AFRICAN AMERICANS: AN EDUCATION JUSTICE ISSUE
Lawrence Blum, University of Massachusetts - Boston, Cambridge MA, USA

CLOSE ALL BORDERS: RESPONSES TO IMMIGRATION IN A MIDDLE SCHOOL CLASSROOM
Martha Ritter, Franklin Pierce University, Hancock NH, USA

ENCOUNTERS OF ISRAELI AND PALESTINIAN YOUTH
Felix Laub, Davidson Institute for Science Education/Weizmann Institute of Science, Rehovot, Israel

Paper Session 8.4
TOWARD A NEW CIVILITY FOR COSMOPOLITAN TIMES
Christopher Hanks, Grand Valley State University, Grand Rapids MI, USA

THE ROLE OF INTELLECTUAL HUMILITY AND INTELLECTUAL ARROGANCE IN CIVIL DISCOURSE
Peter L. Samuelson, Fuller Theological Seminary, Pasadena CA, USA

UNDERSTANDING MORAL SELF-ENHANCEMENT – CULTURAL VERSUS UNIVERSALISTIC EXPLANATIONS
Ying Liu & Matthew W. Keefer, University of Missouri - St. Louis, St. Louis MO, USA

Paper Session 8.5
CHARACTER STRENGTHS AND RISK PREVENTION: RESULTS OF AN INTERNATIONAL STUDY
Laura Vargas Villalobos & María del Cármen González Torres, University of Navarra, Pamplona Navarra, Spain

GROUP CULTURES AND MORAL EDUCATION
Clark Power1, Alesha Seroczynski1, Kathleen Roney2, & Christopher Morrissey1
1University of Notre Dame, Notre Dame IN, USA; 2University of North Carolina - Willmington, Willmington NC, USA

HAVING A SAY: YOUNG PEOPLE’S PERCEPTIONS OF PARENTING STYLE AND CLASSROOM CLIMATE IN RELATION TO THEIR CONCERNS ABOUT SOCIAL ISSUES
Sigrún Adalbjarnardóttir, University of Iceland – Reykjavik, Reykjavik, Iceland

Paper Session 8.6
UNITING A DIVIDED GLOBAL SOCIETY THROUGH EARLY CHILDHOOD EDUCATION AND CULTURAL COGNITIVE ADAPTATION
Kimvy Vu Calpito & Denise Krohn Ramón, University of the Incarnate Word, San Antonio TX, USA

LOVE WITHOUT MORAL BRAIN
Jesus Amaya, Universidad de Monterrey, San Pedro Garza García, Nuevo Leon, Mexico

INDIVIDUALISM VS SHARED EXPERIENCE IN DIGITAL CHILDHOOD
Aisha Walker1, Mark Pike1 & Hannah Bridge2
1University of Leeds, Leeds West Yorkshire, UK; 2South Craven School, Yorkshire, UK
CITIZENSHIP AND HUMAN RIGHTS
ABSTRACT: Citizenship is often regarded as the most meaningful expression of membership in a political community. While it carries with it certain attributes that we regard as unique (the right to vote, for example) local jurisdictions have in the past permitted non-citizen tax payers to participate in local elections because their interests were also at stake. Importantly, some of the most important constitutional protections are written in terms of the protection of persons, not the protection of citizens. The extent to which evolving notions of human rights are not dependent on a particular political status is another counter example. So we should examine what citizenship means and what our obligations are to those among us who are not citizens, but who are important parts of our communities.

12:30 – 1:30 pm
Lunch on your own

1:30 – 2:30 pm
Plenary
Aletha C. Huston
Priscilla Pond Flawn Regents Professor of Child Development
University of Texas - Austin, Austin TX, USA

IF YOU WORK YOU SHOULD NOT BE POOR: THE (IM)MORALITY OF POLICIES FOR LOW-INCOME FAMILIES AND CHILDREN
ABSTRACT: The presidential campaign has raised the issue of work requirements attached to welfare, rekindling the debate that led to major policy changes in 1996. The values conflict underlying this debate centers on adults. Advocates often contrast parents’ “individual responsibility” with society’s “social responsibility,” but both groups tend to ignore the children in affected families. Yet in 2010, 22 percent of U.S. children ages 0–17 (16.4 million) lived in poverty. Research conducted since the 1980s provides solid scientific evidence about how various welfare and employment policies affect the short- and long-term prospects of children. One unique program, the New Hope Project, illustrates how work-based supports designed to reduce poverty rather than to reduce the welfare rolls and offered in a context of respect rather than paternalism can promote the development of children as well as enabling their parents to move out of...
poverty. I will discuss the research findings within the broader framework of the values and assumptions underlying poverty and work policies.

2:30 – 3:00 pm Refreshment Break Pre-Function Area

3:00 – 4:15 pm SESSION IX

**Symposium 9.1**

**Ballroom C**

**Agonism and Incivility in the Classroom and Political Conflict**

*Avi I. Mintz, Organizer*

**THE CASE AGAINST CENSORING AND SILENCING UNIVERSITY STUDENTS**

*Josh Corngold, University of Tulsa, Tulsa OK, USA*

**INCIVILITY IN TEACHING: THE CASE OF COLD-CALLING**

*Avi I. Mintz, University of Tulsa, Tulsa OK, USA*

**COSMOPOLITAN EDUCATION AND MORAL AGONISM: THE CONSERVATION OF MORAL DISSENT**

*Matthew Hayden, Drake University, Des Moines IA, USA*

**AN AGONISTIC APPROACH TO WORKING WITH GROUPS IN CONFLICT**

*Dror Post, Columbia University, New York NY, USA*

**Symposium 9.2**

**Minuet Rm**

**Moral Atmosphere in Secondary School: Cultural Context and Student’s Cultural Background**

*Daniel Brugman, Organizer*

**MORAL ATMOSPHERE IN SECONDARY SCHOOL, COGNITIVE DISTORTIONS AND BULLYING IN COLOMBIA AND THE NETHERLANDS**

*Daniel Brugman¹, Lidia Margarita Romero Santiago², Sandra Díaz³ & Olga Hoyos³*

¹Utrecht University, The Netherlands; ²Universidad del Norte, Colombia; ³Bogota, Colombia

**STUDENTS’ CULTURAL BACKGROUND AS A MODERATOR OF THE LONGITUDINAL EFFECTS OF A SCHOOL BASED UNIVERSAL PREVENTION PROGRAM ON MORAL COGNITIONS AND ANTISOCIAL BEHAVIOR IN YOUNG ADOLESCENTS**

*Jan Boom & Floor van der Velden, Utrecht University, The Netherlands*

**NATIONAL IDENTITY OF ADOLESCENTS IN SECONDARY EDUCATION: REFLECTING ON THEIR SENSE OF BELONGING TO ONE OR ANOTHER COUNTRY AND THEIR WELLBEING IN SCHOOL**

*Kevin van der Meulen¹, Cristina del Barrio², Pascal Nery Jean-Charles² & Laura Granizo²*

¹Universidad Autónoma de Madrid, Spain; ²Universidad Internacional de la Rioja, Spain

**Symposium 9.3**

**Ballroom A**

**Contrasting Perspectives on Moral Motivation - An Issue of Future Research to Close the Gap from Moral Judgment to Action?**

*Fritz Oser & Terrance Lovat, Organizers*

**REST’S COMPONENT 3 AND MORAL MOTIVATION**

*Stephen J. Thoma, University of Alabama, Tuscaloosa AL, USA*

**JUDGMENTS OF RESPONSIBILITY AND THE THREE PARTITE STRUCTURE OF MORAL REASONING**

*Gerhard Minnameier, Goethe-University Frankfurt/Main, Germany*
MORAL MOTIVATION, RESPONSIBILITY AND THE DEVELOPMENT OF THE MORAL SELF
Tobias Krettenauer, Wilfried-Laurier-University, Toronto, Canada

THE USEFULNESS OF TAKING A META-THEORETICAL PERSPECTIVE ON MORAL MOTIVATION
Ann Higgins D’Alessandro, Fordham University, New York NY, USA

SPIRITUALITY, MYSTICISM AND MORAL MOTIVATION
Terrence Lovat, University of New Castle, Australia

Paper Session 9.1
JOHN DEWEY AND THE FOUNDATIONS OF CIVILITY
Ronald L. Zigler, Pennsylvania State University - Abington, Lansdale PA, USA

INCIVILITY FROM THE STRUCTURE OF MODERN MORAL DISCOURSE
James R. Bigari, University of British Columbia, Vancouver BC, Canada

ON THE FOUNDATIONS OF CIVILITY IN R.S. PETERS
Maria Riza L. Bondal¹ & Concepcion Naval²
¹University of Asia and the Pacific, Pasig City Metro-Manila, Philippines; ²Universidad de Navarra, Pamplona Navarra, Spain

Paper Session 9.2
OF VIRTUE AND VICE: THE RELATION BETWEEN CONTEXTUAL VARIABILITY AND PSYCHOLOGICAL ADJUSTMENT
Thomas K. Wiens, William L. Dunlop & Lawrence J. Walker, University of British Columbia, Vancouver BC, Canada

MULTIDIMENSIONAL MORAL IDENTITY: ATTACHMENT, PROSOCIAL PERSONALITY AND MORAL OUTCOMES
Darcia Narvaez¹, Jeff Brooks¹, & Sam A. Hardy²
¹University of Notre Dame, Notre Dame IN, USA; ²Brigham Young University, Provo UT, USA

TO LIVE IN HARMONY WITH OTHERS HAVING "MORAL HEART": KOREANS' NATURALISTIC CONCEPTIONS OF "A MORAL PERSON"
Sung Hun Kim, University of South Carolina – Columbia, Columbia SC, USA

Paper Session 9.3
BRIDGING DIVIDES: A UNITED WORLD COLLEGE AND MORAL EDUCATION IN MOSTAR, BOSNIA AND HERZEGOVINA
Andrew C. Garrod & Pavel Bacovsky, Dartmouth College, Hanover NH, USA

ENGAGEMENT FOR WHAT?: MORAL AND ETHICAL OUTCOMES OF COMMUNITY ENGAGEMENT IN HIGHER EDUCATION
Jay Brandenberger, University of Notre Dame, Notre Dame IN, USA

Paper Session 9.4
MORAL JUDGMENT AND MORAL ACTION: FINDING MORAL MEANING IN THE PRESENT MOMENT
Terrance Olson & Lloyd Newell, Brigham Young University, Provo UT, USA

MORAL AGENCY AND FELT MORAL OBLIGATION: THE EXCLUDED ELEMENTS IN ETHICAL TRAINING
Richard Williams, Marc-Charles Ingerson, & Bradley Agle, Brigham Young University, Provo UT, USA

Paper Session 9.5
ACHIEVEMENT VERSUS COMMUNITY: THE MORAL QUANDARY OF GIFTED EDUCATION
Jennifer Riedl Cross & Victoria Ann Foster, College of William and Mary, Williamsburg VA, USA

CAN MORAL EDUCATION MITIGATE HUMAN SELFISHNESS?
Nobumichi Iwasa, Reitaku University, Kashiwa, Chiba, Japan

**Paper Session 9.6**  
Cavalier Rm
MUSCULAR, AGNOSTIC OR CELEBRATORY LIBERALISM IN THE UK? THE END OF LITERATURE FROM ‘DIFFERENT’ CULTURES AND TRADITIONS AND HOW  
*Mark Pike, University of Leeds, Leeds West Yorkshire, UK*

CATHOLIC SCHOOLS IN 21ST CENTURY SCOTLAND
*Stephen McKinney, University of Glasgow, Glasgow Scotland, UK*

SECTARIANISM AND EDUCATION
*Stephen McKinney, University of Glasgow, Glasgow Scotland, UK*

**4:15 – 4:30 pm**  
Break

**4:30 – 5:30 pm**  
Community Meeting  
*Minuet Rm*

**7:00 pm**  
Banquet  
Western Buffet at the Menger Hotel  
*Ballroom AB*

**SUNDAY, November 11, 2012:**

**8:00 am – noon**  
AME Executive Committee Meeting  
*Renaissance Rm, 2nd floor*  
Menger Hotel

**NOTE:** On Sunday, Nov. 11, the Rock ‘n Roll Marathon will be in downtown San Antonio. Thousands of people are expected to be in downtown that day, and traffic will be re-routed. Please allow yourself extra time when leaving downtown and/or going to the airport.
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Paper 4.5  
Paper 6.3  
SYM 6.1  
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Poster 14, 15, 17  
Paper 2.6  
SIM 5.2  
Poster 27  
Paper 8.1  
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Paper 2.1  
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Paper 1.4
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