THE 25TH ANNUAL INTERNATIONAL
Association for
Moral Education Conference

The Moral Imperative:
Ethics in the 21st Century

NOVEMBER 18-21, 1999
MINNEAPOLIS, MINNESOTA

HOSTED BY
The University of Minnesota
AND THE
Center for the Study of Ethical Development
The Moral Imperative: Ethics in the 21st Century

25th Annual Conference of The Association for Moral Education 1974 - 1999

UNIVERSITY OF MINNESOTA-TWIN CITIES
Minneapolis, Minnesota

November 18-22, 1999
Radisson Hotel Metrodome
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## Conference Participants
November 16, 1999

To Members of the Association for Moral Education:

On behalf of the University of Minnesota, I welcome you to Minneapolis for the 25th annual conference of the Association for Moral Education. We are very proud to host this event, and I hope that you have a productive and stimulating exchange of information and ideas.

Your schedule of symposia, panel discussions, demonstrations, and workshops is most impressive. The issues surrounding professional ethics, freedom of speech, moral philosophy, psychology, moral development in education, and media ethics require our attention and keenest minds. I wish you every success as you consider policy alternatives.

I hope you will be able to spend some time on our campus during your stay. We are busy renovating our historic buildings and erecting new classroom and laboratories, so you will have to dodge a few hard hats. And, you will discover that our campus, part of the thriving urban area of the Twin Cities, is right in the midst of the only major arts center in the Upper Midwest.

Enjoy your stay. It is a pleasure to have you with us.

With best wishes, I am

Sincerely yours,

Mark G. Yudof
President

MGY:slw
WELCOME FROM THE PRESIDENT
OF THE ASSOCIATION FOR MORAL EDUCATION

Dear friends and colleagues,

On behalf of the Executive Committee of the Association for Moral Education, I have great pleasure in welcoming you to this special 25th anniversary conference. As those of you who have attended AME conferences before will know, there is a sense in which every AME conference is special – we hear new ideas, we have new insights, we consider different ways of approaching empirical issues, we see new publications and curriculum materials, we meet old friends and have meaningful encounters with new ones, and we are able to focus on our interests in moral education and development for a few days in the comfort of pleasant surroundings away from the day-to-day hurly burly of our usual responsibilities. Those of us who return year after year look forward to these opportunities and know that we will benefit professionally and personally and return stimulated and refreshed to our usual tasks and concerns.

This conference will, I am sure, be a special conference for all of those experiences and because it celebrates the Association for Moral Education’s first quarter of a century as an interdisciplinary international community. There is a wealth of expertise – academic, professional and practitioner – in the membership of AME and we should celebrate this, too, as we remember those whose inspiration founded and established the AME as well as those who will cooperate in taking the Association forward into its next quarter century in the new millennium.

This conference will also be special because it both incorporates some tried and tested features and seeks to build on members’ suggestions to make for an enhanced professionally and personally rewarding experience. Socially, to start off the conference there will be a welcome reception where we look forward especially to welcoming newcomers. The customary banquet and awards ceremony will this year be preceded by a special 25th anniversary reception. Academically, sessions have been grouped thematically and there will be more opportunities for plenary discussions and also for late night or early morning small group events. No prizes for guessing whether you are more likely to find me at the early bird or night owl sessions!

I am certain that you will all want to join me in thanking Darcia Narvaez, this year’s Conference Chair and her Program Committee and team in Minneapolis for the hard work which they have undertaken to ensure that we have an exciting and enjoyable conference, and we appreciate their endeavours the more so at this time of personal and professional sadness at the loss of Jim Rest.

So PARTICIPATE and ENJOY and let us know what you think about YOUR CONFERENCE EXPERIENCE at your Community meeting!

With best wishes,
Monica J. Taylor
Dear Conference Participant,

Welcome to Minnesota! We hope you find the conference stimulating and thought provoking.

Our conference this year brings forward numerous themes relevant to morality research and theory as we face the next century. These themes are:

1. **Professional ethics**: What should professionals learn about ethics? How do we teach ethics to professionals? What works? What is the same across professions and what varies?

2. **Speech acts**: How should one respond to hate speech? In public? At the workplace? What is the relationship between “politically correct” speech and civility? Should there be limits to free speech?

3. **Integrating the advances in moral philosophy with the advances in moral psychology**:
   - Philosophy: What is the relation between moral principles and moral practice?
   - Psychology: How do we make moral judgments and how do they guide our behavior?

4. **Assessing moral development across the educational continuum**: What should we be measuring? Does it vary with age group? What valid measures are available for different individuals and groups?

5. **Media ethics**: What responsibilities do journalists have? How does the public influence media ethics? How should journalists cover perceived evil? What are the responsibilities of a free press in a democratic society?

6. **Business ethics**: How do our workplaces influence our morality? What is the nature of democratic capitalism?

The conference planning committee hopes that these themes will renew your enthusiasm for the study of morality. So much so, that you will share your vision of the future with us throughout the conference and especially on Sunday morning.

Let us question, explore, and build our future together!

Yours,

Darcia Narvaez
AME1999 Conference Chair
Acknowledgements

Conference Planning and Program Committee

Conference Chair: Darcia Narvaez, College of Education and Human Development, Center for the Study of Ethical Development, University of Minnesota
Assistant to Conference Chair: Tonia Bock, Department of Educational Psychology, Center for the Study of Ethical Development, University of Minnesota
Planning Committee:
William Babcock, Silha Center for the Study of Media Ethics and the Law, University of Minnesota
Dianne Bartels, Center for Bioethics, University of Minnesota
Muriel Bebeau, School of Dentistry, University of Minnesota
Laura Duckett, School of Nursing, University of Minnesota
Michael Hartoonian, Center for Economics Education and Civic Development, University of Minnesota
Steven McNeel, Department of Psychology, Bethel College
Francis Schweigert, Department of Philosophy, University of St. Thomas

Additional University of Minnesota Program Support

Lori Boucher
Mary Franco
Selena Britzius

Cathy Zenke
Yelena Yershova
Donna Mitchell

Reviewers

William Babcock
Dianne Bartels
Muriel Bebeau
Tonia Bock
Laura Duckett

Michael Hartoonian
Steven McNeel
Darcia Narvaez
Francis Schweigert

Book Exhibit

Robert Howard
University of Minnesota Hosts

Center for the Study of Ethical Development
Center for Bioethics
Silha Center for the Study of Media Ethics and the Law

Information about University of Minnesota Hosts

Center for the Study of Ethical Development
The mission of the Center for the Study of Ethical Development is threefold: (1) To facilitate research and theory on the nature of socio-moral/ethical development (e.g., how morality is measured, how educational interventions can stimulate growth, how individual differences in behavior are determined, how people understand the possibility and conditions for establishing a cooperative social-moral order); (2) To contribute methods (e.g., paper and pencil recognition, reaction time to moral stimuli) and measures for studying ethical development (e.g., tests of ethical judgment such as the Defining Issues Test-DIT, DIT2, Dental Ethical Sensitivity Test, Moral Theme Inventory); and (3) to facilitate the implementation of ethics education across the educational continuum (through consultation and grant projects such as "Community Voices and Character Education").

Center for Bioethics
The mission of the University of Minnesota's Center for Bioethics is to advance and disseminate knowledge concerning ethical issues in health care and the life sciences. The Center carries out this mission by conducting original interdisciplinary research, offering educational programs and courses, fostering public discussion and debate through community service activities, and assisting in the formulation of public policy.

Silha Center for Media Ethics and the Law
The School of Journalism and Mass Communication at the University of Minnesota has a tradition of national leadership in journalism scholarship and education. Building on this history, the Silha Center for Media Ethics and the Law is the vanguard of the School's interest in ethical responsibilities and legal rights of the mass media in a democratic society. The Center focuses on the concepts and values that define the highest ideals of American journalism: freedom and fairness. It honors the importance of these ideals by examining their theoretical and practical applications and by recognizing the interdependence of ethical and legal principles.

Conference Co-Sponsors

University of Minnesota Co-Sponsors
Center for Political Psychology
College of Education and Human Development
Department of Curriculum and Instruction
School of Dentistry
Leonard, Street, and Deinard
American College of Dentists
Bethel College, Pew Ethics Assessment Grant

School of Nursing
School of Medicine
West Bank Bookstore
About the University of Minnesota

Known globally as a leader in teaching, research, and public service, the University of Minnesota, Twin Cities, consistently ranks among the top 20 public universities in the nation. The classic Big 10 campus, located in the heart of the Minneapolis-St. Paul metropolitan area, provides a world-class setting for lifelong learning. More than 150 bachelor's degrees, 200 master's degrees, and 100 doctoral degrees make the University of Minnesota, Twin Cities, one of the most comprehensive institutions in the country. Many programs are recognized as national and international leaders. The University of Minnesota, Twin Cities, is also a thriving center for culture and the arts, featuring outstanding galleries, museums, concerts, theater productions, and public lectures. The campus in Minneapolis is located just a few minutes east of downtown. Nestled along the bluffs of the Mississippi River, buildings in Minneapolis range from the ultramodern Weisman Art Museum to the classic and stately Northrop Memorial Auditorium. A few miles to the east in St. Paul, rolling hills and quiet lawns create a more rural setting.

Other University of Minnesota Ethics-Related Centers

Center for Democracy and Citizenship
130 Hubert H. Humphrey Center, 301 19th Ave S, Minneapolis, MN 55455
Phone: 612-625-0142, Fax: 612-625-3513
Co-directors:
Harry Boyte (hboyte@hhc.umn.edu; 612-625-5509)
Ed Fogelman (fogelman@polisci.umn.edu; 612-624-4144)

Center for the Study of Political Psychology
1282 Social Sciences Building, 267 19th Ave. S., Minneapolis, MN 55455
Phone: 612-624-0864, Fax: 612-626-7599
Co-directors:
Eugene Borgida (borgi001@tc.umn.edu; 612-625-3381)
John Sullivan (saul@polisci.umn.edu; 612-624-4305)

Center for Restorative Justice & Mediation
386 McNeal Hall, 1985 Buford Ave., St. Paul, MN 55108
Phone: 612-624-4923, Fax: 612-625-8224
Executive Director: Mark S. Umbreit (ctrdrjm@che2.che.umn.edu; 612-624-4923)

National Service Learning Cooperative Clearinghouse
R-460 VoTech, 1954 Buford Ave., St. Paul, MN 55108
Phone: 612-625-6276
Co-directors:
Gary Leske (leske002@tc.umn.edu; 612-624-2258)
Rob Shumer (shume001@tc.umn.edu; 612-624-4758)

Center for Corrections Education Research
325 VoTech, 1954 Buford Ave., St. Paul, MN 55108
Phone: 612-625-6234, Fax: 612-625-2798
Director: Rosemarie Park (parkx002@tc.umn.edu; 612-625-6267)
Center for Experiential Education and Service Learning
R-460 Vo-tech, 1954 Buford Ave., St. Paul, MN 55108
Phone: 612-624-1214, Fax: 612-625-6277
Director: Gary Leske (leske002@tc.umn.edu; 612-624-2258)

Center for School Change
300 Hubert H. Humphrey Center, 301 19th Ave. S., Minneapolis, MN 55455
Phone: 612-626-1834
Director: Joe Nathan (jnathan@hhh.umn.edu; 612-625-3506)

Conflict and Change Center
252 Hubert H. Humphrey Center, 301 19th Ave. S., Minneapolis, MN 55455
Phone: 612-625-3046
Director: Tom Fiutak (tiutak@hhh.umn.edu; 612-625-3046)

Reflective Leadership Center
55 Hubert H. Humphrey Center, 301 19th Ave. S., Minneapolis, MN 55455
Phone: 612-625-7377
Director: Sharon Anderson (sanderson@hhh.umn.edu; 612-625-8367)

Wilkens Center on Human Relations and Social Justice
300 Hubert H. Humphrey Center, 301 19th Ave. S., Minneapolis, MN 55455
Phone: 612-625-9821
Director: Samuel L. Myers, Jr. (myers006@tc.umn.edu; 612-625-9821)

Race & Poverty Institute
415 Law School, 229 19th Ave. S., Minneapolis, MN 55455
Phone: 612-625-8071, Fax: 612-624-8890
Director: John Powell (powell08@tc.umn.edu; 612-625-5529)

Center for Spirituality and Healing
6-101 WDH, 308 Harvard St., Minneapolis, MN 55455
Phone: 612-624-9459, Fax: 612-624-3174
Director: Mary Jo Kreitzer (kreitz003@tc.umn.edu; 612-625-3977)
Announcements

Pre- and Post-Conference Workshops
Practitioner workshops run concurrently on Thursday, November 18, from 9:00 a.m. to 12:00 noon and 1:00 to 4:00 p.m. at the Radisson Hotel Metrodome and on Monday, November 22, from 9:00 a.m. to 12:00 noon and 2:00 to 5:00 p.m. at the Radisson Hotel Metrodome. Certificates of participation are available from workshop presenters. Participants may use the certificates to apply for 0.6 hours of continuing education units from their respective professional associations.

Book Exhibit
Please visit the AME book exhibit, located in the lobby area of the second floor. The following publishers and organizations are represented:
Carfax
Communitarian Network
Developmental Studies Center
Greenwood Press
Harvard University Press
Lawrence Erlbaum Associates, Inc.
NY University Press
Teachers College Press
University of Notre Dame Press
University Press of New England

Nametags
Please wear your AME ‘99 Conference nametag at all times. It is your ticket to all conference activities, including conference sessions, refreshment breaks, lunches, Thursday evening buffet, and the AME banquet. First year attendees of the conference will receive yellow nametags. All other attendees will have tan nametags with the number of years listed that they have attended AME.

Hospitality
AME Conference volunteers will have gold ribbons on their nametags to provide assistance to anyone with a special need. Darcia Narvaez and Tonia Bock will have gold and maroon ribbons on their nametags and will also provide assistance to conference participants.

Evaluations
Evaluation forms for the conference are included in your conference packets. Please take the time to complete these. You can turn them in at the registration desk or send them to Mary Franco (address on the bottom of the evaluation form). Thank you.

Smoking Areas
Smoking is allowed in all public areas in the Radisson Hotel, including the Coffee Lounge on the second floor and lounges on the first floor. The Roof Terraces on the second floor are also available for smoking. Smoking is not permitted in conference session rooms, the ballroom, or in the lavatories.
AME ‘99 Amenities

Radisson Hotel Metrodome
Adjacent to the University of Minnesota and within minutes of downtown Minneapolis, Radisson Hotel Metrodome has over 20,000 square feet of flexible, state-of-the-art meeting space, all located on one floor. The hotel also 304 spacious, comfortable guest rooms and suites; the award-winning Meadows restaurant serving fresh seafood, fowl, meats, and wild game; the more casual McCormick’s restaurant; and a newly renovated exercise room. Hotel services include complimentary transportation within a five mile radius, a gift shop, room service, valet service, express check-out, and wheelchair accommodations.

Each guest also has complimentary use of the University of Minnesota’s Sports and Aquatic Center, including use of pool, sauna, and steamroom. The Aquatic Center is adjacent to the hotel. Passes to the Sports and Aquatic Center are obtained at the hotel front desk.

Meals
The conference registration fee includes continental breakfasts, coffee and tea breaks, lunches on Friday and Saturday, and a Thursday evening buffet supper. A vegetarian option for all meals is available upon request. Please submit your request to the staff at the conference registration desk.

Fax, Copy, and Word Processing
Kinkos can assist with any fax, copy, and word processing needs. They are located directly across the street from the Radisson Hotel on Washington Ave. and are open 24 hours.

Message Board
To leave messages for other conference participants, a message board will be available at the conference registration desk.

Local Restaurants and Maps
A map of the hotel and University of Minnesota campuses (East Bank and West Bank) are included in the pocket of your conference program. A list of local restaurants are also included with this information.

Twin Cities Restaurants, Events, and Bus Schedules
Information about restaurants, events, and transportation in the Twin Cities is available at the conference registration desk.

Transportation to Airport
From the hotel to the airport, you may take a taxi (approximately $18 one way) or the Express Shuttle USA ($11 one way or $18 roundtrip). To take the Express Shuttle USA, reservations for space should be made 24 hours in advance. Reservations can be made by phone (612-827-7777).
About the Association for Moral Education (AME)

AME was founded in 1976 to provide an interdisciplinary forum for dialogue among professionals interested in the moral dimensions of educational theory and practice. The Association is dedicated to fostering communication, cooperation, training, curriculum development, and research in moral theory and educational practice. AME emphasizes the development of moral understanding in all individuals and believes that such development requires opportunities for engagement in moral dialogue.

Governed by an elected Executive Board, AME membership is international in scope and includes educators and educational researchers, psychologists and sociologists, philosophers and theologians, public and private school teachers and administrators, and others interested in advancing the growing field of moral education. The AME invites all individuals and institutions with a professional interest in moral education to become members. Conference registrants are eligible for membership in the Association for the subsequent year at no additional cost.

1999 Executive Board

Larry Blum, 1998-2000
Don Cochrane
Jim Conroy, 1998-2000
Theo Dawson
Andrew Garrod
Andrea Green, 1999-2001
Helen Haste, 1999-2001
Ann Higgins, 1997-1999
Lene Arnett Jensen, 1998-2000
Monika Keller, 1997-1999
Sharon Lamb, 1998-2000
Georg Lind, 1999-2001

Cristina Moreno, 1998-2000
Darcia Narvaez, Secretary
Larry Nucci, 1998-2000
Fritz Oser, 1997-1999
Don Reed
Kimberly Schonert-Riechel, 1997-1999
Ben Spiecker, 1998-2000
Monica Taylor, President
Steve Thoma, Treasurer
Terri Thorkildsen, 1998-2000
Janie Ward, 1999-2001
Gillian Wark, 1999-2001

The Annual Conference

The chief activity of the AME is the sponsorship of an international conference each November. Through its annual conference, the Association serves as a resource to educators, practitioners, students, and researchers in matters related to moral development and moral education. Hosted by prestigious universities and institutions, the conference also serves as a think-tank in moral education by bringing together many of the world’s foremost scholars in fields having a bearing on moral education issues. Presentations in the form of lectures, symposia, panel and roundtable discussions, poster sessions and demonstrations are designed to meet the diverse interests of attendees, ranging from the highly theoretical to the eminently practical. Special features of the annual conference include a variety of pre-conference workshops, the Kohlberg Memorial Lecture, and an awards banquet to honor recipients of the Kuhnerker and Dissertation Awards.
### Kohlberg Memorial Lecturers

<table>
<thead>
<tr>
<th>Year</th>
<th>Lecturer</th>
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<tbody>
<tr>
<td>1998</td>
<td>Lawrence Blum</td>
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<tr>
<td>1997</td>
<td>Carol Gilligan</td>
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<td>1996</td>
<td>William Damon</td>
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<td>1995</td>
<td>Fritz Oser</td>
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<td>1994</td>
<td>Richard Shweder</td>
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<td>1993</td>
<td>Nel Noddings</td>
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<tr>
<td>1992</td>
<td>Laurence Thomas</td>
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<tr>
<td>1991</td>
<td>John Goodlad</td>
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<tr>
<td>1990</td>
<td>Howard Gardner</td>
</tr>
<tr>
<td>1989</td>
<td>Maxine Greene</td>
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<tr>
<td>1988</td>
<td>James R. Rest</td>
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### Kuhmerker Award Recipients

<table>
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<tr>
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<tbody>
<tr>
<td>1998</td>
<td>No award</td>
</tr>
<tr>
<td>1997</td>
<td>Clark Power</td>
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<tr>
<td>1996</td>
<td>Mary Brabeck</td>
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<tr>
<td>1995</td>
<td>Don Cochrane</td>
</tr>
<tr>
<td>1994</td>
<td>Lawrence J. Walker</td>
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<tr>
<td>1993</td>
<td>Dwight R. Boyd</td>
</tr>
<tr>
<td>1992</td>
<td>No award</td>
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<tr>
<td>1991</td>
<td>No award</td>
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<tr>
<td>1990</td>
<td>Richard L. Hayes</td>
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<tr>
<td>1989</td>
<td>Muriel Bebeau</td>
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<tr>
<td>1988</td>
<td>Howard Radest</td>
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<tr>
<td>1987</td>
<td>Edwin (Ted) Fenton</td>
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<tr>
<td>1986</td>
<td>Margot Strom and Bill Parsons, Jr.</td>
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<tr>
<td>1985</td>
<td>Marcia Mentkowski</td>
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<tr>
<td>1984</td>
<td>Ralph Mosher</td>
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<tr>
<td>1983</td>
<td>James R. Rest</td>
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<tr>
<td>1982</td>
<td>Lawrence Kohlberg</td>
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</tbody>
</table>

### Dissertation Award Recipients

<table>
<thead>
<tr>
<th>Year</th>
<th>Recipient</th>
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<tbody>
<tr>
<td>1998</td>
<td>Elena Mustakova-Possardt, Ph.D., University of Massachusetts Amherst</td>
</tr>
<tr>
<td>1997</td>
<td>Daniel J. Vokey, Ph.D., University of Toronto</td>
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<tr>
<td>1996</td>
<td>Lene Arnett Jensen, Ph.D., University of Chicago</td>
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<td>1995</td>
<td>John Harrison Taylor, Ph.D., University of British Columbia</td>
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<tr>
<td>1994</td>
<td>Mary Louise Arnold, Ed.D., Harvard University</td>
</tr>
<tr>
<td>1993</td>
<td>Marion Mason, Ph.D., Ohio State University</td>
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<tr>
<td>1992</td>
<td>No award</td>
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<tr>
<td>1991</td>
<td>Marilyn Sterner Keat, Ph.D., Pennsylvania State University</td>
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<tr>
<td>1990</td>
<td>Kathleen Chafey, Ph.D., University of Minnesota</td>
</tr>
<tr>
<td>1989</td>
<td>Dawn Ellen Schrader, Ed.D., Harvard University</td>
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<tr>
<td>1988</td>
<td>Deborah Deemer, Ph.D., University of Minnesota</td>
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<tr>
<td>1987</td>
<td>Jyotsna Vasudev, Ph.D., University of Pittsburgh</td>
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<tr>
<td>1986</td>
<td>Stephen Joseph Thoma, Ph.D., University of Minnesota</td>
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<tr>
<td>1985</td>
<td>Gil Noam, Ed.D., Harvard University</td>
</tr>
<tr>
<td>1984</td>
<td>Cheryl Armon, Ed.D., Harvard University</td>
</tr>
<tr>
<td>1983</td>
<td>John R. Snarey, Ed.D., Harvard University</td>
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</tbody>
</table>
Conference Locations and Chairs

1998 Hanover, New Hampshire - Andrew Garrod
1997 Atlanta - John Snarey
1996 Ottawa - Bill Belanger
1995 New York - Ann Higgins
1994 Banff, AB - Michael Boyes
1993 Tallahassee, FL - Mary Brabeck, Richard Hayes, Patricia King, and Steve Thoma
1992 Toronto - Dwight Boyd
1991 Athens, GA - Richard Hayes
1990 Notre Dame, IN - Clark Power
1989 Newport Beach, CA - Tom Wilson and Cheryl Armon
1988 Pittsburg - Ray Hummel
1987 Cambridge, MA - Mary Brabeck and Ann Higgins
1986 Chicago - Larry Nucci
1985 Toronto – Dwight Boyd
1984 Columbus, OH – John Gibbs
1983 Boston – Ralph Mosher, Kevin Ryan, and Joseph Reimer
1982 Minneapolis – Muriel Bebeau, James Rest, and Lois Erickson
1981 New York – Lisa Kuhmerker
1980 Cambridge, MA – Lisa Kuhmerker
1979 Philadelphia - Lisa Kuhmerker
1978 Scarsdale, NY - Lisa Kuhmerker
1977 New York - Lisa Kuhmerker and Thomas Hennessy
1976 New York - Lisa Kuhmerker
1999 Conference Themes

The theme of this year’s conference is “The Moral Imperative: Ethics in the 21st Century.” Contributors will present symposia, panel discussions, roundtable discussions, poster sessions, demonstrations, as well as pre and post conference workshops. The themes are (1) Professional ethics, including all professions (e.g., science, education, journalism, healthcare, business, administration) with specific attention to educator ethics, business ethics, and bioethics. (2) Speech acts including hate speech, freedom of speech, “politically correct” speech, first amendment rights (in the U.S.). (3) Integrating the advances in moral philosophy with the advances in moral psychology. (4) Assessing moral development across the educational continuum. (5) Media ethics.

Additional information about most sessions is listed below the session abstract. Theme descriptors identify either what conference theme is discussed or say “general” to indicate a non conference theme. Type of presentation indicates whether the session includes one or more of the following perspectives: philosophical, theoretical, psychological-inferential, psychological-descriptive, and educational application.

1999 Featured Speakers

Kohlberg Memorial Lecture

Kenneth A. Strike will deliver the 1999 Kohlberg Memorial Lecture, titled “How to be a Liberal Communitarian: In Praise of Kindness.” Dr. Strike is Professor of Philosophy of Education at Cornell University where he has taught since 1971. He has the B.A. from Wheaton College and the M.A. and Ph.D. from Northwestern University. He has been a distinguished visiting professor at the University of Alberta, is a past president of the Philosophy of Education Society and is a member of the National Academy of Education. His principal interests are professional ethics and political philosophy as they apply to matters of educational practice and policy. He is the author of several books and over a hundred articles. Recent works include The Ethics of Teaching (with Jonas Soltis), The Ethics of School Administration (with Jonas Soltis and Emil Haller), Liberal Justice and the Marxist Critique of Schooling, Ethics and College Student Life (with Pamela Moss), "Professionalism, democracy and discursive communities: Normative reflections on restructuring" in AERJ, "The moral role of schooling in a liberal democratic society" in RRE, and "The Moral Role of Educators" in Handbook of Research on Teacher Education.

Dr. Strike has had a durable interest in questions of religious liberty and schooling and in using liberal political philosophy as a lens for conceptualizing educational issues. His current work emphasizes the exploration of the normative aspects of school reform. Also Professor Strike is an enthusiastic canoeist and kayaker, and, while he duly notes the academic irrelevance of this fact, he mentions it because it suggests that he possesses a good character, aesthetic sensitivity, a sound body, and (possibly) a sense of humor.
Plenary Speakers

Tom Beauchamp is a Professor of Philosophy and Senior Research Scholar at the Kennedy Institute of Ethics, Georgetown University. He is the author and co-author of numerous books, including *A History and Theory of Informed Consent* (Oxford, 1986); *The Virtuous Journalist* (Oxford, 1987); and *Medical Ethics* (Prentice Hall, 1984). His co-authored book with James F. Childress, *Principles of Biomedical Ethics* (Oxford Press), first written in 1979 with a fourth edition in 1994, has served as the text for bioethics courses throughout the world. These editions have reflected changes in thinking about morality in the context of health care.

Dan Lapsley is a professor and Chair of the Department of Educational Psychology at Ball State University. He is the author of *Moral Psychology* (Westview Press, 1996) and editor (with Clark Power) of *The Challenge of Pluralism: Education, Politics & Values* (Notre Dame Press) as well as *Self, ego, identity: integrative approaches* (Springer-Verlag). His current work focuses on developing a social-cognitive approach to understanding moral character. He is presently serving on the editorial boards of the *Journal of Educational Psychology*, the *Journal of Early Adolescence*, and the *Journal of Adolescent Research*.

Jane Kirtley is the Silha Professor of Media Ethics and Law at the University of Minnesota’s School of Journalism and Mass Communication. Before coming to the University of Minnesota earlier this year, Ms. Kirtley was Executive Director of the Reporters Committee for Freedom of the Press, an association of reporters and editors founded in 1970 that is devoted to protecting the First Amendment and freedom of information interests of the news Media.

Jan Schaffer is Executive Director of the Pew Center for Civic Journalism, an incubator for journalism experiments going on around the United States that are creating new ways of reporting the news so it helps engage people in public life. The center is an initiative of the Pew Charitable Trusts, which works with journalists who are building new models of journalism that give people a voice in coverage of their communities. Ms. Schaffer is the former business editor and Pulitzer Prize winner for the *Philadelphia Inquirer*. 
AME '99 Special Events

Your Ideas on the Future of Morality Research
In preparation for the Sunday morning discussion, “Morality theory, research, and education in the 21st century: What is your vision?”, poster boards will be stationed in the Ballroom Foyer on Friday and Saturday. Make sure to write notes about your vision for morality research, theory, and education in the new millennium.

Early Bird and Nightowl Roundtables
The Early bird and Nightowl roundtables offer opportunities for participants to informally discuss a current idea or project. Please check the conference schedule for times and locations of these roundtables.

Symposium in Memory of Ralph Mosher
In tribute to the work and contributions of Ralph Mosher, a symposium, “Continuing to Give Psychology Away: The Legacy of Ralph Mosher,” will be held Friday during the first Concurrent Session, 10:45 a.m. to 12:30 p.m.

25th Anniversary Reception
An Anniversary Reception, featuring hors d’oeuvres and wine, will be held Friday, November 19 from 5:30 to 6:30 p.m. Everyone is invited to attend this celebratory event.

AME Banquet
The AME Banquet will be held on Friday, November 19 from 6:30 to 9:00 p.m. in the University Ballroom. Pre-registration is required. The on-site cost of the banquet is $55. For more information or to register, please see a volunteer at the registration desk. The AME Banquet will feature “Remembering Larry,” with several storytellers, including Clark Power and Dwight Boyd.

25th Anniversary Celebratory Dance
After the banquet a celebratory dance will be held, to which everyone is invited. The Jazz Band Ensemble I, a premier, 18 piece University of Minnesota jazz band directed by Dr. Dean Sorenson, will play from 9:00 p.m. to 12:00 midnight. A cash bar will also be available.

Commemorative Reception for James Rest
A reception commemorating the life and work of James Rest will be held at the Gateway Center on Saturday, November 20 from 5:00 to 7:00. Everyone is welcome to attend.

Community Discussion: The Future of Morality Research
On Sunday morning, November 21, we will have a community discussion about the future of morality research in the new millennium. We invite everyone to prepare a 2-minute presentation or write your ideas on the poster boards in the foyer during the conference.
Session Formats

Papers will be presented in a variety of formats, including Symposia, Paper Presentations, Panels, Poster Panels, Posters, Round Tables, Demonstrations, and the Moral Education Fair.

Symposia provide an opportunity for examining specific problems or topics from a variety of perspectives. Three to four papers make up a symposium (with or without a discussant) and each presenter takes 15-20 minutes to deliver his or her paper, with all presenters then sharing a 10-15 minute questions-from-the-audience period at the end of the session.

Paper sessions consist of a group of three paper presentations that address a topic or area of moral development and education. Each presentation takes about 20 minutes followed by 5 minute question and answer period.

Panels are symposia-like events presented in a panel discussion format, targeted at a clearly delineated issue or idea. Panel members present a commentary paper addressing central questions regarding the issue under consideration.

Poster paper panels are organized around a central theme or issue. Presenters speak for five minutes about the graphic (poster) display of their work. After all of the presentations, audience members can then walk around to see each poster and informally interact with individual presenters.

Poster sessions combine the graphic displays of materials with the opportunity for individualized, informal discussion of the research throughout the session. Presenters set up a display of their research, including a brief abstract of their paper, with full copies of their papers available for distribution.

Roundtables (including lunchtime, early bird, nightowl, and poster session roundtables) allow maximum interaction with the presenter by minimizing formal didactic presentation and provide people with similar interests an opportunity to talk with each other. A typical roundtable session might proceed as follows: Everyone introduce him or herself. The presenter(s) then uses the next 10-20 minutes to present his or her paper in a seminar format. This is followed by a general discussion, which is expected to gradually evolve into a discussion of related themes and topics introduced by other roundtable attendees.

Demonstrations are roundtable-like events used to illustrate and discuss a specific technique derived from a theory or approach to moral education. Presenters typically demonstrate and explain the workings of an educational tool or teaching method. Like roundtable sessions, demonstrations are intended to be highly interactive sessions for small groups.

The moral education fair is a display of various moral education curricula, programs, and methods. Individuals at each display are available to briefly describe their curricula/program and answer any questions that participants may have.
### Thursday, November 18, 1999

<table>
<thead>
<tr>
<th>Time</th>
<th>Location and Description</th>
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<tr>
<td>8:30 a.m. - 9:00 p.m.</td>
<td>Registration open</td>
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<tr>
<td>9:00 a.m. - 12:00 noon</td>
<td>Pre-Conference Workshops</td>
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<td></td>
<td>PC1-1  The Moral Judgment Test, MJT: Scoring &amp; Interpretation</td>
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<td>PC1-2  Moral Education in Restorative Practices</td>
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<td>PC1-3  Values in the Media Age</td>
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<td>PC1-4  Research Ethics</td>
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<td>Presidents Northrop Rotary Humphrey</td>
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<td>10:00 a.m. - 4:00 p.m.</td>
<td>AME Board meeting</td>
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<td>Alumni Room</td>
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<td>12:00 noon - 1:00 p.m.</td>
<td>Lunch Break between Pre-Conference Workshops</td>
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<td>(see list of local restaurants in the pocket of your conference program)</td>
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<td>1:00 p.m. - 4:00 p.m.</td>
<td>Pre-Conference Workshops</td>
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<td>PC1-5  Teaching Students Right from Wrong in the Digital Age</td>
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<td>PC1-6  Conflict Negotiation Learning and Moral Development</td>
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<td>PC1-7  Developmental Model of Character</td>
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<td>PC1-8  Conscience Centered Professional Ethics</td>
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<td>Presidents Colleague Rotary Humphrey</td>
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<td>5:30 p.m.</td>
<td>Welcoming Reception</td>
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<td>Ballroom Foyer</td>
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<td>6:30 p.m.</td>
<td>Buffet Supper</td>
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<td>University Ballroom</td>
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<td>7:30 p.m.</td>
<td>Conference Themes Preview</td>
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<td>University Ballroom</td>
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<tr>
<td>8:00 p.m. - 9:30 p.m.</td>
<td>Plenary Discussion</td>
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<td>Jane Kirtley and Jan Schaffer</td>
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<tr>
<td>10:00 p.m.</td>
<td>Nightowl Roundtables</td>
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<td>University Ballroom</td>
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</table>
Pre-Conference Workshops: Descriptions and Locations
Thursday, 9:00 a.m. - Noon

**PC1-1** The Moral Judgment Test, MJT: Scoring and Interpretation
Presidents Room of the MJT and Empirical Criteria for the Validity of the Test and Parallel and Translated Versions
*Georg Lind, University of Konstanz, Germany*

In this workshop, the Moral Judgement Test is presented, which measures simultaneously several aspects of a subject's moral judgment behavior, in particular, his or her moral judgment competence. I will explain the theory of the MJT, its C-score, which indexes the competence aspect, and the interpretation of the C-score. Moreover, I will present three empirical criteria for validating new parallel versions of the MJT and translated versions. Finally, I will present findings about the validity of the English, Spanish, Portuguese, Italian and Turkish version of the MJT, which pave the way for cross-cultural comparison.

**PC1-2** Moral Education in Restorative Practices: Theory and Practicum
Northrop Room
*Kay Pranis, Minnesota Department of Corrections, Minnesota*
*Mary Leadem Tictu, South St. Paul Public Schools, Minnesota*
*Frank Schweigerl, University of St. Thomas, Minnesota*

This workshop introduces participants to restorative justice practices in educational and community settings. Workshop leaders will discuss how moral education is embedded in restorative practices through clarifying values, instituting character-building practices, and strengthening moral decision-making. Possibilities for development and implementation of restorative practices will be presented. Participants will also experience the circle process, an example of a restorative justice practice.

**PC1-3** Values in the Media Age - What Can We Do?
Rotary Room
*Douglas A. Gentile, National Institute on Media and the Family, Minnesota*

In the past century we created powerful new forces shaping cultural norms and values: mass media. The lessons children learn from the media are both positive and negative. What can we as parents, educators, and community leaders do to maximize the benefits and minimize the harm of media on children? In this interactive workshop we will: 1) review the research on the types of attitudes and values that media have been shown to affect, 2) explore the mechanisms by which the media may affect values and attitudes, 3) discuss the challenges educators and caregivers face, and 4) learn about tools and resources available to help parents, educators, and communities take concrete steps to improve their media habits.

**PC1-4** Research Ethics
Humphrey Room
*Kenneth D. Pimple, Indiana University, Indiana*

This workshop topic will be drawn from four major domains of research ethics: 1) scientific integrity (falsification, fabrication, statistical methods); 2) relationships among researchers (authorship, data sharing and timely publishing, plagiarism, peer review); 3) relationships between researchers and human subjects (informed consent, confidentiality and anonymity, deceit, research risks and benefits); and 4) institutional integrity (conflict of interest,
regulatory compliance, data retention). Resources on research ethics will be distributed and described, including bibliographies, books, newsletters, organizations, and web sites.

AME Board Meeting
Alumni Room
Thursday, 10:00 a.m. - 4:00 p.m.

Lunch Break between Pre-Conference Workshops
(see list of local restaurants in the pocket of your conference program)
Thursday, 12:00 - 1:00 p.m.

Pre-Conference Workshops: Descriptions and Locations
Thursday, 1:00 - 4:00 p.m.

**PC1-5 Teaching Students Right from Wrong in the Digital Age**
Douglas A. Johnson, Mankato Public Schools, Minnesota
This session is a technology ethics primer. Studies show that misconceptions abound about the appropriate use of technologies. This presentation examines basic ethical issues, some ethical codes, actual case studies when students have had to make ethical decisions, and techniques teachers can use to promote ethical behaviors in the classroom. Handouts include a survey to be used with students to determine their awareness of ethical decisions surrounding technology.

**PC1-6 Conflict Negotiation Learning and Moral Development:**
Theory and School/Family Practice
Robert A. Sawyer, Haverhill Public Schools, Massachusetts
On the assumptions that children's conflict negotiation work is intrinsically moral in nature, and that their moral development requires adults' nonintrusive help with learning in this competency and adults' boundary management role in families and schools, this workshop presents a systems and developmental program for student, school staff, and parent training that will contribute significantly to students' moral development and to the school and family climate. Robert Selman's social-cognitive development paradigm, also with system principles, provides the theoretical reference of this approach to supporting students' moral functioning in this critical aspect of social relations.

**PC1-7 Developmental Model of Character**
Embracing Emotional, Moral, and Spiritual Intelligence
Kenneth A. Miller, Independent public speaker and author on character education, Lake Mills, Wisconsin
Sharon Wisniewski, Cooperative Educational Service Agency #1, Wisconsin
A model of character will be presented which defines character as the stepwise development of emotional literacy from the emotionally illiterate state, which we call the "reactive personality", to the self actualized state. Each developmental stage is associated with the integration of love based (as opposed to fear based) emotions and attitudes within the
personality structure, first at the intrapersonal level (through “emotional intelligence”) then interpersonal level (through “moral intelligence”) and finally at the transpersonal level (through “spiritual intelligence”). We introduce the concept of “spiritual intelligence”, a secularly defined concept which embraces the notion of civic and social responsibility.

Conscience Centered Professional Ethics (CCPE)

Matthew R. Galvin, Indiana University, Indiana
Meg Gaffney, Indiana University, Indiana

CCPE is based upon a developmental theory derived from empirical studies of children and adolescents. Conscience is proposed as a bridge over the fact-value gap. On one side are facts about our moral psychological nature and the intrinsic values identifiable with each domain of conscience. On the other side are intrinsic values constitutive of our professions. The goals for participants are to 1) conceptualize professional conscience, 2) understand how conscience relates to ethics, and 3) discuss applications of CCPE in professional schools. Participants will discuss their responses to the Conscience Autobiography. Didactic elements include a video-tape regarding conscience formation and review of ethical terminology.
Welcoming Reception
Ballroom Foyer
Thursday, 5:30 - 6:30 p.m.

Buffet Supper
University Ballroom
Thursday, 6:30 - 7:30 p.m.

WELCOME / CONFERENCE THEMES PREVIEW
University Ballroom
Thursday, 7:30 - 8:00 p.m.

PLENARY SPEAKERS
University Ballroom
Thursday, 8:00 - 9:15 p.m.

“The Role of the Media in the Development of a Moral Community”

Chair and Discussant: Bill Babcock, University of Minnesota, Minnesota

Jane Kirtley, University of Minnesota, Minnesota
Jan Schaffer, Pew Center for Civic Journalism

See Nightowl Roundtables on next page
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<td>7:30 a.m. - 5:00 p.m.</td>
<td>Registration and Exhibits open 2nd floor</td>
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<tr>
<td>7:30 a.m. - 8:30 a.m.</td>
<td>Continental Breakfast Ballroom Foyer</td>
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<td>8:45 a.m. - 9:00 a.m.</td>
<td>Opening Ceremonies University Ballroom</td>
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<td>9:00 a.m. - 10:30 a.m.</td>
<td>Plenary Address: Tom Beauchamp and Dan Lagesly University Ballroom</td>
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<td>10:30 a.m. - 11:00 a.m.</td>
<td>Coffee and Tea Break Ballroom Foyer</td>
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<tr>
<td>11:00 a.m. - 12:15 noon</td>
<td>Concurrent Session I</td>
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<td>11-1 Community Component Rotary</td>
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<td>11-2 Reflecting on the Work of Kohlberg and Habermas Northrop</td>
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<td>11-3 Assessing Moral Types Alumni</td>
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<td>11-4 Health Care Ethics Presidents</td>
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<td>11-5 Media Ethics and Moral Development Coffman</td>
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<td>11-6 The Legacy of Ralph Mosher Regents</td>
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<td>11-7 The Impact of Service Learning Nie</td>
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<td>12:15 p.m. - 1:30 p.m.</td>
<td>Lunch and Optional Lunchtime Roundtables University Ballroom</td>
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<td>1:30 p.m. - 2:45 p.m.</td>
<td>Concurrent Session II</td>
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<td>12-1 Sport, Play and Competition Nie</td>
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<td>12-2 Education About Controversial Issues Regents</td>
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<td>12-3 Integrating Philosophy and Psychology Coffman</td>
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<td>12-4 Business Ethics Alumni</td>
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<td>12-5 Non-Conscious Morality Rotary</td>
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<td>12-6 Middle School Issues Shavri</td>
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<td>2:45 p.m. - 3:00 p.m.</td>
<td>Coffee and Tea Break Ballroom Foyer</td>
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<td>3:00 p.m. - 4:15 p.m.</td>
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<td>13-1 Social Roletaking and Guided Reflection Alumni</td>
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<td>13-2 Philosophical Developmental Issues Presidents</td>
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<td>13-3 Moral Identity Nie</td>
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<td>13-4 Civic Business Northrop</td>
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<td>13-5 The Media and Morality Coffman</td>
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<td>13-6 The Moral Development of Forgiveness Regents</td>
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<td>13-7 Goodbye to Fraternities and Sororities Rotary</td>
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<td>4:30 p.m. - 5:30 p.m.</td>
<td>JME Board Meeting Big Ten Room</td>
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<td>5:30 p.m. - 6:30 p.m.</td>
<td>Anniversary Reception Ballroom Foyer</td>
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<td>6:30 p.m. - 9:00 p.m.</td>
<td>Banquet and Awards (paid ticket required) University Ballroom</td>
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<tr>
<td>9:00 p.m. - 12:00 a.m.</td>
<td>Celebratory Dance (free admission) Featuring University of Minnesota's Jazz Band Ensemble 1, Directed by Mr. Dean Sorensen University Ballroom</td>
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Friday, November 19, 1999

Continental Breakfast
Ballroom Foyer
Friday, 7:30-8:30 a.m.

OPENING CEREMONIES
University Ballroom
Friday, 8:45 – 9:00 a.m.

PLENARY ADDRESSES
University Ballroom
Friday, 9:00 - 10:30 a.m.

Integrating Philosophy and Psychology
Chair: Muriel J. Bebeau, University of Minnesota, Minnesota

“The retreat from principlism”
Tom Beauchamp, Georgetown University, Washington D.C.

“Rethinking a theory of moral judgment development”
Dan Lapsley, Ball State University, Indiana

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Coffee and Tea Break
Ballroom Foyer
Friday, 10:30 – 11:00 a.m.

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11-1 COMMUNITY COMPONENT

Paper Presentations

CONCURRENT SESSION I
Friday, 11:00 a.m. - 12:15 p.m.

Rotary Room

Chair: Ann Higgins, Fordham University, New York

The Evolving Discourse on Citizenship and Moral Education
James C. Conroy, University of Glasgow, United Kingdom

The period immediately following the Second World War saw a large number of public statements on education which embodied forceful claims about the importance of a moral perspective in the development of a post-war citizenry. These papers and reports developed a discourse which placed the free citizen at the centre of the educational endeavour using a clear language of ends. In doing so it unequivocally rooted its claims in a religious ontology. In more recent public statements such as the 1998 Report in England and Wales on 'Education for Citizenship and the teaching of democracy in schools' 'citizenship' has returned to the centre but its language and focus differ. In this paper I attempt to plot these linguistic differences, analyse their consequences and suggest some implications for the discourse and practice of moral education.

Theme descriptor: Educator Ethics
Type of presentation: Philosophical/theoretical, Application

A Community Based, Democratic Secondary School Program:
Lessons for Restructuring and Democratic Schools
Tom Wilson, Chapman University, California
Cheryl Armon, Antioch University, Southern California-Los Angeles, California

This session reports the findings of a study to assess the current adult status of former students who participated in the Newport Plan (NPP), a community based, democratic secondary education program (1972-73) in terms of (1) elements believed to constitute democratic personhood and (2) perceptions of the nature of a good education. Democratic personhood in its latest reiteration is constituted by notions of moral development and care, openmindedness, critical consciousness, self-actualization, theories of action, and value states. Good education draws from the more general theory of Armon's (1984) centered upon conceptualizations the good person and the good life.

Theme descriptors: General, Integrating philosophy and psychology
Type of presentation: Philosophical/theoretical, Application

Community Building as Moral Education: The Challenge for Educators
Jerry Stein, University of Minnesota, Minnesota

Community building can have effective, long-lasting moral impact on both community and educators. Are we up to the challenge? Specific models and war stories will be shared.
Reflecting on the Work of Kohlberg and Habermas

Chair: Richard Nunneley, University of Minnesota, Minnesota

Genes, Memes, and Kohlberg: On What a Kohlbergian Account of Moral Development Can Offer a Theory of Cultural Evolution
Donald R.C. Reed, Wittenberg University, Ohio

A group of scholars has developed evolutionary models of cultural change. I will outline their attempts and explain what a Kohlbergian model of moral development can offer such attempts. Darwin's model of evolution by natural selection needed the subsequently developed Mendelian account of the genetic mechanism underlying the variation and selective retention of phenotypic traits. Similarly, models of cultural evolution need an account of the psychological mechanisms underlying broader cultural changes. Kohlberg's cognitive-developmental account of socio-moral development and functioning can meet this need in ways consistent with a Darwinian understanding of the biological evolution of the human species. The social learning account and the domains of social cognition account do not.

Theme descriptor: Integrating philosophy and psychology
Type of presentation: Philosophical/theoretical

The Meaning of Moral Development in Habermas' Theory of Communicative Action
Rosa Maria F. Martini, Federal University of Rio Grande do Sul, Brazil

Since 1974, when Habermas worked in the Institut für Sozialforschung in Frankfurt, he pointed out his special interest about the three theoretical traditions that have been treated problems of human development: the analytic ego psychology (Sullivan, Erikson) the cognitive and moral developmental psychology (Piaget, Kohlberg) and the symbolic interactionist theory of action (Mead, Blumer, Goffman et al.). This paper emphasizes the contemporary Habermas' approach about the new role of Philosophy in its relation with science, specially the reconstructive social sciences as psychoanalysis and the theories of cognitive and moral development of Piaget and Kohlberg. Habermas' rational reconstruction of "the moral point of view has been meaningful to Psychology of ethics.

Theme descriptor: Integrating philosophy and psychology
Type of presentation: Philosophical/theoretical

On Detecting Hierarchy: Between Philosophical and Empirical/Psychological Analysis
J. Boom, University Utrecht, The Netherlands

Hierarchy and stages still are important in Kohlbergian moral developmental theory. The idea of hierarchy goes back to classification of biological change: it implied intrinsic hierarchy, one sequence without gaps, and small but essential differences. Hierarchy in moral development implies a developmental pattern based on inclusion. Reflective abstraction is a developmental mechanism that leads to inclusion of previous thinking in a reorganized form such that each stage can be characterized by the ability to criticize earlier ways of thinking as inadequate by form. If, moreover, we interpret moral development as a reconstruction of changes in intuitions (Habermas), I contend that hierarchy can be addressed empirically. Consequently, I will present data relevant to the hierarchy of moral stages.

Theme descriptor: Integrating philosophy and psychology
Type of presentation: Philosophical/theoretical, Psychological-inferential
11-3 ASSESSING MORAL TYPES
Symposium

Chair: Larry Walker, University of British Columbia, British Columbia, Canada

Recent work has demonstrated the value of attending to the mixture of moral schema as well as
the predominant schema used by the individual in responding to moral dilemmas (e.g., Thoma
and Rest, 1999). The current set of papers attempts to further this work by developing the notion
of moral types. Six moral types are created using predominant schema (Personal interest,
Maintaining norms, and Postconventional schema) and schema mixture (consolidated or
transitional).

Identifying Types in Moral Judgment Research
Stephen Thoma, University of Alabama, Alabama

In this paper, data from the DIT is used to classify individuals on the basis of type. Six
types are defined through the use of two indices: the individual’s predominant schema and
schema mixture. The utility of a type analysis is supported by the following findings using large-
sample data: 1) types are developmentally ordered; 2) consolidation facilitates information
processing; 3), different types are associated with different opinions about public policy issues.

Theme descriptor: Assessing moral development
Type of presentation: Psychological-inferential, Psychological-descriptive

Types as a Conceptual Tool for Assessing Moral Cognition
Chin Heng Yeap, University of Minnesota, Minnesota

This study applies the consolidation/transition model proposed by Thoma and Rest
(1999) to evaluate the development of a combined sample of 632 university students undergoing
four different moral interventions. The different courses of students’ development are depicted by
pathways constructed from linking the pretest and the posttest “type.” Each pathway describes
students’ changes in moral judgment development, information processing, political and religious
ideology characteristics. The results show a high proportion of subjects follow pathways that are
consistent with theoretical expectations. Further, these shifts are accompanied by significant
increases in moral judgment development and moderate increases in liberal political and religious
attitudes.

Theme descriptor: Assessing moral development
Type of presentation: Psychological-inferential, Psychological-descriptive

Generalizability of Moral Schema Types Using Two Versions of the DIT
Christyan Mitchell, University of Minnesota, Minnesota

Analyses using the original DIT (hereafter DIT1) have demonstrated the usefulness of
moral types based on predominant moral schema and schema mixture. This paper presents an
analysis aimed at assessing if “types” will yield the same pattern of results for the newer DIT
(hereafter DIT2) as it did for DIT1. Specifically, the question is whether or not “types” derived
from DIT2 data are related to the facilitation of information processing, patterns of decision-
making, and developmental change. Finding a cross-replication of results from DIT1 to DIT2
would indicate that “types” have an essential or stable quality, as their utility is not dependent
upon the dilemmas from which they are derived. However, if “types” do not relate to information
processing, patterns of decision-making, and development using DIT2, then the stability of
“types” is called into question, and thus its utility limited.

Theme descriptor: Assessing moral development
Type of presentation: Psychological-inferential, Psychological-descriptive
11-4 HEALTH CARE ETHICS
Paper Presentations

Chair: Dianne Bartels, University of Minnesota, Minnesota

Employers' Rash Words, Insincere Assurances, and Uncertain Health Care Promises: Accounting's Role as Timely Advisor
Brian Shapiro, University of Minnesota, Minnesota

This critical essay identifies communication failures which prevented retirees and active employees from effectively questioning the validity claims of truth, legitimacy, and sincerity underlying their employers' uncertain retirement health care promises. Court interpretations of ERISA provisions and a speech act analysis of employer-employee communications show that in many cases employers had not expressed binding lifetime promises, even though health plan participants believed otherwise. The essay then proposes how mandatory accounting reports could communicate more clearly the nature, extent, and risks of employers' commitments, in a more timely and reliable manner than is possible with existing disclosures.

Theme descriptor: Professional ethics (Accounting)
Type of presentation: Philosophical/theoretical, Application

Moral Development and Residency Training
John H. George, Medical College of Ohio, Ohio

Recent studies have shown that medical students' scores on moral reasoning tests did not increase during four years of medical school suggesting that the educational experience inhibited their moral reasoning development. This study examined 162 residents from surgery and family practice over a five-year period to determine if there were significant changes in moral reasoning scores over time or between programs as measured by the Defining Issues Test (DIT). No significant differences were found according to year of program or between groups. This study demonstrates that the plateau effect continues through residency and should be addressed by curriculum changes.

Theme descriptor: Professional Ethics (Medical)
Type of presentation: Application

Attitudes toward Death and Organ Harvesting:
The Influence of National, Professional, Religious, and MJT Variables
James M. DuBois, St. Louis University, Missouri

This paper presents results from survey studies of medical personnel in Austria, Saudi Arabia, and the U.S. Questionnaires focused on attitudes on ethical issues in diagnosing death and organ transplantation. Nationality emerged as the strongest predictor of attitudes, followed by religious variables. Scores on the Moral Judgment Test failed to correlate significantly with performance on the organ harvesting items. In the U.S., attitudes about human nature and suffering were assessed. These attitudes correlated significantly with views on assisted suicide; they did not correlate with views on organ harvesting. The significance of these findings for ethics education programs will be discussed.

Theme descriptor: Professional Ethics (Medical), Bioethics
Type of presentation: Psychological-descriptive, Psychological-inferential
11-5 MEDIA ETHICS AND MORAL DEVELOPMENT
Panel

Chair: William A. Babcock, University of Minnesota, Minnesota
       Steve LeBeau, Communications Office of Gov. Jesse Ventura, Minnesota
       Christina Fiebich, University of Minnesota, Minnesota
       Bastiaan Vanacker, University of Minnesota, Minnesota
       Erik Ugland, University of Minnesota, Minnesota

This group of former and current graduate students from the University of Minnesota's
School of Journalism and Mass Communication will discuss the impact of the mass media on the
moral development of society. In particular, the ethical issues such as privacy and news
gathering will be discussed, as will the moral and legal responsibilities of journalists.

11-6 CONTINUING TO GIVE PSYCHOLOGY AWAY:
THE LEGACY OF RALPH MOSHER
Symposium

Richard L. Hayes, University of Georgia, Georgia
John M. Whiteley, University of California-Irvine, California
Norman A. Sprinthall, North Carolina State University, North Carolina
Andrew C. Garrod, Dartmouth College, New Hampshire

An examination of the social conditions that gave rise to the call to "give psychology
away," the basic assumptions underlying psychological education as a deliberate response to this
call, the body of work created by Ralph Mosher, his colleagues and students and its impact on
improving the lives of children, and the relevance of continuing to take these ideas seriously.
Theme descriptor: General
Type of presentation: Theoretical, Psychological-descriptive, Application

11-7 THE IMPACT OF SERVICE LEARNING
Paper Presentations

Chair: Andy Johnson, Bethel College, Minnesota

Service-Learning and Social Reconstructionism:
A Critical Opportunity for Leadership
Verna Cornelia Simmons, University of Minnesota, Minnesota

This paper explores the connection between service-learning and Multicultural social
reconstructionist teaching strategies and experiences as a vehicle for teaching students about
social action, citizenship, social responsibility and leadership.

Moral Development in Higher Education:
Community-Based Learning and Research
Jay W. Brandenberger, University of Notre Dame, Indiana
F. Clark Power, University of Notre Dame, Indiana

Since Aristotle, who suggested that we learn to be just by doing just acts, many have stressed that
moral development is enhanced by direct engagement with ethical concerns. Yet as service- and
community-based learning takes root in many higher education settings, further examination of
the potential for such pedagogies to enhance moral development is necessary. Toward this end, this session will provide both a theoretical overview and empirical support. Drawing on moral theory (including the work of Dewey, Erikson, Piaget, Kohlberg, and others) a framework for understanding the developmental processes engaged during service-learning will be presented. In addition, data from recent studies examining moral development (assessed by the DIT-2) in relation to community-based learning at the University of Notre Dame will be presented. The session will be interactive, opening a dialogue for potential collaboration.

Theme descriptor: Assessing Moral Development
Type of presentation: Psychological-inferential and application

Service Learning and the Development of Ethical Character
Margot Laird, National Clearinghouse for Service Learning, Minnesota
A broad perspective on service learning projects is presented. The relation of ethical character to service learning is discussed.

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Lunch
University Ballroom
Friday, 12:15 - 1:30 p.m.

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OPTIONAL LUNCHE_TIME ROUNDTABLES
Faculty Room
$tables are labeled$
Friday, 12:15 – 1:30 p.m.

L1-1 ROUNDTABLE

In the Wake of School Violence: Have Moral Educators lost their Way?
Miriam Orkak, University of British Columbia, British Columbia, Canada

In the midst of feverish activities by schools and communities to develop character education programs, there arises a “Goliath” to defy our efforts—namely the epidemics of violence in our high schools. This paper examines the relevance of our current moral development efforts in the light of the school violence epidemics that is now prevalent in North American schools. Factors relating to adult responsibilities, and believed to be missing ingredients in our character development programmes are pointed out. It is argued in this paper that in order to help our children develop positive self-concept and self identity, we as adults must provide the cues they need to work with. Adult self-concept, adult morality and adult respect for other people are essential cues which children model to construct their own morality—more than they do take from a well written, well taught moral curriculum. The important question of how the media affect our children is also discussed.

Theme descriptor: Media ethics
Type of presentation: Psychological-inferential
L1-2  ROUNDTABLE

Affirmative Action: Recent Developments and Their Ethical Implications
Lawrence Blum, University of Massachusetts, Massachusetts

Affirmative action is a particularly important current development in the U.S. The University of Michigan’s affirmative action case will be argued before a Circuit Court this fall, while the California system will have lived for two years without affirmative action in undergraduate admissions. Bok and Bowen’s “The Shape of the River” has raised the level of debate because of its extraordinarily rich empirical base. All of these developments have served to heighten and clarify the ethical issues involved in affirmative action. What is the value of diversity? Is that value more important than merit? Is it morally legitimate to use criteria other than race in order to achieve the same result one used to achieve through explicit use of race?

Theme descriptor: General
Type of presentation: Philosophical/theoretical, Application

L1-3  ROUNDTABLE

The Moral Lessons of Pop-culture Movies as Perceived by Children
Tonia Bock, University of Minnesota, Minnesota
Emily Ishado, University of Minnesota, Minnesota

With many questions being asked about what effect the media has on children’s behavior, we were interested in how children understand the media programs they watch. Specifically, we asked fourth/fifth graders and college students to list recent movies they had seen and what lesson they learned from each movie. Our results, which showed the children describing lessons based on specific events in the movie, raise research questions regarding children’s moral comprehension skills and philosophical questions of what parents, educators, and Hollywood producers and directors can do to help children learn positive lessons and behaviors from the media.

Theme descriptor: Media ethics
Type of presentation: Psychological-descriptive

L1-4  ROUNDTABLE

Empowering Students to Take a Stand Against Peer Harassment
Ruth Schiller, Normandale Community College, Minnesota

The Power of One Foundation is a non-profit organization dedicated to empowering students to make an immediate moral response in the face of student harassment. The Power of One program consists of (1) fostering student-to-student support groups, as well as (2) disseminating recommended procedures for schools and administrators based on the works of Dan Olweus. Other aspects of this program will also be addressed in this roundtable presentation.

Theme descriptor: General
Type of presentation: Application
12-1  SPORT, PLAY AND COMPETITION

Paper Presentations

Chair:  Jo Bussye, University of Minnesota, Minnesota

The Morality of Competition
*Frederick M. Gordon, Institute for Work and Democracy, Massachusetts*

Competition takes place in every social domain. It is central to what makes social life
good or bad. But those who study moral development never use dilemmas that put characters in
competitive relations. And social psychological researchers on competitive behavior--Deutsch,
Johnson and Johnson--make the error of grouping all competition into its most severe type, thus
giving to all competition the onus of its worst cases. This obscures the fact that there are different
kinds of competition, with sharply different social psychologies and behaviors. This paper
presents data from the author's own experimental work, and from other sources, which reveals the
complexly different types of competition, which foster or discourage different values.

Theme descriptor: General, Assessing moral development
Type of presentation: Philosophical/theoretical, Psychological-descriptive

Moral Reasoning in the Context of Sport

*Respondent:  Clark Power, University of Notre Dame, Indiana*
*Brenda Jo Light Bredemeier, University of Notre Dame, Indiana*
*David Light Shields, University of Notre Dame, Indiana*

This presentation will focus on “game reasoning” as elucidated by Bredemeier and
Shields. The theory of game reasoning holds that entry into sport elicits in many, but not all,
participants a form of moral reasoning that is qualitatively different from the reasoning that the
same individuals use about parallel issues occurring in most other life contexts. In structure,
game reasoning resembles relatively immature, egocentric forms of reasoning. Yet the typical
‘sting’ of egocentric morality is often lacking, since game reasoning can entail a playful and
consensual deviation from the moral standards of everyday life. Game reasoning can become
serious, however, losing its connection to play, and dissolve into rationalization of immoral
actions, such as athletic aggression. The inherent ambiguity of game reasoning is a central part of
the moral dynamic of sports, and the negotiation of its meaning is an important influence on the
moral quality of the sport experience.

Theme descriptor: General
Type of presentation: Philosophical/theoretical

Differential Benefits of Competitive and Cooperative Games Among First-graders

*Carolyn Hildebrandt, University of Northern Iowa, Iowa*
*Taunjah Bell, University of Northern Iowa, Iowa*
*Betty Zan, University of Northern Iowa, Iowa*
*Timothy Stoeckel, University of Northern Iowa, Iowa*

This study compares first-grader's behaviors when playing competitive and cooperative
games. Children (N = 36) were exposed to competitive and cooperative games in their classrooms
in three consecutive five-week exposure periods (competitive-cooperative-competitive). During
each exposure period, data were collected on frequencies of cooperative, aggressive, and
engaged/disengaged onlooker behaviors. No differences were found when comparing competitive and cooperative conditions. No sex differences were found in cooperative behaviors. The small number of aggressive behaviors precluded analysis of sex differences. Results suggest, in contrast to previous studies, that game structure (competitive vs. cooperative) had little effect on children’s aggressive and cooperative behaviors.

Theme descriptor: General
Type of presentation: Psychological-descriptive, Application

12-2 EDUCATION ABOUT CONTROVERSIAL ISSUES: THE ROLE OF TOLERANCE, MORAL JUDGMENT, AND COURSE INVOLVEMENT

Symposium

Donald Biggs, University at Albany, New York
Robert Colesante, Siena College, New York
Alexander Agafonov, University at Albany, New York
James Fleming, University at Albany, New York
Kim Campbell, University at Albany, New York

We discuss two alternative perspectives on how to teach about controversial issues in a pluralistic society. The goal of the first perspective is to foster concern for the welfare of other citizens. The goal of the second is to foster an appreciation for justice and fairness in a pluralistic society and to provide opportunities for students to learn democratic skills. In the symposium, we will present three studies to explore the relationship of tolerance, moral judgement and course involvement to students’ responses to courses that teach about controversial issues. The first study examines and compares the attitudes toward social, political and moral diversity expressed by future educators from Russia and the United States. The second and third studies describe the relationship between political tolerance, moral judgment and course involvement and examines how each combine to explain students’ responses to the coursework in two different semesters.

Theme descriptor: General, Assessing Moral Development
Type of presentation: Psychological-descriptive

12-3 INTEGRATING PHILOSOPHY AND PSYCHOLOGY

Paper Presentations

Chair: Michael Pritchard, Western Michigan University, Michigan

Serenity, Recollection and Attention:
Educational Applications for Hume’s Moral Beauty Analogy
Mary Smith Riley, University of Connecticut, Connecticut

In this article, Mary S. Riley critically examines particular portions of David Hume’s aesthetic and moral theories as they apply to criteria for a critic of art. Recognizing that current theories of moral education rely heavily on rationalist philosophical ideas, Riley proposes an approach that incorporates sentiment or feeling around teaching and learning how to better discern. Drawing on her conclusions from this examination, Riley expands the moral education domain to include Humean standards for moral beauty.

Theme descriptor: General
Type of presentation: Philosophical/theoretical, Application
Educating Participants in the Web of the Moral Community
Robert V. Hannaford, Ripon College, Wisconsin

Unlike some recent writers who have held that one can give a complete account of the responsible life by relating reasons to only negative attitudes and sentiments, I argue that (1) not only are positive emotions essential to the responsible life, but (2) moral language, moral motives and moral reasoning turn on positive sentiments and attitudes. These two points lead me to my particular concern, namely to show (3) that successful moral education must employ positive moral attitudes and sentiments in preparing children to become participants in the web of attitudes that actuates the moral community.

Theme descriptor: Integrating philosophy and psychology
Type of presentation: Philosophical/theoretical, Psychological-descriptive

The Tao of Morality
Angela Yu, University of British Columbia, British Columbia, Canada

Taoism suggests that life is based on the principle of two polarities, Yin and Yang, which are opposite, yet interdependent and complementary to each other, expressing an implicit unity. As the material world is made up of polarities (e.g., positive and negative ions), it is proposed that the same principles of polarities also underlie moral psychology. Thus, investigation of moral judgment, decision, and behavior should focus on how the various polarities are being developed and integrated. Moral education should aim at the middle path, encompassing both polarities (e.g., care and justice), for personal and social turmoil results from the imbalance between the opposites.

Theme descriptor: Integrating philosophy and psychology
Type of presentation: Philosophical/theoretical

12-4 BUSINESS ETHICS
Paper Presentations

Chair: Mary Nichols, University of Minnesota, Minnesota

Ethical Tales of MBAs: An Analysis of Reasoning and Judgment
Verna E. Monson, University of Minnesota, Minnesota
Tonia Bock, University of Minnesota, Minnesota

The nature and characteristics of ethical struggles of first-year MBA students are examined through a qualitative analysis of 44 dilemmas written for a business ethics course. A few of the major themes were whistle-blowing, withholding information to create a false impression, and re-defining boundaries of contracts, policies, or laws. MBAs reported several factors in their reasoning, including: influence by a person of power and authority, perceived negative outcomes to group cohesion or to personal reputation, and resolve to follow an ethical course of action, regardless of the consequences. Issues and challenges in ethics training in MBA education and U.S. corporations will also be addressed, along with a report on a new outcome measures of business ethics education.

Theme descriptor: Professional ethics (Business)
Type of presentation: Psychological-descriptive

Cross-Cultural Study of the Cognitive Moral Development of Business People
Beverly Kracher, Creighton University, Nebraska
Abha Chatterjee, Indian Institute of Technology, India
Arlene Lundquist, Mount Union College, Ohio

This research focuses on the similarities and differences in the cognitive moral development of business practitioners and business students in two countries, India and the United States. Factors that potentially influence cognitive moral development, namely, culture,
education, sex and gender are analyzed and discussed. Implications for ethics education and effective management practices in the business context are considered. Future research on the cognitive moral development of business students and practitioners is recommended.

**Business Ethics Center—An Analysis**

*Nancy L. (Dusty) Bodie, University of Illinois-Chicago, Illinois*

The ethical behavior of business organizations is thought to be one of the most pervasive issues in contemporary society. Responses to this issue have been varied, ranging from college ethics courses to corporate ethics training and programs, to enactment of federal legislation. This paper examines several university sponsored business ethics centers and their program missions, objectives, and strengths. In addition, the effect of the U.S. Federal Sentencing Guidelines on the operations of these business ethics centers is discussed.

**12-5 NON-CONSCIOUS MORALITY**

**Paper Presentations**

*Chair: Dan Lapsley, Ball State University, Indiana*

**The Tacit Component of Moral Understanding**

*Ronald L. Zigler, Penn State-Abington, Pennsylvania*

This presentation examines the moral dimension of Michael Polanyi’s concept of tacit knowledge. The implication of Polanyi’s work for moral development and moral education is that it draws our attention to a neglected aspect of moral understanding. By examining the tacit element of moral understanding, we can gain a better insight into the emotional elements embedded in moral competence. This tacit component can best be understood as a skill involving emotional and behavioral attributes which is transmitted subliminally via our subsidiary awareness while in the presence of a morally competent individual.

**Moral Perception and Interpretation in Racism:**

**Converging Evidence from Multiple Disciplines**

*Leilani Gjellstad Endicott, University of Minnesota, Minnesota*

Within the Rest Process Model of Moral Behavior, moral sensitivity can be conceptualized as the complementary and interactive sub-components perception and interpretation. This presentation will explore the relationship between perception and interpretation by drawing upon the fields of neuroscience, social cognition, intercultural communication, and developmental psychology. In particular, the context of racial/intercultural conflict will be used to examine these cognitive processes and the discussion will culminate in a discussion of how to possibly draw upon these different fields to design and implement prevention/intervention programs for the purpose of racism reduction.

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**Theme descriptor:** Professional ethics (Business)

**Type of presentation:** Psychological-descriptive, Psychological-inferential

**Theme descriptor:** Integrating philosophy and psychology

**Type of presentation:** Philosophical/theoretical, Psychological-inferential

**Theme descriptor:** General

**Type of presentation:** Theoretical, Psychological-descriptive, application
What Do People Notice More Quickly: Social, Non-social, or Moral Interactions?
Darcia Narvaez, University of Minnesota, Minnesota
Leilani Endicott, University of Minnesota, Minnesota

Most psychological research into morality has focused on aspects of consciousness: deliberation, reasoning, and intention. Rest (1983) expanded the psychological notion of morality beyond the focus on moral reasoning by proposing a four-component model of moral behavior: Moral Sensitivity, Moral Judgment, Moral Motivation, Moral Character. To this model a fifth component has been proposed: Moral Perception (Narvaez, 1996). Two studies were set up on computer to examine reaction time to moral, social, and non-social interactions. The dependent measure was time to identify and the independent factors were interaction type (Social, Moral, or Non-Social) and gender of the stimuli (Male, Female).

Theme descriptor: General
Type of presentation: Psychological-inferential

12-6 MIDDLE SCHOOL ISSUES
Paper Presentations

Chair: Theresa Thorkildsen, University of Illinois, Illinois

The Developing Sexual Values and Attitudes of 9-10 Year-old Pupils
J. Mark Halstead, University of Plymouth, United Kingdom

As part of the Values and Sex Education Project at the University of Plymouth, a series of visits was made to three primary schools in South West England to explore the values, attitudes and beliefs held by 9-10 year-old pupils about sex and relationships prior to formal school-based sex education. The paper examines the findings of these visits and explores a number of implications. The analysis considers whether formal sex education should take more account of the values which children have already begun to develop from other sources, and how sex education can best meet the needs of pupils as identified in the study.

Theme descriptor: General
Type of presentation: Psychological-descriptive, Theoretical

Care in Environmental Ethics: Perspectives of Middle Grades Students
Shari L. Britner, Emory University, Georgia

This study was conducted to determine if the moral orientations of care and justice would be expressed in solutions to environmental dilemmas suggested by seventh grade students. Surveys were used in the first phase of this study to evaluate students' moral reasoning; in this second phase semi-structured interviews were used. Results suggest that environmental concerns elicit the care orientation more than the justice orientation. The information resulting from this study provides information for teachers as to the moral orientation with which students commonly approach environmental issues, enabling them to adapt instruction and assessment to the characteristics of their students.

Theme descriptor: Assessing moral development
Type of presentation: Application

Developing Respect for Nature as a Facet of Moral Development
Patricia Nevers, University of Hamburg, Germany
Elfriede Billmann-Mahecha, University of Hannover, Germany
Ulrich Gebhard, University of Hamburg, Germany

In this paper we shall examine the possibilities of coordinating traditional ethical theory, prominent theories of the psychology of moral development and environmental philosophy. Our treatise is based on both a critical analysis of relevant theories and a hermeneutic analysis of
group discussion conducted with children and adolescents about hypothetical environmental dilemmas. We shall begin by outlining important differences between environmental ethics and traditional ethics and the consequences for possible theories of moral development that ensue from them. The significance of anthropomorphic and mechanistic metaphors evident in children's discussions will be discussed as well as possible functions of aesthetics and different kinds of biological knowledge.

Theme descriptor: Integrating philosophy and psychology (in environmental ethics)
Type of presentation: Philosophical/theoretical, Psychological-descriptive

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Coffee and Tea Break
Ballroom Foyer
Friday, 2:45 – 3:00 p.m.

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CONCURRENT SESSION III
Friday, 3:00 - 4:15 p.m.

13-1 SOCIAL ROLETAKing AND GUIDED REFLECTION:
DELIBERATE INTERVENTIONS TO PROMOTE ETHICAL,
INTELLECTUAL, AND INTERPERSONAL DEVELOPMENT
Panel

Chairs and Discussants: Alan Reiman, North Carolina State University, North Carolina
Sharon N. Oja, University of New Hampshire, New Hampshire

Panelists: Arnold Bell, North Carolina State University, North Carolina
Katharina Fachin Lucas, Office of Cooperative Education, Massachusetts
Nancy Havens, North Carolina State University, North Carolina
Michelle Hsiang, North Carolina State University, North Carolina
Edward Moody, North Carolina Central University, North Carolina
Janice Odom, North Carolina State University, North Carolina
Norma L. Day-Vines, William and Mary College, Virginia

This panel provides program participants with an opportunity to engage selected investigators in a dialogue about deliberate psychological interventions to promote ethical, intellectual, and/or interpersonal development. The majority of the studies included experimental treatments that minimally required persons to be in complex new roles, with ongoing reflection, support and challenge, and continuity (at least 3 - 6 months in the intervention). The panel has three objectives: 1. Introduce the assumptions and guiding applied theory of new social roletaking and reflection as a framework for promoting ethical and epistemological development in professional preparation programs and youth programs. 2. Introduce six research studies that were guided by
the roletaking/reflection framework -- deliberate psychological interventions. 3. Explore the implications of the roletaking/reflection framework for professional preparation programs.

Theme descriptor: Assessing moral development.
Type of presentation: Theoretical, Psychological-descriptive, Application

13-2 PHILOSOPHICAL DEVELOPMENTAL ISSUES
Paper Presentations

Presidents Room

Chair: Robert Hannaford, Ripon College, Wisconsin

Upbringing: An Analysis of a Neglected Concept
Jan Steutel, Vrije University, The Netherlands
Ben Spiecker, Vrije University, The Netherlands

This paper offers a first and rough account of the concept of upbringing. Some concepts of education, in particular the notion of producing the educated person, are widely discussed in the philosophy of education. Education in the sense of upbringing, however, has never been a subject of systematic philosophical exploration. First, we shall argue that the development of the child into an adult person is the intrinsic aim of upbringing. Then we shall try to explain this aim by pointing out some general characteristics of adulthood, like independence, having a conception of the good life and responsibility. Finally we shall make, on the basis of our analysis, some positive remarks on so-called values clarification.

Theme descriptor: General
Type of presentation: Philosophical/theoretical

Self-Actualization as a Model of Moral Self Development
Stephen A. Sherblom, Penn State-Shenango, Pennsylvania

While moral development theory has always addressed moral-selves, theorists have increasingly recognized that the self part of that phrase has been given inadequate attention. I explore what the humanistic tradition in psychology has to offer moral developmentalists looking to better understand the self that is developing. I focus on self-actualization as a process foundational for the development of moral selves, and the humanistic conception of personological maturity. I briefly review other recent attempts to conceptualize moral selves, and compare conceptions of the self-actualized person with conceptions of moral maturity.

Theme descriptor: Integrating philosophy and psychology, Assessing moral development
Type of presentation: Psychological-descriptive, Theoretical

Kantian Moral Development: From Catechism to Autonomy?
John F. van Ingen, University of St. Thomas, Minnesota

The challenge of fitting Kant's moral catechism, with its striking and unusual features, into his larger account of moral development raises some very interesting questions, including, why would the moral autonomy theorist design this first moral training tool with such an emphasis on passivity and memorization? I argue that the surprising distance from the passive structure of the catechism to moral autonomy is largely explained, in terms of educational timing and developmental preparation, by the real-life distance from the humble human start to the prepared agent in position to judge and act upon the priority of the moral law.

Theme Descriptor: Assessing moral development, Integrating philosophy and psychology.
Type of Presentation: Philosophical/theoretical
MORAL IDENTITY

Paper Presentations

Chair: Mary Lou Arnold, University of Toronto, Ontario, Canada

Prototypic Moral Character
Daniel K. Lapsley, Ball State University, Indiana
Benjamin Lashy, Ball State University, Indiana

Four studies tested whether moral character is organized as a cognitive prototype. Study 1 involved a free listing of features of virtuous persons. Study 2 required Ss to rate each trait on its centrality to good character. A standard recognition memory paradigm was used in Study 3 and Study 4 to test whether Ss report more “false recognition” of trait attributes that they have not seen but are consistent (virtue-central) with the prototype. Results demonstrated the prototypic structure of moral character and the role it plays in recognition memory. Implications for understanding moral personality are discussed.
Theme descriptor: Assessing moral development, General
Type of presentation: Psychological-inferential

Moral Identity Types
Ann Higgins-D’Alessandro, Fordham University, New York

This paper presents a model, an in-depth personal history interview, and a reliable coding scheme of moral identity development which stresses the role of situated emotions and thought in actions. It distinguishes moral self from moral identity which develops when a person 1) draws upon her moral self and her understanding of others in order to 2) act in situations she sees as moral, and then 3) incorporates those actions and accompanying understandings and emotions into a moral identity. Participants were 65 middle-class males and females, Caucasian and African-American (25%), ages 10 to 80. Analyses of the Moral Self Interview, Moral Judgment Interview, and Rosenberg’s Self-Esteem measure reveal moral identity types, unrelated to moral reasoning stage, age, and sex.
Theme descriptor: Assessing moral development
Type of presentation: Psychological-descriptive, Psychological-inferential, Theoretical

Moral Exemplars in Dentistry: Stories of Commitment, Risk, and Inspiration
James T. Rule, University of Maryland, Maryland
Muriel J. Bebeau, University of Minnesota, Minnesota

Unlike medicine, which can point to numerous individuals who are known for moral leadership in the larger community, dentistry is relatively deficient in such readily identifiable persons. To identify moral exemplars who might serve as models of commitment to professional ideals in dentistry, the authors engaged in an extensive nomination process (using criteria modeled after Colby and Damon) to identify ten exemplars. In-depth interviews followed a pattern of ethnographic conversations to explore the nominee’s personal beliefs, values, and factors that influenced development. Questions were drawn from several sources, including Higgins-D’Alessandro’s Moral Self Interview. Data sources also included the Professional Role Orientation Interview and the Defining Issues Test. Analysis of interviewee data have been completed and stories written for two exemplars. The authors will describe their method of analysis and the particular lenses applied to the interview material. We will invite audience reactions and suggestions for continuing the analysis in progress.
Theme descriptor: Assessing moral development, General
Type of presentation: Psychological-descriptive
13-4 ETHICS AND CIVIC BUSINESS
Panel

Chair: Jim Keller, Gausman & Moore Mechanical and Electrical Engineers, Minnesota
Peg Michels, Civic Organizing, Inc., Minnesota
Phil Hendershott, Venture Capitalist, Minnesota
Brad Brown, Service Partnerships Inc., Minnesota

Within the business world today there is a fundamental shift taking place in the way
people think about the work they do, the relationships they have, and the meaning that they create
in their lives. As this discussion continues, new concepts are being applied to the disciplines of
economics, business, and policy-making. Complementing notions of profit, control, market
share, and marketing are ideas like ownership, loyalty, integrity, and personal growth. A whole
new literature is developing around the core we call “democratic capitalism.” This panel of
business and civic leaders will discuss how these new ideas are changing our understanding of the
emerging business/ethical landscape.

Theme descriptor: Professional ethics (Business)
Type of presentation: Philosophical/theoretical

13-5 THE MEDIA, VALUES AND MORAL DEVELOPMENT
Paper Presentations

Chair: Rebecca Glover, University of North Texas, Texas

Philosophical/Psychological Basis for Moral Development and TV Heroes
Maria Judith Sucupira da Costa Lins, Federal University of Rio de Janeiro, Brazil

This study deals with the problem of moral development of children and TV heroes
which don’t offer values and moral example in their behavior and are imitated by children.
Integrating tomatist philosophy, Kohlberg’s moral philosophy, Piaget’s concept of heteronomous
and autonomous morality and with a methodology based on Barbier, it was found how difficult
for the children it will be to build moral life and to behave according to moral values with these
heroes. It was suggested that parents and school must pay attention to protect children against the
risk of the impossibility of construction of morality after these models.

Theme descriptor: integrating philosophy and psychology
Type of presentation: Philosophical/theoretical, Psychological-descriptive

American Values and Popular Culture: Lessons of the Media
Joan Thrower Timm, University of Wisconsin-Oshkosh, Wisconsin

Popular culture may serve as a means of identifying and assessing American mainstream
values that warrant analysis in moral education. Films and television contain mythic themes and
characters that reveal profound psychological insights into the values in American society. The
romanticizing of various forms of individualism permeates the media while broader social issues
appear less frequently. This presentation examines the prosocial values and subversive biases and
analyzes the hidden social curriculum contained in the media today.

Theme descriptor: Media ethics
Type of presentation: Theoretical, Psychological-descriptive, Psychological-inferential
Children and Parents Rate the Moral Content in Stories
Darcia Narvaez, University of Minnesota, Minnesota
Leilani Endicott, University of Minnesota, Minnesota
Tonia Bock, University of Minnesota, Minnesota
Christyan Mitchell, University of Minnesota, Minnesota
Yun Jung Kang, University of Minnesota, Minnesota

Although there is much talk about analyzing and regulating harmful texts and films for children, there has been little discussion about how to analyze texts and films for their moral teachings. The study used the Rating Ethical Content Scale, which rates videos and stories with the Four-Component Model of Moral Behavior (Moral Sensitivity, Moral Judgment, Moral Motivation, Moral Character). Focus groups of children and parents (separately) used the scale to measure the moral content in a television show. Results suggest that the REMS may be useful for classroom use and for the selection of texts and films for children generally.

Theme descriptor: Media ethics
Type of presentation: Application

13-6 THE MORAL DEVELOPMENT OF FORGIVENESS:
RESEARCH AND EDUCATION
Symposium

Chair: Ruth Schiller, Normandale Community College, Minnesota

The purpose of this four-paper symposium is to introduce the audience to the research program on forgiveness at the University of Wisconsin-Madison. We focus on the construct of forgiveness, educational programs, correlational studies showing the association between forgiveness and psychological health, and a measure of interpersonal forgiveness used in educational programs.

The Meaning of Forgiveness and Its Implications for Education
Robert D. Enright, University of Wisconsin-Madison, Wisconsin
Julio Rigue, University of Wisconsin-Madison, Wisconsin

We will discuss what forgiveness is and is not and critique modern definitions of the construct. The point will be to help the reader deeply understand forgiveness, a necessity if we are to have sound educational programs on forgiveness. Ways to educate in forgiveness will be discussed.

Theme descriptors: General
Type of presentation: Theoretical, Application

Educational Programs on Forgiveness
Carole Osterndorf, University of Wisconsin-Madison, Wisconsin

We will discuss three empirically-based studies, one in New York City with fifth grade children (N=23) and another with adult children of alcoholics (N=11). We also present a pilot study that is a first step in validating the educational model. We presented 15 people (who claimed that they had forgiven another person) with 19 index cards. Each card had a description of one unit from our educational model. Participants, who had no prior knowledge of our model, put down the cards in the order in which each unit occurred for that person as he or she was forgiving. We then correlated each person's order with our theoretical order. The average correlation between each person's reported order and our theoretical order of unfolding units in the forgiveness process is about r=.79 (preliminary analysis), a very strong correlation, suggesting that our model for forgiveness education is valid, at least for this sample.

Theme descriptors: General
Type of presentation: Psychological-descriptive, Psychological-inferential
Forgiveness and Family
Gayle Reed, University of Wisconsin-Madison, Wisconsin

We describe four different studies, all of which point to the need for forgiveness education in families. The first (N=30) shows that divorced women (who have been treated unjustly by their ex-spouse) have stronger well-being when they are able to forgive their ex-husbands. Study 2 (N=40), with both men and women divorced from an unfaithful spouse, finds that those who are able to forgive the other's infidelity are more emotionally healthy than those who do not forgive. Study 3 (N=32) shows that women (who have experienced an injustice of some kind during an abortion decision or procedure) are more emotionally healthy than those who do not forgive the person who acted unfairly. Study 4 (N=44) looks at middle-aged caretakers of elderly parents. Those caretakers who practice forgiveness are more emotionally healthy than non-forgivers. Implications for providing forgiveness education to these four populations within families are discussed.

Theme descriptors: General
Type of presentation: Psychological-descriptive, Psychological-inferential, and Application

The Tools of Forgiveness Education
Julio Rique, University of Wisconsin-Madison, Wisconsin

We describe three kinds of studies that show the Enright Forgiveness Inventory (EFI) to be reliable and valid in a number of different cultures. Study 1 examines the correlation between the EFI and the Wade's Forgiveness Scale (N=400). There is a strong correlation between the two, suggesting that both are valid ways of assessing person-to-person forgiveness. Study 2 examines a lower age limit (high school) at which the EFI can be reliably and validly given. Study 3 examines the EFI with middle-aged and college-aged people (N=400 except for Israel where N=300) in Austria, Brazil, Israel, Korean, Taiwan, and the United States. All cultures demonstrate that the EFI can be given in a reliable and valid way in that culture. Despite the varied cultural norms and differing religions across the culture, the EFI operated similarly across cultures. The EFI can be used in educational programs in a wide variety of countries.

Theme descriptors: General
Type of presentation: Theoretical, Psychological-descriptive, Psychological-inferential, and Application

GOODBYE TO FRATERNITIES AND SORORITIES?
DARTMOUTH COLLEGE AT A CROSSROADS
Symposium

The 1987 Carnegie Commission Study of Higher Education labeled the building of community as one of the most important goals for colleges and universities in the future. However, a 1990 special issue of the NASPA Journal titled "Greek Affairs in Higher Education: Dilemmas in Philosophy and Practice" asked whether the selection process specific to college Greek organizations violated a basic principle of community. Our study examines the current debate about mandated, systematic changes in community life at Dartmouth, and, in particular, the role of fraternities and sororities as centerpieces of campus culture.

"Daughters of Dartmouth:" Psychological Resistance and Loss of Voice Among Sorority Members
Randy Testa, Dartmouth College, New Hampshire

Using the work of Carol Gilligan, Lyn Mikel Brown and Vivian Paley, this presentation discusses parallels between friendship and exclusion in kindergarten and adolescence and the struggle to retain one's voice paradoxically in what Dartmouth sorority members term their "safe space."

Theme descriptor: General
Type of presentation: Psychological-inferential
Swan Songs: Rites of Passage and Male Bonding in Dartmouth Fraternities
Andrew Garrod, Dartmouth College, New Hampshire
This paper focuses on the significance of rites of passage in the construction of "the Dartmouth Man;" the role of Greek houses in the formation of friendships, values, and identity in late adolescent men; and the function of homophobia in the collegiate, masculinist myth.
Theme descriptor: General
Type of presentation: Psychological-inferential

"Identity and 'Giving Back':" Understanding Community in a Minority Context
Christina Gomez, Dartmouth College, New Hampshire
This paper examines the role of fraternities and sororities for minority students on a predominantly white, elite college campus. Specifically, the meaning of community and service is sharply contrasted between the "mainstream" Greek organizations and the Black and Latino Greek organizations.
Theme descriptor: General
Type of presentation: Psychological-inferential
JME Board Meeting
Big Ten Room
Friday, 4:30 – 5:30 p.m.

ANNIVERSARY RECEPTION
(wine, hors d’oeuvres, and cash bar)
Ballroom Foyer and Faculty Room
Friday, 5:30 - 6:30 p.m.

Banquet and Awards Ceremony
(ticket required)
University Ballroom
Friday, 6:30 - 9:00 p.m.

CELEBRATORY DANCE
(open to all)
Featuring the University of Minnesota’s Jazz Band Ensemble I
Directed by Mr. Dean Sorenson
University Ballroom
Friday, 9:00 p.m. - 12:00 a.m.
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<tr>
<th>Time</th>
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<tr>
<td>7:30 a.m. –</td>
<td>Registration and Exhibits</td>
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<td>Continental Breakfast</td>
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<td>8:00 a.m. –</td>
<td>Early Bird Roundtables</td>
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<td>9:00 a.m. –</td>
<td>Kohlberg Memorial Lecture</td>
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<td>11:00 a.m. –</td>
<td>Coffee and Tea Break</td>
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<td>11:00 a.m. –</td>
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<td>Values, Morals, and Character in the School</td>
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<td>12:15 noon –</td>
<td>Lunch</td>
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<td>Concurrent Session V</td>
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<td>Moral Dilemma Discussion in a Traditional Context</td>
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<td>3:00 p.m. –</td>
<td>Poster Session with Roundtables, Demonstrations, and the Moral Education Fair</td>
<td>Hubert H. Humphrey Room and other rooms as listed</td>
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<td>Reception to Commemorate the Life and Work of James Rest</td>
<td>Gateway Center</td>
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<td>7:00 p.m. –</td>
<td>Interest Group Meeting: “Moral Development and Educational Environments in Latin America and Europe”</td>
<td>Alumni Room</td>
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Saturday, November 20, 1999

Continental Breakfast
Ballroom Foyer
Saturday, 7:30 - 8:30 a.m.

EARLY BIRD ROUNDTABLES
University Ballroom
(Tables are labeled)
Saturday, 8:00 – 8:45 a.m.

EB-1 ROUNDTABLE

Reasoning Through An Other's Perspective:
Assessing Moral Development Through Social Role-Play
Deborah D. Katz, Barat College, Illinois

Through events of social role-play in the K-12 curriculum, educators can assess two related dimensions of K-12 students' moral development through classroom interaction: the ability of each to plausibly imagine and express how and why, during a specific human dilemma, an other might think and behave both similarly to and differently from the self and the ability of each to engage in social decision making by considering the needs of other social groups and persons. The separate elements of and age appropriate criteria for authentic assessment of these attributes of a student's active and reflective moral reasoning are discussed in this roundtable.

Theme descriptor: Assessing moral development
Type of presentation: Application

EB-2 ROUNDTABLE

Collaborative Learning Strategies
That Encourage Critical Thinking about Ethical Issues
Laura Duckett, University of Minnesota, Minnesota

Model building and structured controversy are collaborative learning strategies that help students, in classes as large as 100 and as small as 4, think critically about ethical issues in professional practice. The use of these techniques with undergraduate and graduate nursing students, nursing faculty, and practicing nurses will be described, and classroom materials and articles shared. Roundtable participants will be invited to discuss how they might use these strategies in their disciplines, and to share other collaborative learning strategies they have used. The model building strategy was developed by the presenter and colleagues, whereas structured controversy was developed by colleagues in education and engineering.

Theme descriptor: Professional ethics
Type of presentation: Application
EB-3 ROUNDTABLE

In the Interests of Moral Education,
How Shall We Exploit the Internet to Best Advantage?
Brian Gates, St. Martin's College, United Kingdom

It's clear that the internet can be over-hyped and occasion of abuse. However, it's no less clear that it is a resource for education and learning that has the potential to change human development even greater than that of printing and television. This roundtable would set out to identify strategies to take advantage of this potential in the interests of enriching the process of moral education. It would invite other participants to provide examples of good practice, including illustrative on-line visits to existing sites as well as delineation of what might usefully be developed collaboratively. Does the AME want to take any initiatives on this front?

EB-4 ROUNDTABLE

How Does Their Moral Sensitivity Level Influence
Self-Selection of Students for Specific Fields of Study?
Sally Bishop Merrill, Miami University of Ohio, Ohio

Unlike pre-health professions students, many business students think ethics has nothing to do with the study of their chosen field. This study explores the factors determining student choice of field of study, the content and method of introductory college ethics course, and ways in which faculty advising, mentoring, and role modeling influence student course choice and the development of cognitive moral skills, including the Restian four plus moral imagination skills. Specific questions are directed at faculty advisors for undergraduate student. Students' pre- and post-tests on the DIT are compared.
OPENING REMARKS
University Ballroom
Saturday, 8:45 – 9:00 a.m.
President Monica Taylor

KOHLBERG MEMORIAL LECTURE
University Ballroom
Saturday, 9:00 - 10:30 a.m.

“How to be a Liberal Communitarian:
In Praise of Kindness”

Chair: Darcia Narvaez, University of Minnesota, Minnesota
Kenneth A. StrikeCornell University, New York

Liberal and Communitarian accounts of the moral life are often viewed as competitors. Liberals seem to claim that the moral life should be regulated by principles of justice to which notions such as respect for persons, universality, and impartiality are central. Communitarians, however, see the moral life as rooted in concrete relationships, particularistic identities, and in the substantive moral traditions of particular communities. Liberals are apt to see Communitarians as asserting moral conceptions that are partial, sectarian, exclusionary and biased. Communitarians see liberal justice as too thin and abstract, as giving too little weight to who we are and who are ours, and as producing institutions that are alienating and people who are anomie.

I argue that this opposition is a mistake. An adequate moral life has both universalizing and particularistic aspects. In a healthy society universalizing and particularistic moral conceptions need to shape one another if we are to have particularistic associations that are robust, not just sectarian, a sense of public justice that adequately attends to who we are, and institutions that are non-alienating. I also argue that the dispositions and capacities that are required for justice are best formed in particularistic associations. Hence, we are not likely to succeed in generating an adequate sense of justice unless we first create robust particularistic communities. I conclude with the claim that those who are concerned with moral education in schools need to address the paradox that results if the dispositions that are required by justice are best formed in particularistic associations.
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Coffee and Tea Break
Ballroom Foyer
Saturday, 10:30 – 11:00 a.m.

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CONCURRENT SESSION IV
Saturday, 11:00 a.m. - 12:15 p.m.

21-1 VALUES, MORALS, AND CHARACTER IN THE SCHOOL Paper Presentations

Chair: Marcia Mentkowski, Alverno College, Wisconsin

Value Statements as Technologies for School Development
Alexander Renwick Rodger, Northern College, United Kingdom

Drawing on experience of work with primary (elementary) and secondary (high) schools in Scotland and Buenos Aires, this presentation will (1) briefly outline a process for clarifying a school’s values, articulating them in a statement of values and using this statement as a tool for development of the school’s life and curriculum; (2) discuss critical issues of principle and practice raised by and about such an approach to (moral) values in schools; (3) reflect on appropriate parameters for the role of an external consultant in such work.

Theme descriptor: General
Type of presentation: Application

Developing Students’ Orientation Base for Assessing the Moral Atmosphere in School
Daniel Brugman, University Utrecht, The Netherlands

An intervention is described to develop in secondary school students an “orientation base” to assess the moral atmosphere in their school. To apply the construct of moral atmosphere, students receive a training based upon Galperin’s step-by-step instructional method. Differences between a Just Community approach aimed at developing a moral atmosphere of a high quality and Galperin’s method aimed at a shared understanding and application of the construct of moral atmosphere are noticed. Results of a quasi-experimental pilot study carried out in Moscow with 80 second grade and 80 third grade secondary school students are presented.

Theme descriptor: Assessing moral development
Type of presentation: Psychological-descriptive, Application

The HERO Character Survey (Helping Educators Reflect On Character)—An Assessment Tool for Character Education Programs
Robert W. Howard, University of Washington, Washington
Suzy McCausland, Educational Service District 112, Washington
Kathleen Plato, Office of the Superintendent of Public Instruction, Washington
Assessment of character education programs is a difficult and sometimes daunting endeavor. The HERO measure is designed not for the analysis of individuals but to give educators information regarding: (1) the heroes of importance to their students (2) the language their students use to describing positive character traits, and (3) a measure of the values students place on their heroes. Heroes and the words students use to describe them can be valuable tools for teachers and schools with effective character education programs. Participants will complete the survey and will discuss the survey data from the State of Washington.

**Theme descriptor:** Assessing Moral Development  
**Type of presentation:** Psychological descriptive, Application

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21-2 **POST-SECONDARY ETHICS EDUCATION**  
**Northrop Room**

**Paper Presentations**

**Chair:** Stan Anderson, Bethel College, Minnesota

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**A Comprehensive Model for Post-secondary Character Education**  
*Marvin W. Berkowitz, University of Missouri-St. Louis, Missouri  
Michael J. Fekula, United States Air Force Academy, Colorado*

Whereas most focus in character and moral education has been on the K-12 level, colleges, universities and professional schools have long been concerned with the moral and ethical development of their students. In this presentation, a comprehensive model for character education at the post-secondary level will be offered. The model entails five general elements: teaching about character; displaying character; demanding character; practice at character; reflection on character. Each of these five components is implemented in multiple ways. Examples of how each component can be implemented at the post-secondary level will be offered including specific programmatic elements of the USAFA character development program.

**Theme descriptor:** General  
**Type of presentation:** Psychological-descriptive, Application

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**Predicting the Effect of Law School on the Moral Reasoning of Law Students**  
*Maury Landsman, University of Minnesota, Minnesota  
David Bateson, University of Minnesota, Minnesota*

After the 1970 Watergate scandals, the American Bar Association required law schools to teach Professional Responsibility as a condition of accreditation. The curricula that emerged tend to be devoid of moral content, focusing instead on teaching the minimal standards for professional conduct. Little empirical data exist on the relationship between legal education in general or professional responsibility courses in particular and either the moral reasoning or conduct of law students. The University of Minnesota Law School recently designed a study to investigate these relationships and is in the first phase of data collection, using the newly designed DIT-2. The presentation will present the proposal and engage the audience in discussion of the kinds of shifts in reasoning to expect based on prior data and the unique nature of legal education.

**Theme descriptor:** Professional ethics (law)  
**Type of presentation:** Psychological-inferential, Philosophical/theoretical

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**Ethics Across the Professional Curriculum**  
*Bill Rhodes, United States Air Force Academy, Colorado*

I will offer a theoretical model emphasizing the organic nature of ethical concerns to the professions. The model provides one way of understanding the role of ethical reasoning in the professional curriculum. The model informs institutional initiatives to infuse ethics education across the curriculum, but unlike some EATC initiatives, it does not require every participating faculty member to study moral philosophy. Instead, it exploits the experiences and competence of
professionals themselves, for the most part by empowering them to raise their own ethical concerns outside of the philosophy department. Faculty at the Air Force Academy have been teaching Ethics Across the Curriculum according to this model for over two years now. I will offer "lessons learned" from this of experience.

Theme descriptor: General, Educator ethics
Type of presentation: Philosophical/theoretical, Application

21-3 PHILosophical Issues OF VALUES

Paper Presentations

Chair: Francis Schweigert, University of St. Thomas, Minnesota

An East-West Perspective on Universal Values in Moral Education
Andrew Wilson, International Educational Foundation, New York

Confidence to assert universal values in the face of the corrosive acids of modernity and cultural pluralism lies at the root of the character education movement. In seeking to foster character education in China, which is facing its own modernizing challenge, we can broaden the philosophical basis for universal values beyond Aristotelian virtues to include insights from Confucianism. Confucian ethics raises issues of interpersonal norms, natural law ethics, and purpose of life. Each of these issues also bears examination for deepening the theoretical foundations of universal values in the West.

Theme descriptor: Integrating philosophy and psychology, Educator ethics
Type of presentation: Philosophical/theoretical

Values in a Narcissistic Society
Patricia Unger Raphael Bataglia, Sao Paulo University, Brazil

The present work traces some considerations around the ethics in the narcissist dynamism of the individual and of the society. We live in a society where the value is minimized. From the corrupt politician to the citizen that doesn't respect the signs of traffic, these are all attitudes that challenge the viability of the law and of the society. In order to survive as moral human beings, we need more than the organic survival, that taken as central objective leads to a depreciation of the own Self. The moral education wins, in this context, an extreme importance once it intends to rescue the individual as a representative of the humanity and therefore legislator of and legislated by universal principals.

Theme descriptor: General
Type of presentation: Psychological-descriptive

Dialogue With Evil
Alexander Sidorkin, Green State University, Ohio

The paper explores the question about a possibility and desirability of dialogue with evil. It defines evil as absence of dialogical relation. Examples from Explaining Hitler by Ron Rosenbaum suggest that both emphasizing with evil and keeping apart from evil are equally dangerous strategies. Following Mikhail Bakhtin's ideas, entering dialogue with evil is the only effective way to confront it. It must include connecting one's own psyche to the external evil. An educator that wants to reduce amount of evil in the world must learn to engage into dialogical relations with what she or he perceives to be evil.

Theme descriptor: Educator ethics
Type of presentation: Philosophical
MORAL DEVELOPMENT IN ADOLESCENCE

Chair: W. Andrew Collins, University of Minnesota, Minnesota

The Development of Forgiveness in Childhood and Early Adolescence
F. Clark Power, University of Notre Dame, Indiana
Susan Areastad, Ohio State University, Ohio

Piaget (1932/1965) and Enright and the Human Development Study Group (1994) present varying descriptions of the development of judgments of forgiveness with different implications for behavior. This study presents a three level sequence of forgiveness development. The identified sequence significantly revises Piaget and Enright’s accounts, meets standards of validity and reliability, and is related to teacher ratings of behavior. The paper concludes with a discussion of the educational implications of this research in junior high school and high school.

Type of presentation: Psychological-descriptive

Moral Reasoning in Hindu and Buddhist Adolescents: A Cross-Cultural Study
Andrew Garrod, Dartmouth College, New Hampshire
Matthew K. Nelson, Dartmouth College, New Hampshire
Noah Levy, Dartmouth College, New Hampshire

This cross-cultural study of moral reasoning examined the Kohlberg and Gilligan models in a non-Western society. Using a modified Kohlberg and a modified Gilligan interview 60 adolescents and young adults were interviewed in India. Approximately half of the interviews were conducted in English, and the other half were through translators. We examined the ability of these models to represent the moral domain of the different cultures encountered, including the Buddhist and Hindu religions and we compared the findings on moral orientation with those reported on by Gilligan and her colleagues.

Type of presentation: Psychological-inferential

Indexing Moral Stage Transition During Early Adolescence
Kimberly A. Schonert-Reichl, University of British Columbia, British Columbia, Canada
Cory Elaschuk, University of British Columbia, British Columbia, Canada
Helen Novak, University of British Columbia, British Columbia, Canada
Gail Krivel-Zacks, University of British Columbia, British Columbia, Canada
Kyle Matsuba, University of British Columbia, British Columbia, Canada
Lisa Robinson, University of British Columbia, British Columbia, Canada

It has long been established that when children and adults are asked to provide their explanations about a given concept, they are likely to produce gestural responses along with their speech. The purpose of the present study was to extend our understanding of gesture in two ways: (1) to examine the role of gesture in moral reasoning, and (2) to determine if gesture/speech mismatch can serve as a marker of moral reasoning transition. Seventy-seven adolescents were videotaped while providing their explanations to two moral dilemmas. Results demonstrated that individuals produced gestures while explaining their answers to moral dilemmas and these gestures could be coded for level of moral reasoning. Moreover, several adolescents produced gestures reflecting a level of moral reasoning that was different from that level of moral reasoning conveyed in speech. This latter finding suggests that gesture/speech mismatch may be a way in which to operationalize moral reasoning transition.

Type of presentation: Psychological-descriptive, Psychological-inferential
21-5  RACIAL ISSUES IN MORALITY  
Paper Presentations

Chair: Ann Higgins, Fordham University, New York

Searching for Morality: Reflections on Affirmative Action in Higher Education
Elizabeth C. Vezzola, Saint Joseph College, Connecticut
Implications for college affirmative action practice will be drawn from a synthesis of the results of four studies examining moral reasoning: 1) a quantitative study of 115 university professors using standard hypothetical moral dilemmas about affirmative action; 2) a qualitative study of nine top university administrators about their experiences administering affirmative action policy; 3) a series of quantitative and qualitative studies with a diverse group of college students comparing their descriptions of ethnic identity on standard forms with their open-ended responses; and 4) a qualitative study of 11 university professors in a department that faced a real-life affirmative action dilemma.
Theme descriptor: Educator ethics
Type of presentation: Application. Psychological-inferential

Teaching Race Relations Through Moral Conversation
Lorrie Smith, St. Michael's College, Vermont
Kyle Dodson, St. Michael's College, Vermont
Lawrence Blum, University of Massachusetts, Massachusetts
Professors Dodson and Smith will present a summary of their experience as an interracial team teaching a first year seminar on Race-Relations at a largely white, traditional-college-age institution, using David Bohm's paradigm of dialogue and Robert Nash's description of moral conversation as both guides to classroom praxis and underlying theories shaping the content of the course. The focus will be on the experience of classroom praxis and the evolution of goals and practices in the course. Professor Blum will reflect on Dodson and Smith's approach in light of his experience teaching at racially diverse institutions at the high school, college, and graduate levels.
Theme descriptor: General, Assessing moral development
Type of presentation: Philosophical/theoretical. Psychological-descriptive

On the Meaning and Possibility of White, Anti-Racist Identity
Barbara Applebaum, Ohio University, Ohio
This presentation will examine the claims of the New Abolitionists who intimate that there is no such thing as a constructive, white, anti-racist identity is possible but that reconceptualizing and developing such identities is both pedagogically necessary and indispensable for the project of dismantling whiteness as a hegemonic mechanism.
Theme descriptor: General
Type of presentation: Philosophical/theoretical

21-6  MORAL EDUCATION IN THE MIDDLE SCHOOL  
Symposium

Chair: Joel Frederickson, Bethel College, Minnesota

Middle Schools must approach moral and character education head-on. Issues of power, class, diversity, and sexuality become particularly pressing in the Middle School years, when children undergo enormous change and wrestle with identity and meaning. Students are eager to discuss such issues, and moral inquiry should be incorporated into every part of the curriculum. We will
explore the reasons such discourse is both valid and crucial for Middle School students and will examine some specific ways Middle Schools should approach moral learning: teaching about homosexuality by examining family diversity through discussion, movies, and literature; and weaving moral inquiry into the traditional history curriculum with specific projects, discussion topics, and readings.

**Character Development in the Middle School Curriculum**

*Donna Tuttle, Bryn Mawr School, Maryland*

Middle School students are ready to look at the past and consider the actions of others. Through the examples of the past, students can look critically and more objectively at moral decisions and actions. They see the actions of others removed from their immediate experience. This step back allows them to see events from more than one angle. By endeavoring to understand the actions of others, removed from themselves by time and place, they are able to use moral reflection (considering the acts of others in their own context), moral emotion (understanding the acts, reconciling their view of them) and moral conduct (incorporating the consideration, understanding and reconciliation of these actions into their own lives). All of this can be addressed within the confines of a fairly traditional history curriculum.

*Theme description:* General  
*Type of presentation:* Psychological-descriptive, Application

**A Moral Responsibility: A Case for Educating Middle School Students about Homosexuality**

*Gilly Babb, Bryn Mawr School, Maryland*

Today’s curricula need to be representational of the population that exists. Since there no longer is an “ideal” family structure, it is incumbent upon educators to discuss all of the types of families that exist: single parent, two parent, grandparent, gay parent(s), etc. Through discussions, movies and literature, a better understanding of homosexuality will develop, and this minority group will not feel the isolation that they now experience.

*Theme description:* General  
*Type of presentation:* Psychological-descriptive, Application

**Moral Inquiry in the Middle School History Classroom**

*Susanna Burger Stern, Bryn Mawr School, Maryland*

All students should engage in moral inquiry throughout their school years. Such inquiry is particularly important during the Middle School years, when children undergo great change and begin to wrestle with the meaning of their place in the world. Middle School students are eager to discuss moral issues, and history classes are especially well suited to such inquiry. A variety of methods (Socratic dialogue, role-playing debates, reading primary sources, lectures, reflective writing) may be used to elicit such discussion, as long as students feel that the teacher respects their opinions and participates in such inquiry herself.

*Theme description:* General  
*Type of presentation:* Psychological-descriptive, Application

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**21-7 MORALITY, ECOLOGY AND PEACE: THEORY AND DATA IN A CROSS-CULTURAL PERSPECTIVE Symposium**

*Chair: Doug Magnuson, University of Minnesota, Minnesota*

This symposium consists of theoretical considerations about cultural issues in moral development, ecology and peace, integrated with some data from empirical studies.
Promotion of Favorable Attitudes Toward the Environment:
Attitudes toward Peace in Different Countries
Angela Biaggio, Federal University of Rio Grande do Sul, Brazil

Biaggio presents results of an intervention program with Brazilian eight-graders, based on Blatt and Kohlberg's dilemma discussion technique, in which it was shown that the technique worked only for students with high level of participation in the activity. She also discusses results of a content analysis of responses to a peace-attitude questionnaire with 171 young people from Brazil, Chile, US, Portugal, and Germany. Among other results, all samples, except the US yielded the category -war is part of human nature. The Brazilian sample was the only one not to emphasize racism and drugs as problems related to urban violence.

Same Agency, New Agenda?
Helen Hasse, University of Bath, United Kingdom

This paper explores the parallels and distinctions between peace activism and environmental activism, in the context of ideological views and public educational policies, drawing on psychological data and on political and philosophical principles. Also discussed are parallels between peace activists and environmentalists - particularly in relation to responsibility and agency. The environmental movement is considered a pluralistic force; it ranges politically from the traditional left to some highly conservative positions.

Domains of Social Knowledge, Cultural Practices and Moral Development
Clary Milinski, Federal University of Rio Grande do Sul, Brazil

This paper tries to reconcile Miller's assumptions of cultural psychology with developmental psychology within the domain distinction paradigm. Milinski considers that cultures are not "subjective", but they are grounded in the complexity and multiplicity of the intersubjectivities of individuals' social interactions. She also discusses qualitative and quantitative assumptions regarding culture and moral development, examining a range of societal practices in Brazil. The paper also searches for levels of generalization in order to integrate cross-cultural aspects of social interactions.

Moral Judgments in the Context of Environmental Issues
Lutz H. Eckensberger, Johan Wolfgang Goethe University, Germany
Heiko Brett, Johan Wolfgang Goethe University, Germany
Thomas Doering, Johan Wolfgang Goethe University, Germany

The intended paper is part of large scale project, which started 1984, and which aimed at the analysis of moral judgments implied in the tension between economical and ecological orientation in a real life context. The study aims at an analysis of the role of moral arguments in the context of an environmental problem. Moral judgments are defined by three approaches which increase in the amount of contextualization, which implies an inclusion of non-moral dimensions: (a) propositional knowledge, i.e. technical, economical, historical aspects of the case, (b) motivational factors, (c) control theories and (d) emotional involvement in the problem. The study is based on a theory and method which is derived from but which also deviates in some respects from the one Kohlberg developed. The paper will summarize earlier results and elaborate on the relationship between moral and clinical judgments of emotional states of subjects.
21-8 CHALLENGES IN TEACHING PROFESSIONAL ETHICS: THEORETICAL AND PRACTICAL ISSUES
Symposium

Chair: Muriel J. Bebeau, University of Minnesota, Minnesota

This symposium will address philosophical issues and empirical findings pertaining to teaching professional ethics. The three papers represent cross-disciplinary perspectives on ethics research and teaching of young professionals. Each of these presenters share a commitment to the importance of case-based approaches to ethical instruction. Specific topics that will be addressed include different perspectives on the importance of "middle-level axioms" or principles in practical ethics, as well as the role that clinical and professional experience might have in helping students effectively identify "relevant facts and concepts" in ethical problems. The methodologies presented will span topics as diverse as the role of philosophical reflection in teaching professional ethics to the role of cognitive models and web-based interventions in informing ethics research and improving ethical instruction.

The Role of Middle-level Principles in the Resolution of Practical Ethical Dilemmas.
Matthew W. Keefer, University of Missouri - St Louis, Missouri
Kevin A. Ashley, University of Pittsburgh, Pennsylvania

Some Preliminary Thoughts On Reasoning With Cases:
A Cognitive Science Approach
Rosa Lynn Pinkus, University of Pittsburgh, Pennsylvania
Micki Chi, University of Pittsburgh, Pennsylvania
Judith McQuaide, University of Pittsburgh, Pennsylvania
Kevin Ashley, University of Pittsburgh, Pennsylvania
Martha Pollack, University of Pittsburgh, Pennsylvania

What Can Philosophy Contribute to Professional Ethics?
Michael Pritchard, Western Michigan University, Michigan

Theme descriptor: Professional ethics (engineering and medical)
Type of presentation: Philosophical/theoretical, Psychological-descriptive, Application

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Lunch
University Ballroom
Saturday, 12:15 - 1:30 p.m.

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OPTIONAL LUNCHTIME ROUNDTABLES
Faculty Room
(tables are labeled)
Saturday, 12:15 – 1:30 p.m.

L2-1 ROUNDTABLE

Interrupted Speech: How We Talk about School Violence
Rosalie M Romano, Ohio University, Ohio
Sharon Thornton, Pacific School of Religion, California

The aim of this presentation is to situate particular types of speech acts, in the context of school violence. Our collective response to these acts of tragedy reveals an emerging consciousness of our society’s weakness and failures, particularly for our children. This budding consciousness is revealed through acts of interrupted speech where the unspeakable becomes articulated in some times unexpected and usually unintended ways.

Theme descriptor: General, Speech Acts
Type of presentation: Philosophical/Theoretical, Application

L2-2 ROUNDTABLE

Why Do We Hate and Love Dr. Laura:
The Media Ethics of Talk-Radio’s Ethicist
Sharon Lamb, St. Michael’s College, Vermont

Dr. Laura is a media phenomenon. She is not a psychologist doling out advice although she has been trained as a psychotherapist. She asks callers to identify moral problems and she gives advice about the right thing to do. She emphasizes courage, commitment, and character in her advice. She thinks that people should be ashamed for their wrongdoings, and encourages callers to follow the ten commandments. What’s wrong with providing a little moral encouragement over the airwaves? This roundtable discussion will provide a forum in which participants can read through some of Dr. Laura’s ethical advice to determine what’s positive and what may be problematic about the simple morality she is advocating over the air.

Theme descriptor: Media ethics
Type of presentation: Philosophical/theoretical, Psychological-descriptive, Psychological-inferential, Application

L2-3 ROUNDTABLE

Are Teachers Moral? Two Schools of Thought
Craig Vivian, Cornell University, New York

Being a good or bad teacher will have very different meanings to students, depending on whether the teacher is considered to be a part of the student’s academic project or is considered to be “one more person I have to deal with at this place called school.” Academically successful students appraise teachers primarily on their ability to teach the subject matter, whereas at-risk students appraise teachers on their interpersonal qualities. The implications of teachers being involved in communities where they are perceived either in moral terms by a population that is not interested in the moral “language” that the teachers use (academics), or as amoral instruments in the process of schooling will be discussed.

Theme Descriptor: Integrating philosophy and psychology
Type of presentation: Philosophical, Psychological-descriptive
**L2-4 ROUNDTABLE**

**Judgment and Performance in Professional Preparation Programs**  
*Alan Reiman, North Carolina State University, North Carolina*

The author summarizes a cross-case study of the transition phase selected in university professional preparation programs, including architecture, business, engineering, medicine, social work, teaching, and veterinary medicine. Findings suggest a universal conception of professional judgment that spans professional preparation programs. The author is interested in then engaging round table participants in a conversation about relationships between cognitive-developmental inquiry and professional judgment as conceptualized by varied professional preparation programs.

*Theme descriptor:* Professional ethics  
*Type of presentation:* Psychological-descriptive, Application

**L-5 ROUNDTABLE**

**Social Dimensions of the Use of Interactive Technologies by Young People**  
*Nancy Willard, University of Oregon, Oregon*

In September of this year, a group of researchers and practitioners met in a small workshop to frame a recommended research agenda around the above topic. This effort was supported by NSF and will help to guide a new NSF grant program. Feedback and input from attendees of the AME conference will be solicited at this roundtable.
CONCURRENT SESSION V
Saturday, 1:30 - 2:45 p.m.

22-1 MORAL DILEMMA DISCUSSION
IN A TRADITIONAL CONTEXT:
IN SEARCH OF NEW STRATEGIES
Symposium

Chair: James C. Conroy, University of Glasgow, United Kingdom

Approaches to teaching in the college level have privileged the development of moral reasoning. The development of moral reasoning is a hard task to undertake in contrast with the educational background of students which is more commonly linked to inculcation programs (religious or of other sorts). The papers presented in this panel deal with issues regarding the launching of those programs as well as the problems that are implied to promote moral reasoning in a traditional context. Private universities have made special emphasis on ethics education, we have both religious and non religious universities represented in this panel.

Adding a New Dimension to Moral Dilemma Discussion
Luis Eugenio Espinosa, University of Monterrey, México

The use of Moral Dilemma Discussion has proved to be an efficient method to promote decision making in a democratic atmosphere which prepares students to reflect and assess their own convictions and prejudices. A good contemporary marketing lesson applied to human communication is that good principles and values are not enough to persuade others to act in a particular way if they are not supported by clear and convincing arguments (Toulmin). The paper describes the experience of integrating both teaching Kohlberg’s stages and Toulmin’s steps for argument development as guidelines to conduct dilemma discussion in two Ethics Courses with 60 students enrolled. C scores (MJT) are compared with those of groups with different instruction emphasis.

Theme descriptor: Integrating philosophy and psychology, Assessing moral development
Type of presentation: Psychological-descriptive

Ethics Education, Role Taking Opportunities
and Guided Reflection in a Catholic University.
Roberto Hernández, University of Monterrey, Mexico
Cristina Moreno, University of Monterrey, México

The results of a qualitative study with 6 groups of about 150 students (both undergraduate and graduate) was carried on. The workers dilemma (from MJT test) was presented to students in an oral format and arguments (pro and con) were analyzed and discussed with students in a Maryland fashion. Discussions were filmed, transcribed and analyzed. Issues regarding cultural background, language competency, reading ability are discussed. Emergent topics and problems that rose from the analysis include: Defining the problem, oversimplification of dilemma, addition of new elements to the dilemma, ambiguity.

Theme descriptor: Integrating philosophy and psychology, Assessing moral development
Type of presentation: Psychological-descriptive
500 Years of Authority Arguments
Monica Rangel H., University of Monterrey, Mexico

The democratic ideal of the actual society is perceived in our underdeveloped countries not only from the political aspect but also as a social communicative action which imposes a certain strategic model of reasoning and debate. As we all know modernity brought in its loot the doubt and the need to express our horizons of life in a way that others can fully understand our reasons for opposing or accepting a set of values and a way of living. As Latin American society founded on the basis of the Contra-reforma installed by the Spanish tradition our approach to the dilemma discussion procedure poses among other questions: how to bridge the gap between 500 years of cultural and education ideal of a democratic society which promote a definite social communicative action and our Latin hierarchical society with a different approach to organize and deal with our social and political communication reality?

Theme descriptor: Integrating philosophy and psychology. Assessing moral development
Type of presentation: Psychological-descriptive, Application

Professional Ethics Education and Learning Environments
Susana Patiño, Centro de Valores Éticos, Mexico

The paper draws from information of two sources: Moral Judgment Test (C scores) and Origen Questionnaire (Lind) which assesses both role-taking and guidance opportunities of 100 students enrolled in Values for Professional Practice Courses which use a mix of values clarification and Maryland as the main instructional method. Instruction is given in a distance mode through T.V. and computer links. Every group has a host faculty member which leads discussion. Our interest is to learn how is moral judgment competence mediated by other student experiences related to other domains such as co-curricular activities, campus ministry, student associations etc. The results show that there is no positive relationship between guidance opportunities and C scores.

Theme descriptor: Integrating philosophy and psychology. Assessing moral development
Type of presentation: Psychological-descriptive, Application

22-2 ETHICS EDUCATION AT THE COLLEGE LEVEL
Presidents Room
Paper Presentations

Chair: Arve Brunvoll, Norwegian's Teachers Academy, Norway

Assessing Moral Reasoning With Holistically Scored Writing Exercises
H. Hamner Hill, Southeast Missouri State University, Missouri
Dennis C. Holt, Southeast Missouri State University, Missouri

This paper reports on the development of a holistically scored writing exercise designed to evaluate the moral reasoning abilities of college students in an interdisciplinary business ethics course. Our assessment instrument, modeled on a widely used approach to the assessments of student writing ability, attempts to fill the gap between closed response format instruments, e.g., the DIQ, and full blown Kohlberg moral judgement interviews. We discuss the development of the instrument, its reliability and validity, strengths and weaknesses of the approach we have developed, and how this approach can easily be expanded beyond the course for which it was first designed.

Theme descriptor: Assessing moral development
Type of presentation: Philosophical/theoretical, Psychological-descriptive, Application
Being Just in an Unjust World: Moral Education for College Seniors
Steven P. McNeel, Bethel College, Minnesota
Joel Frederickson, Bethel College, Minnesota

Some students (especially in business and education) graduate from college with low moral judgment scores, having shown low moral judgment growth during college. This longitudinal study examines the effectiveness of a senior level class to sharply enhance student's moral development, based on Penn (1990). The class was studied across a number of semesters; a quasi-experimental design was used, comparing with classes of the same type of student. Students (including business and education students) showed sharp moral judgment growth during the semester, nearly equal to the growth typically shown during the entire college experience.

Theme descriptor: Assessing moral development.
Type of presentation: Psychological-descriptive, Application

A Curriculum Based Deliberate Psychological Educational Intervention For Academically At-Risk First-Year College Students
Kurtiss Edward Boldt, North Carolina State University, North Carolina

In order to evaluate the effectiveness of a curriculum based intervention founded on the principles of Deliberate Psychological Education in facilitating principled thinking for specially admitted undergraduate students, a pretest/posttest design was employed using the Defining Issues Test as the objective measure. Participants attended a two semester long orientation course that focused on both academic skills and psycho-social development as well as attended a mandatory study hall four nights per week. Incorporated into this structured environment were opportunities to experience significant role taking through dilemma discussion exercises and personal development seminars focusing on personal, interpersonal, and social issues in a facilitated group format. Results suggest the impact of the intervention on principled thinking as reflected in the posttest scores.

Theme descriptor: Assessing Moral Development
Type of Presentation: Application

22-3 ASSESSING MORAL DEVELOPMENT
Paper Presentations

Chair: Steve Thoma, University of Alabama, Alabama

Toward a More Adequate Assessment of Moral Development
Victor Battistich, Developmental Studies Center, California

Although a number of theorists and researchers have described the complexity of moral action and outlined the range of variables that are relevant to morality, most research on moral development has been narrowly focused on either moral reasoning or on discrete behaviors deemed relevant to morality (e.g., cheating on an exam). This presentation will review various descriptions of the characteristics of individuals considered relevant to morality, and discuss the implications of these views for researchers interested in assessing moral development. In addition to arguing for a more complete assessment of morally-relevant characteristics of individuals in future research, environmental influences on moral development will be discussed. In particular, aspects of the school environment that are likely to have important impacts on children’s moral development, and the assessment of these environmental characteristics, will be discussed.

Theme descriptor: Assessing moral development
Type of presentation: Philosophical/Theoretical
Real-life Moral Dilemmas: Gender Differences and Relational Content
A. Michael Maclean, University of British Columbia, British Columbia, Canada
Lawrence J. Walker, University of British Columbia, British Columbia, Canada

This study attempts to explain some of the gender differences that are sometimes reported in moral reasoning. A sample of 180 children, adolescents, and adults were assessed for stage of moral reasoning regarding hypothetical and real-life moral dilemmas in both interview and dyadic discussion formats. A content analysis of real-life dilemmas revealed several intriguing patterns. In addition to the expected developmental patterns in level of moral reasoning, gender differences were also found with females using higher moral reasoning than males on real-life dilemmas in both formats, with no differences on hypothetical dilemmas. Adolescents and adults, but not children, showed significant differences across dilemma contexts. Discussion focuses on the issue of variability in moral reasoning and the role of real-life dilemma content in gender differences.

Theme descriptor: Assessing moral development
Type of presentation: Psychological-inferential

Revisions of Kohlberg's Research Protocols for Cross-Sectional and Longitudinal Research
Albert Erdynast, Antioch University, California

Revisions of Kohlberg's theory and research protocols designed for an empirical study of the moral and ethical values of Tibetan refugee adolescents and adults with 240 subjects will be presented. The study is designed to examine four sub-domains of moral and ethical development: 1) judgments of value (conceptions of the good), 2) judgments of justice (obligations and duties), 3) judgments of character and moral worth (aristic judgments), and 4) judgments of ethical values (conceptions of compassion, benevolence, magnanimity and responsibility for the welfare of others). Preliminary results from pilot Tibetan, Indian, Israeli and North-American samples will be summarized.

Theme descriptor: Assessing moral development
Type of presentation: Philosophical-theoretical, Psychological-inferential

22-4 SCHOOL CULTURE
Symposium

Ann Higgins-D'Alessandro, Fordham University, New York
Clark Power, Notre Dame University, Indiana
Lisa Markman, Fordham University, New York
Daan Brugman, University of Utrecht, The Netherlands
Susana Frisancho, Fordham University, New York
Wiel Veugelers, University of Amsterdam, The Netherlands
Cees A. Klaassen, University of Nijmegen, The Netherlands

This symposium looks at school culture as a concept and as an explanatory variable for understanding student and school performance. Research from elementary and secondary schools in the U.S. and the Netherlands will be presented. The symposium discusses the following issues: (1) distinguishing school culture from school climate, community/student demographic characteristics, and average school/student performance; (2) instruments of school culture and properties of good instruments; (3) the relationship of school culture to student prosocial behavior; (4) the relationship of school culture to school performance; (5) the role of teachers in creating school culture; and (6) the relationship of school culture to parent satisfaction with the school.

Theme descriptor: Assessing moral development
Type of presentation: Theoretical, Psychological-inferential, Psychological-descriptive, Application
22-5 MEDIA ACCOUNTABILITY TOOLS: DO THEY REALLY WORK?
Panel

Chair: Bill Babcock, University of Minnesota, Minnesota
Lou Gelfand, Star Tribune, Minnesota
Nancy Connor, St. Paul Pioneer Press, Minnesota
Erik Uglan, Minnesota Daily, Minnesota
Gary Gilson, Minnesota News Council, Minnesota
Larry Werner, Star Tribune, Minnesota

The Twin Cities has nearly one-tenth of the nation's ombudsmen, America's only statewide news council, and is the largest public/civic journalism "test site" in the United States. By every objective measure, Minneapolis and St. Paul are the home of the most accountable news media in the U.S., if not the world. Is this all too good to believe? Come and find out!

22-6 POST-SECONDARY SCIENCE ETHICAL EDUCATION AND DEVELOPMENT
Paper Presentations

Chair: Laura Duckett, University of Minnesota, Minnesota

Science Ethics in the Undergraduate Curriculum
Henriikka Clarkeburn, University of Glasgow, United Kingdom

University of Glasgow (UK) is integrating ethics into undergraduate bioscience curriculum. Ethics will be introduced to first year biology and 13 specialised biology degree courses in third year. The new ethics teaching will aim at developing moral decision-making skills and is designed to relate directly to the science curriculum. Ethics will be taught in structured discussion groups and ethics Problem Based Learning exercises. The success of the course will be evaluated by a moral development questionnaire including a three story Defining Issues Test, Osgood scale Perry statements, and free answer moral sensitivity question. The programme and evaluation will run first time in 1999-2000.

Theme descriptor: Professional Ethics (bioscientists)
Type of presentation: Philosophical/theoretical, Application

Ethics in Pre-College Science Teaching
Michael S. Pritchard, Western Michigan University, Michigan
Theodore Goldfarb, State University of New York-Stony Brook, New York

We will explore ways of including ethics in pre-college science classes and discuss how understanding relationships between science and ethics contributes to moral education. Our guiding assumption is that science is a human activity rather than a "value neutral" subject. We have written a detailed instructional guide for science teachers entitled, Ethics in Pre-College Science Teaching, based on our experiences with 75 science teachers at 3 NSF-supported summer institutes. Our 180 page guide provides: a rationale for including ethics in science teaching, a discussion of teaching methods and objectives, analyses of several historically important cases, and lesson plans for teachers.

Theme descriptor: Educator ethics
Type of presentation: Philosophical/theoretical, Application
Level of Moral Development of Economic Efficiency-Related Values of Fishery Students of the Bicol University Tabaco Campus
Carmencita B. Montino, Bicol University Tabaco Campus, Philippines

This study determined the level of moral development on economic efficiency-related values such as thrift, conservation of natural resources, work ethics, self-reliance, productivity, scientific and technological knowledge and entrepreneurship of the fishery students of the Bicol University Tabaco Campus. Correlation analysis verified the relationship between the students' and family correlates as independent variables and level of moral development as dependent variable using the descriptive cross-sectional survey design. All students across gender, age and curriculum years had stage 3 of Kohlberg's conventional level of moral development in the seven economic efficiency-related values. The result on the low level of moral development is indicative of poor values development in the secondary and college levels and the lack of influence of the students' significant others. Hence, teaching-learning activities were proposed to enhance the development of economic efficiency-related values among fishery students.

Theme descriptor: Assessing moral development
Type of presentation: Theoretical, Psychological-descriptive

22-7 ETHICAL EDUCATION FOR TEACHERS Paper Presentations
Alumni Room

Chair: Trygve Bergem, Norwegian Teachers' Academy, Norway

Technology-Assisted-Reflection: Promoting Ethical and Epistemological Development of Pre-service Teacher Education
Michelle Hsiang, North Carolina State University, North Carolina
Alan J. Reiman, North Carolina State University, North Carolina

The potential of Technology-Assisted-Reflection to promote learning and development is largely unexplored (Hofer and Pintrich, 1997). Furthermore, the limited research is a lack of theoretical framework in nature (Thomas, Clift and Suginoto, 1996; McLellan, 1997). The research paper has three objectives: 1) review a social role-taking and guided reflection model that is grounded in developmental theory and research, and clarify its relation to teacher education; 2) introduce research and applied approaches to telecommunication applications in pre-service teacher education; 3) link role-taking and the Technology-Assisted-Reflection approaches to pre-service teacher education through a quasi-experimental study to promote ethical and epistemological development of college students.

Theme descriptor: Assessing moral development
Type of presentation: Application

Character, Service, and Citizenship:
An Integrated Approach for Teacher Education
Robert W. Howard, University of Washington, Washington
Jeffrey Anderson, Seattle University, Washington

Service Learning provides a powerful strategy for character education, moral development of both students and teachers and for the education for democratic citizenship. Thus service learning is a means to the ends of moral development and democracy. The presenters are engaged in looking at the intersection of service learning, character education, and democratic education in both K-12 and Teacher Education Programs. This presentation will present a case for this approach to teacher education using examples from Seattle University and the University of Washington.

Theme descriptor: Educator ethics
Type of presentation: Philosophical/theoretical, Application
Educators’ Ethics: Implications of the Project Democracy and Education in Schools (DES) for Teaching Staff Development.

Georg Lind University, University of Konstanz, Germany

As part of the project Democracy and Education in Schools (DES), schools employed cognitive developmental and constructivist approaches to moral education. They brought about double as high per-year-gains in their students’ moral judgement competence than regular control schools (Lind and Althof, 1992; Lind, 1998). Interestingly, the teachers were hardly aware of this remarkable overall effect of their teaching though they could give anecdotes which indicated some positive effects. They rather reported big changes of their own teaching style due to the DES project. In this paper, findings are presented from further interviews with the principals and teachers of one of the three schools the participating schools at the end of the project and eight years later. These reveal a) that the overall level of cooperation among teachers increased dramatically, and b) that this effect of the DES is very enduring.

Theme descriptor: Educator ethics
Type of presentation: Psychological-descriptive, Psychological-inferential, Application.

22-8 MORAL DEVELOPMENT IN CHILDREN AND PARENTS

Coffman Room

Poster Paper Panel

Chair: John Snarey, Emory University, Georgia

Understanding of Parental Affect toward Children in Adolescents

Fumiyuki Ohnishi, Yokohama City University, Japan

Yoriko Ohnishi, Japan

Sashiki, which can loosely be translated as “conjecture”, “understanding”, “sensibility”, “consideration”, etc., is an important concept in interpersonal relationships in Japan. According to the concept of modesty and sincerity that Japanese people esteem, direct self-expression is frowned upon. People are expected to guess who at others intend to say. Since Japan is becoming an individual society with a diversity of cultural values, people are now abandoning the traditional communication style, an ishin-densin (tacit understanding) and acquiring more self assertive language.

Theme descriptor: General
Type of presentation: Psychological-descriptive

Early Moral Development in Toddlers of Adolescent Mothers

Brenda Phillips, St. Michael’s College, Vermont

Sharon Lamb, St. Michael’s College, Vermont

The research to be presented is part of an ongoing project involving observation of approximately 25 adolescent mothers and their interactions with their toddlers. The purpose of these observations is to see whether or not the same kinds of morally-related behaviors that have been studied in middle-class families are seen in interactions with at-risk low-income adolescent mothers. We videotape mother-child interactions during planned tasks as well during their day together. We code these interactions for signs of morally-related behaviors in toddlers as well as morality-reinforcing behaviors in mothers. Preliminary results suggest that mothers’ following through on prohibitions is correlated with toddlers’ awareness of standards.

Theme descriptor: General, Assessing moral development
Type of presentation: Psychological-descriptive
The Emerging Ethic of Care in Mother-Daughter Moral Discussions
Ann Cale Kruger, Georgia State University, Georgia

Carol Gilligan’s theoretical contribution to the study of moral thinking is well established (e.g., 1982). Her descriptions of two voices in moral judgments, voices of care and of justice, have prompted fundamental reexaminations of the assessment of moral thinking (e.g., Lyons, 1983), especially in adults. However, there have been few examinations of the development of care and justice in children. Following Chodorow (1974), Gilligan argued that the child’s early experiences in relation to the mother, particularly the gender socialization entailed therein, is the source of the gender-related preference for a care or justice orientation (1982). The purpose of the present study was to investigate the development of moral voice in varying social contexts. Young girls’ discussions of moral dilemmas with their mothers were compared to girls’ moral discussions with peers, with particular attention to the use of care and justice orientations.

Theme descriptor: Assessing moral development
Type of presentation: Psychological-descriptive, Psychological-inferential

Who Influences Moral Development: Parents or Peers?
Lawrence J. Walker, University of British Columbia, British Columbia, Canada
Karl H. Hennig, University of British Columbia, British Columbia, Canada

This study addressed the polarization among theoretical perspectives in moral psychology regarding the relative significance of parents and peers in children's developing moral maturity. The sample was composed of 60 target children from late childhood and mid-adolescence, 60 parents, and 60 friends who participated in parent/child and friend/child dyadic discussions of a series of moral conflicts. The quality of parents' and friends' verbal interactions in these discussions, their ego functioning, and level of moral reasoning were used to predict the rate of children's moral reasoning development over a 4-year longitudinal interval. Results revealed that interactions with both parents and peers were predictive of children's development, but that these two types of relationships influenced development in rather different ways. Implications of the findings for the understanding of these socialization agents' roles in moral development are discussed.

Theme descriptor: General
Type of presentation: Psychological-inferential

Attachment, Self-concept, and God Concept in Early Childhood
Simone A. de Roos, Free University of Amsterdam, The Netherlands
Siebren Miedema, Free University of Amsterdam, The Netherlands

This contribution offers an attachment theoretical and an empirical perspective on origins of individual differences in the valence of God concepts in kindergartners. A model of the relation of attachment with God concepts will be presented in which we suggest that this relation is mediated by children's self-concept. We expect that children securely attached to their parents develop a more positive (i.e., loving) concept of God than insecurely attached children because they have a more positive self-concept. This hypothesis was tested among about 120 kindergartners distributed over 7 elementary schools belonging to 5 different religious denominations.

Theme descriptor: Integrating philosophy and psychology
Type of presentation: Philosophical/theoretical, Psychological-descriptive
Differences in Sino-U.S. Family Ethics and Moral Education
Peilun Guan, Wuhan University, People's Republic of China
Ning Shi, Wuhan University, People's Republic of China

This presentation seeks to offer a comparison between Sino-US family ethics and moral education. Refined as Father-son style family, the traditional Chinese family advocates generality and harmony. Regarding affection as supreme, the traditional Chinese family cherish kindheartedness and obedience, while the modern Chinese family virtues turn to a keep-away expectation. In American families, people treat each other with rationalism rule. Cherishing impartiality and freedom, the traditional American family is defined as husband-wife style family. The modern American family turns to show a tendency of returning to affection. The fundamental reason for Sino-US family ethics and moral education difference is based on the difference of Sino-US social economic system.

Theme descriptor: General
Type of presentation: Philosophical/theoretical
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Coffee and Tea Break
Ballroom Foyer
Saturday, 2:45 – 3:00 p.m.

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CONCURRENT POSTER SESSION, ROUNDTABLES,
DEMONSTRATIONS, AND MORAL EDUCATION FAIR
Saturday, 3:00 - 4:30 p.m.

POSTER SESSION
Hubert H. Humphrey Room
Saturday, 3:00 – 4:30 p.m.

23-1 POSTER

Rethinking Leadership: Friendship, Forgiveness, and Leadership
Gerri Perreault, University of Northern Iowa, Iowa

The leadership challenges facing the nation (U.S.) and world are enormous and require a
new philosophy and practice of leadership which vies leadership as fundamentally an ethical
endeavor. This paper will briefly summarize the author's work on friendship as a metaphor for a
new conception of leadership, and then explore public/political forgiveness as a leadership quality
central to the practice of such leadership.

Theme descriptor: General
Type of presentation: Philosophical/theoretical, Application

23-2 POSTER

Language, Mythical Narratives, and Moral Meanings
in Immigrant Indian Families
Sunil Bhatia, Clark University, Massachusetts

In this presentation, I draw on "language socialization" research to demonstrate how
every day communicative practices and moral meanings mutually constitute each other. By
focusing on immigrant Indian families, I highlight specific instances of how a given community
uses various mythical narratives to construct multiple, and often conflicting moral meanings
about their selfhood (e.g., shame, duty, God, death, respect and honor). In particular, this paper
analyzes the dominant moral themes (e.g., shame, charity, sacrifice, loyalty) constructed in these
mythical narratives; and how notions of public and private morality in the Indian immigrant
community are constructed through the enactments and performances of these mythical
narratives.

Theme descriptor: General
Type of presentation: Philosophical/theoretical, Psychological-descriptive, Application
23-3  POSTER

Relations of Moral Reasoning to Self-, Peer-, and Teacher-Ratings of Prosocial and Antisocial Behaviors During Preadolescence

John Tyler Binfet, University of British Columbia, British Columbia, Canada

The relation of moral reasoning to self-, peer-, and teacher-ratings of behavior were examined. Participants were 100 preadolescents, age 11 to 13. Each student completed a measure assessing moral reasoning (i.e., SRM-SF; Gibbs et al., 1992), and self- and peer ratings of prosocial and antisocial behaviors in the classroom. Additionally, classroom teachers completed a measure designed to assess students' prosocial and antisocial classroom behaviors. Results are discussed in terms of the significance of moral reasoning in facilitating preadolescent prosocial behavior.

Theme descriptor: General
Type of presentation: Psychological-inferential, Application

23-4  POSTER

Motivation and Cheating in a Competitive Context

Lisa White-McNulty, University of Illinois-Chicago, Illinois

College undergraduates who were learning in a competitive context (n=110) reported on their achievement orientations, moral beliefs about honesty and cheating, and cheating behavior. Work avoidance orientation was associated with higher incidences of cheating, and was highest among more frequent cheaters who considered such acts trivial. Although only approaching significance, ego orientation was higher among more frequent cheaters who regarded those behaviors as serious. When making decisions about whether or not to engage in academic dishonesty, interpersonal expectations or instrumental purposes were more important factors than deterrents. These findings offer evidence of a relationship between achievement orientation and cheating, and suggest an avenue for further study of students' moral motivation with regard to cheating.

Theme descriptor: General
Type of presentation: Psychological-descriptive, Psychological-inferential

23-5  POSTER

A Domain Approach to Teaching Maxims to Urban Eighth Grade Students

Larry Nucci, University of Illinois-Chicago, Illinois
David Borg, MacArthur Middle School, Illinois

This paper presents a developmental approach to the teaching of maxims to accomplish three major goals: 1) integrate the use of maxims into the regular eighth grade social studies curriculum, 2) impact the moral development of the children, and 3) bridge the cultural values gap that exists between the white ethnic, African-American, and Latino students at an ethnically diverse middle school. Maxims used are drawn from sources corresponding to each of the major ethnic groups of children. Distinctions drawn within social domain theory guide students in the identification of maxims concerning issues of morality (welfare and fairness), social convention (culturally specific norms and traditions), personal conduct (areas of privacy, prudence).

Theme descriptor: General
Type of presentation: Application
23-6  POSTER

Cross-Cultural Differences in Morality or Immorality: DIT Sequential Data from Poland
Adam Niemczynski, Jagiellonian University, Poland
Men and women in young adulthood participated in a sequential study with Rest's Defining Issues Test in Krakow from 1991 to 1995. It was hypothesized that the younger group, 19-21 years of age, will show more conventional stage changes than the older group, i.e., those of 22-26 years of age, while the reverse will be true for the postconventional stage changes. It was also hypothesized that Thoma's U score, telling how consistent is moral understanding with moral choice of action will grow with age and stage. The data give support to the first hypothesis, while no support can be gathered for the judgment-motivation consistency hypothesis. The result are discussed in terms of cross-cultural difference and social change taking place in Poland.

23-7  POSTER

Moral Judgments, the Media, and the Clinton-Lewinsky Affair
Christina Fiebich, University of Minnesota, Minnesota
Jennifer Lambe, University of Minnesota, Minnesota
Darcia Narvaez, University of Minnesota, Minnesota
This exploratory study examines the relationship between levels of moral judgment and various attitudes toward the Clinton-Lewinsky affair and subsequent impeachment proceedings. Trends reinforce the idea that individuals with higher levels of moral reasoning take a more systemic view of specific political controversies. Expectations about Presidential competence and character are found to be highly correlated with attitudes concerning the private lives of public officials. Both demographic and attitudinal variables are shown to be associated with the level of blame assigned to the news media in shaping the Clinton-Lewinsky situation.

Theme descriptor: Media ethics
Type of presentation: Psychological-inferential

23-8  POSTER

On-Air Codes of Conduct: A Survey of Radio Ethics
Eva Price, NABF Fellow, Washington, D.C.
Evelyn Reiman, North Carolina State University, North Carolina
Fran Russ, North Carolina State University, North Carolina
What does the FCC require from college radio stations, and how are the rules enforced by campus administrators? The results of a nationwide survey conducted for National Association of Broadcasters will be presented in poster form. Regional differences in answers to survey questions will be discussed as well as the differences in thoughts on appropriate behavior for on-air DJs. Ethical decisions about playing racist songs or saying obscenities on the air will be presented. One of the questions that media advisers and radio stations answered in the survey was: "What is more important, not offending listeners or entertaining listeners?"

Theme descriptor: Media Ethics
Type of presentation: Application
23-9  POSTER

The Comparison of Nondelinquents with Delinquents in Legal and Moral Development
Yunjung Kang, University of Minnesota, Minnesota

The present study investigated the conceptualizing patterns of the law of nondelinquent and delinquent Korean adolescents. First, a method for quantifying Ss, legal development was described. Second, Ss, moral development using DiT (Defining Issues Test) was examined. Results indicate that there is a significant difference between the nondelinquent and delinquent groups. Also, in the moral development, there is a significant difference between the two groups. These findings support the validity of legal and moral developmental model and suggest that further study will be examined variables that affect the legal development of delinquent groups.

Theme descriptor: General
Type of presentation: Psychological-descriptive, Psychological-inferential

23-10  POSTER

Narratives of Care: When Helping May Entail Relational Calamity
Karl H. Hennig, University of British Columbia, British Columbia, Canada
Patrick Myers, University of British Columbia, British Columbia, Canada
Lawrence J. Walker, University of British Columbia, British Columbia, Canada

Contrary to the notion that caring or helping others is a straightforward and univocal virtue, the implications of an offer to help can (unknowingly) entail relational calamity. The current study sets the ethic of care within an interpersonal array of motivations and meta-communications potentially involved in giving and receiving help, including the dynamics of autonomy and dependency, dominance and submissiveness. A sample of 60 university students were asked to provide two autobiographical narratives intended to explore the interpersonal complications inherent in attempts to care and refusals to be cared for. A content analysis of narrator responses and perceptions was undertaken, indicating some of the complications and complexities involved in assuming the dominant role of caregiver.

Theme descriptor: Assessing moral development
Type of presentation: Psychological-descriptive

23-11  POSTER

Pedagogical Value of Ethical Decision-Making Models: Cautions and Recommendations
Timothy J. Dinger, Delta State University, Mississippi
Camille DeBell, Texas Tech University, Texas
Gerald Farr, Texas Tech University, Texas
Marilyn Montgomery, Florida International University, FL

Educators are recommended to use ethical decision-making models in preparing future professionals to maintain ethically defensible behavior (e.g., Neukrug, Lovell, and Parker, 1996). Proponents of such models argue that decision-making models clarify competing ethical issues; thus, informing helping professionals of the processes involved and the route to take when faced with an ethical dilemma. Yet, no published empirical inquiry on the effectiveness of models exists. This paper will present data from examining two models. Recommendations will be made regarding the selection and use of models in ethics education with specific reference to individuals' cognitive style and clinical experience.

Theme descriptor: Educator ethics, Professional ethics
Type of presentation: Psychological-inferential, Application
23-12 POSTER

Moral Maturity in Christian College Faculty?
Steven P. McNeel, Bethel College, Minnesota

There is reason to wonder about the moral maturity of teachers at conservative Christian liberal arts colleges: some research suggests conservative Christian commitment is associated with lower moral judgment (MJ), and college senior or graduate level pre-service teachers have lower MJ than other majors. This study gave the Defining Issues Test to four groups of college teachers taking faculty development workshops at two conservative Christian liberal arts colleges. Mean P% score was moderately high (56.1), and those with high P% tended to agree more with experts’ action choices (r = .5). However, 30% scored below the college senior mean (46.4). Of these 30% we can wonder "If the moral reasoning of teachers is deficient, what hope for pupils?" (Wilkins, 1980, p. 548).

Theme descriptor: Professional ethics
Type of Presentation: Psychological-descriptive, Application

23-13 POSTER

Personality and the Consistency of Moral Judgment in Everyday Life
Gillian R. Wark, University of British Columbia, British Columbia, Canada

This study examined the relation between personality and the consistency with which people invoke particular forms of moral judgment. Participants were 116 young women and men who responded to Gibbs’ SRM (1992) and a variety of real-life dilemmas. They also completed measures assessing shame and guilt, identity, care and justice, and personality. Results suggest that consistent individuals tend to make Stage 3 moral judgments, view the dilemmas as more care-oriented, and report feeling more guilt about the dilemmas than inconsistent individuals. Discussion focuses on the relevance of personality and sex differences for a model of real-life moral reasoning, development, and education.

Theme descriptor: Assessing moral development
Type of presentation: Psychological-inferential, Application, Psychological-descriptive

23-14 POSTER

Comprehension of Anti-drug Use Messages, Ethical Identity, Moral Judgment, and Drug Use
Darcia Narvaez, University of Minnesota, Minnesota
Christyan Mitchell, University of Minnesota, Minnesota
Jolyn Gardner, Anoka Community College, Minnesota

Many factors are involved in the use of drugs among young people, from personality traits and decision-making ability to socio-cultural pressures. In order to effectively communicate the dangers and harmful consequences of drug usage and to convince young people to avoid them, we need to know what aspects of messages play a critical role. In this study, 90 10th graders and 40 college students recalled anti-drug messages and took several questionnaires about ethical identity, drug use and moral judgment. The relations among these variables are discussed.

Theme descriptor: General, Assessing moral development
Type of description: Psychological-inferential
23-15 POSTER

The Columbine Tragedy: A Sociocultural Perspective
Mark Tappan, Colby College, Maine

This paper analyzes the recent killing spree at Columbine High School from a sociocultural perspective. This perspective takes "mediated action" as its starting point, to provide an alternative to analyses that focus exclusively on the two individuals responsible for the killings, on the one hand, or that focus exclusively on society's role in this tragedy, on the other. This paper argues that tragedies like Columbine can only be understood and, consequently, avoided, if we go beyond the individual vs. society dichotomy, to consider the dialectical relationship between the two that ultimately grounds human moral experience.

Theme descriptor: General
Type of presentation: Philosophical/theoretical, Psychological-descriptive

23-16 POSTER

Moral Atmosphere in a Forensic Center, and Moral and Practical Reasoning in Juvenile Delinquents
Daniel Brugman, University Utrecht, The Netherlands

The policy of a forensic center for male juvenile delinquents (aged 12-18 years) is described to develop the institutional moral atmosphere as perceived by professional workers and the adolescents. The policy has directed the selection and professional development of the group-workers. They receive a training to stimulate the moral development of the adolescents using the EQUIP programme. Results are presented on adolescents' practical reasoning in real-life dilemmas with their moral reasoning in hypothetical dilemmas on the moral value areas of the SRM-sf (Gregg, Gibbs and Basinger, 1994). The relationship between these variables and perception of the moral atmosphere in the center and criminal record is investigated. A group of 64 adolescents of the center participated in the study.

Theme descriptor: Assessing moral development
Type of presentation: Psychological-descriptive / Application

23-17 POSTER

Relations between Attachment Representations and Expressions of Moral Judgment
Lance C. Garmon, Ohio State University, Ohio
John C. Gibbs, Ohio State University, Ohio

The present study investigated the relationship between attachment and moral judgment. Van Izendoorn and Zwart-Woudstra (1995) found that secure attachment representations were related to autonomous expressions of moral ideality (Type B). We remedied certain methodological limitations in that study, provided a more differentiated investigation of moral judgment and attachment, and expanded the study to include social role-taking. We found that moral ideality related in particular to maternal (not paternal) attachment representations, as well as to attachment representations for peers and romantic partners. Peer attachment security also related to moral judgment maturity. Moral judgment and attachment were both related to social participation experiences such as role-taking opportunities.

Theme descriptor: General
Type of presentation: Psychological-descriptive
23-18 POSTER

"Other" than a Disintegration of Family or Community Values: African American Women Living with HIV+ in Rural, Southern US
Andrea D. Green, Emory University, Georgia

'HIV as a social disease' and African American women as creators of moral discourse form the backdrop of this study. As African American women infected with HIV are often forced to disembed from their social and familial environments, they must name, create, and validate a position of "other" to their own (people, families), or lose their hope, their source of help, or even their lives. The creation of an "invisible" HIV+ community feeds and nurtures hurting people. More important for this study, this HIV+ community is a place where such women create an "other," localized epistemic worldview as they become mediators of values and priorities toward an ethical response to the HIV threat to poor and isolated people. As such, the study argues that an HIV+ "community" is not always about "judgment," theorizing it as a site for critical discourses about race, class, sexuality, and hope for social justice.

Theme descriptor: Assessing Moral Development
Type of presentation: Philosophical/Theoretical

23-19 POSTER

The Role of the American College of Dentists in Assessing Ethical Sensitivity
Benjamin J. Fravel, University of Minnesota, Minnesota
Muriel J. Bebeau, University of Minnesota, Minnesota

The Dental Ethical Sensitivity Test assesses the ability to recognize the ethical issues hidden within the professional problems dentists encounter in practice. Students' verbal responses to four audio-taped dramas are recorded and transcribed, and provided to the student and to a practicing dentist (member of the ACD), who each apply the DEST coding scheme, then meet one-on-one for feedback. The validity and reliability of the DEST are reported in several studies and summarized in a 1990 DEST Manual. Based on data from 1,500 students who completed the test and received feedback since 1982, we observed: 1) substantial variability in DEST scores; 2) the distinctiveness of ethical sensitivity from moral judgment (DIT scores)—confirming the assumptions of Rest's Four Component Model of Morality; and 3) positive views of students and practitioners about the value of the experience.

Theme Descriptor: Assessing moral development
Type of presentation: Psychological-Inferential, Theoretical

23-20 POSTER

Honduras: International Spring Break Service Project
Evelyn Q. Reiman, North Carolina State University, North Carolina
Janey Musgrave, North Carolina State University, North Carolina

This presentation is a progress report of the work done over the past year with an international spring break service project. Twenty-three students traveled to Honduras where they participated in a Habitat for Humanity project sponsored by the Center for Student Leadership, Ethics and Public Service. Daily reflection time and spiritual renewal proved to be valuable components of the trip providing honest communication and a sense of togetherness. The goal of this project was to challenge students on a group and individual basis and transition them through the charity-to-justice continuum while increasing their service commitment frequency and duration.

Theme descriptor: General
Type of presentation: Application
23-50 ROUNDTABLE

Autres Temps, Autres Mores?
Life Span Retrospectives on Moral Presence
Deborah J. Youngman, Boston University, Massachusetts

This exploration of retrospective moral presence in the elderly enters our field's
discussion through reliance on a definition of the evolving self as a linguistic work in progress,
dependent for the development of its integrated form and content on the possibilities of contextual
language. Assuming as much, it follows that one's capacity for moral response across the lifespan
is both founded in and continuously reinforced by discourse. The co-authored narratives of a
previously neglected sample of older men and women are observed here to reconstruct the
dramaturgical sense of moral imperative that ego has inherited and reworked through its
relational being, yielding for us a new and informative morality play. (Collected data and
interpretations will be presented.)

Theme descriptor: Speech acts
Type of presentation: Philosophical, psychological-descriptive, psychological-inferential

23-51 ROUNDTABLE

The Measurement of Ego, Moral and Interpersonal Development
Nancy Nordmann, National-Louis University, Illinois

This presentation will report data that reconfirm a consistently found relationship
between ego development described by Jane Loevinger (1976), as measured by the Washington
Sentence Completion Test (Le-Xuan, 1996), and moral development described by Lawrence
Kohlberg (1969), as measured by the Defining Issues Test (Rest, 1988). A positive trend in
association between interpersonal development described by Nordmann (1994a), as measured by
the Interpersonal Adjective Checklist scored for Dominance (Leary, 1957) and Life Satisfaction
Index (Neugarten, 1961), and moral development, as measured by the Defining Issues Test, will
be presented. A negative relationship found between interpersonal development and ego
development will be examined.

Theme descriptor: General
Type of presentation: Psychological-descriptive, Psychological-inferential

23-52 ROUNDTABLE

Adult Conceptions of Psychosexual Fidelity and Infidelity
Albert Erçinast, Antioch University, California

This presentation summarizes the results of a research study of individuals, conceptions
of fidelity and infidelity utilizing their conceptions of the good and their conceptions of the right
and wrong. Conceptions of the good applies to issues of individual or consensual interests and
attachments. Conceptions of the right and wrong apply to moral decisions that involve competing
claims between conflicting conceptions of right between individuals, or between an individual
and societal norms. Ten sets of distinct structural-developmental levels of conceptions of adult
psychosexual fidelity and infidelity were empirically identified.

Theme descriptor: Assessing moral development
Type of presentation: Theoretical, Psychological-descriptive, Psychological-inferential
23-53 ROUNDTABLE

The Development of Moral Competence in Psychologists
Patricia Unger Raphael Bataglia, Sao Paulo University, Brazil

From the results obtained and reflections achieved in our essay for the master's degree: "A study on Moral Judgment and the Ethical Issue in Psychology Practice", we perceived there is a need to study closer the issues involving psychologist's background regarding Ethics. We are proposing now an intervention in the graduation courses. The purpose of such is to analyze not only the aspect of theoretical background, but mainly the issues concerning the ethical posture of the psychologist before his/her clients and the community as a whole. This paper discusses the importance of studying Ethics in the specific case of psychologists education.

Theme descriptor: Professional ethics (Psychology)

23-54 ROUNDTABLE

The System Approach to Moral Education of School Children from Russian and Ukrainian Educators' Point of View
Mikhail Krasovitskiy, Institute of Education, Ukraine

The research of moral education in many countries has been inhibited because of the following reasons: dependency of the educational point of view from the social conditions, differences in terminology, absence of unique fundamental conception, and ignorance of the system approach to moral education as organization of the students' life. More Russian and Ukrainian educators consider the moral education of school students as a special pedagogical system existing separately as well as in strong connection to the process of learning. The Model of School System, which guarantees effective nurturing of the highest moral values, will be presented.

Theme descriptor: Assessing moral development

23-55 ROUNDTABLE

Vivian Paley's Teaching Stories: Moral Development at Work in Play
Randy Testa, Dartmouth College, New Hampshire

This paper presentation will offer a critical analysis of 1989 Macarthur Genius Grant recipient Vivian Paley's work, in order to understand her available, systematic, creative and meaningful means of engaging the youngest schoolchildren with issues of moral development: fairness, inclusion versus exclusion, tolerance of difference, compassion and kindness. In fact, Paley's latest work opens with an emblematic observation, one which could open each of her ten books, an observation by a Talmudic scholar that "The moral universe rests upon the breath of schoolchildren."

Theme descriptor: General

23-56 ROUNDTABLE

The Ethical Workplace: Fact or Fiction?
Aine Donovan, United States Naval Academy, Maryland

Organizations have launched exhaustive efforts in ethics training over the past decade or so. This effort is fueled, in part, by recent federal guidelines; however, the difficulty with efforts to bring moral education into an organization begin with the fact that most organizations perceive of themselves as fundamentally ethical already. Therefore, ethics education and training in an organization is thwarted by the corporate fear that seeking ethics advice will somehow signal to
its various stakeholders that the organization is suffering from ethical deficiencies. This paper will address several issues that have direct bearing on organizations as diverse as corporate America, research universities, to the United States military. Of primary concern will be: 1) what is meant by ethical in the development of ethics codes for an organization; 2) identifying the key components of a successful ethics initiative; and 3) a method for evaluating organizational ethics training.

Theme descriptor: Professional ethics (organizational training programs)
Type of presentation: Theoretical/Professional, Application

23-57 ROUNDTABLE

Character Education and Action Research: Building a Bridge Between Theory and Practice
Matthew L. Davidson, Cornell University, New York

For critics and advocates alike, assessment represents the bottom line in determining the efficacy of character education. Reflective Problem Solving in the Character Education Cycle is an action research strategy designed to create meaningful data that simultaneously informs character education theory and practice. This session makes the case for action research as a cutting edge development in character education planning and assessment. Attendees will gain a theoretical understanding of the process through applied case studies developed collaboratively by researchers and practitioners at the Center for the 4th and 5th Rs, New York Cortland.

Theme descriptor: Assessing moral development
Type of presentation: Application

23-58 ROUNDTABLE

Students Write the Darn’dest Things: Assessing the Teaching of Ethics
Kurt Keljo, Capital University, Ohio

This paper will offer a qualitative and quantitative analysis of undergraduate student responses on brief questionnaires designed to assess their thinking about ethics. The aim of the analysis is to provoke discussion about the assessment of the teaching of ethics at the undergraduate level using written responses to questions. Particular attention will be paid to developmental perspectives on such responses.

Theme descriptor: General
Type of presentation: Psychological-descriptive, Philosophical/theoretical, Application

23-59 ROUNDTABLE

Social Dimensions of the Use of Interactive Technologies by Young People
Nancy Willard, University of Oregon, Oregon

In September of this year, a group of researchers and practitioners met in a small workshop to frame a recommended research agenda around the above topic. This effort was supported by NSF and will help to guide a new NSF grant program. Feedback and input from attendees of the AME conference will be solicited at this roundtable.
23-60 MORAL EDUCATION EXHIBIT

Using Giraffe Heroes to Promote Growth in Moral Reasoning
Rebecca J. Glover, University of North Texas, Texas

The Giraffe Heroes Program is designed to encourage children and adolescents to "stick their necks out for the common good." The program, designed in response to teachers' requests, provides children with stories about real heroes (aka. "Giraffes") representing a variety of ages and ethnic/racial groups who have acted with courage, care, and a strong sense of community in their regard for others. The proposal will review a project being implemented to investigate the effectiveness of the Giraffe curriculum on promoting moral growth in school-age and early adolescent children. Both quantitative and qualitative analysis will be used.

Theme descriptor: Assessing moral development
Type of presentation: Application

23-61 MORAL EDUCATION EXHIBIT

Conscience Education for Middle School Children
Matthew R. Galvin, Indiana University Indiana
Meg Gaffney, Indiana University, Indiana

As part of their moral education children can be taught about the formation and functioning of Conscience. The presenters collaborated in rendering the research findings from the Stilwell Conscience Study of children and adolescents into the format of a children's story, The Conscience Celebration. The story was illustrated and then electronically published. It is freely available for downloading, copying and distribution at the Indiana University Department of Psychiatry Homepage at http://www.iupui.edu/~psych/ menu item: Riley Children's Special Needs Electronic Library. The presenters provide and discuss educators' companion material to the story and the conscience theory that has arisen from empirical research.

Theme descriptor: Integrating philosophy and psychology
Type of presentation: Philosophical/theoretical, Psychological-descriptive, Application

23-62 MORAL EDUCATION EXHIBIT

A Model for Moral Education in Public Schools
Darcia Narvaez, University of Minnesota, Minnesota
Tonia Bock, University of Minnesota, Minnesota
Christyan Mitchell, University of Minnesota, Minnesota
Leilani Endicott, University of Minnesota, Minnesota

With a Character Education Partnership grant, a guidebook has been developed for middle school teachers to develop curricula for their students that teach character while meeting graduation standards. Characteristics are (1) The elements must be teachable. (2) The elements are based on the Five-Component model of ethical behavior. (3) The recommendations are based on research. (4) Both the sine qua non of ethics (basic socialization) plus prosocial (altruism) elements are included. (5) Psychological health (e.g., assertiveness, optimism) is included. (6)
The educational focus is helping students develop expertise. At every step of the process, community input is solicited.

**Theme descriptor:** Assessing moral development  
**Type of presentation:** Application

### 23-63 MORAL EDUCATION EXHIBIT

**The EQUIP Program: Teaching Youth to Think and Act Responsibly through a Peer-Helping Approach**  
John C. Gibbs, Ohio State University, Ohio  
Albert K. Liao, Kent State University, Ohio

EQUIP is a multi-component group program for teaching youth with antisocial problems to think and act responsibly. The components build from extant programs or techniques such as Positive Peer Culture (a mutual-help approach), Aggression Replacement Training (a psychoeducational approach), and cognitive restructuring. The components are interwoven such that EQUIP youth are motivated to use their psychoeducation in a "positive" climate for helping group members; and the helping process becomes effective as the youth learn and apply needed psychoeducational helping skills (anger management, social skills, mature moral judgment). EQUIP programs are currently widespread nationally and to some extent internationally. Major reductions in institutional misconduct and recidivism rate continue to be documented.

**Theme descriptor:** General  
**Type of presentation:** Application

### DEMONSTRATIONS

Saturday, 3:30 – 4:30 p.m.

### 23-70 DEMONSTRATION

**Democratic Personhood and Paulo Freire's Conscientização within Developmental Curriculum**  
Tom Wilson, Chapman University, California

This session will involve participants in a reflective process which examines "conscientização" or levels of consciousness hypothesized to constitute, in part, a conceptualization of democratic personhood. The theory of conscientização comes from the work of the late Paulo Freire. Participants will be guided through a protocol instrument and experience a dissonance producing, self-reflective methodology by which they will have the opportunity to examine their own "level of consciousness". The demonstration will next show how this methodology is used to make more concrete other theoretical elements within the notion of democratic personhood including moral development, openmindedness, theories of action, and value systems, how these constructs might be interrelated, and how the process is used in classrooms.

**Theme descriptor:** General  
**Type of presentation:** Philosophical/theoretical, Application
23-71  DEMONSTRATION

A Model for Developing Moral Education Outcome Assessments
Marvin W. Berkowitz, University of Missouri-St. Louis, Missouri
William H. Hendrix, United States Air Force Academy, Colorado
Lynn Stone, United States Air Force Academy, Colorado
Bernard Asiu, United States Air Force Academy, Colorado

This presentation will offer a model outcome assessment program as a template for moral education initiative designers, implementers, and assessors. It will focus on the development of a new outcome assessment program at the United States Air Force Academy, an undergraduate institution with approximately 4000 students. The process in developing and implementing this program will be presented along with the rationales for each step and significant decision points in the development process. These steps and decisions are applicable to assessment programs at any level (elementary, secondary, post-secondary, professional, etc.).

Theme descriptor: Assisting moral development
Type of presentation: Psychological-descriptive, Application

23-72  DEMONSTRATION

Speech Acts
Sophie Haroutunian-Gordon, Northwestern University, Illinois
Rosalie M Romano, Ohio University, Ohio

Any speech act is lost without another’s receiving or listening to it. It is at this critical intersection of hearing and listening that a response might be formed. How do we prepare ourselves to listen, to hear? How can we become aware of another’s vantage point so that we can learn to hear, to listen and to understand one another?

Theme descriptor: General, Speech Acts
Type of presentation: Philosophical/Theoretical, Application

23-73  SATELLITE BROADCAST

Creating Community: Engaging Students in Civic and Character Education
Facilitator: Steve McNeel, Bethel College, Minnesota

This town meeting describes the impact of effective ways of teaching character education in Wake County, North Carolina public schools. It also updates student progress on the Mars Millennium project.
RECEPTION
“Commemorating the Life and Work of James Rest”
Gateway Center Atrium
(behind the Radisson on the corner of University and Oak Street)
Saturday, 5:00 – 7:00 p.m.

Interest Group Meeting
“Moral Development and Educational Environments in Latin America and Europe”
Alumni Room
Saturday, 7:00 – 8:00 p.m.
Georg Lind, Facilitator
Monday, November 22

Post-Conference Workshop: Description and Location
Monday, 9:00 a.m. - 12:00 noon

PC2-1 Rethinking Research with Human Subjects
Dale Hammerschmidt, University of Minnesota, Minnesota
Nolte Room

A nationally recognized expert on human subjects research, Dr. Hammerschmidt will speak about 1) where oversight came from historically and where the IRB fits in overall, 2) informed consent as an ethical construct, comparing it with informed consent as a regulatory requirement, 3) the changing perspectives on confidentiality, risks, and protections, and 4) the changing views on inclusiveness with children and women as research subjects. Following the presentation, participants will review concrete examples of consent forms that address the changing concerns.

Lunch Break between Workshops
(see restaurant list in program for local restaurants)
Monday, 12:00 noon – 2:00 p.m.

Post-Conference Workshop: Description and Location
Monday, 2:00 – 5:00 p.m.

PC2-2 Assessing Moral Judgment with the New Indices of the DIT
Christyan Mitchell, University of Minnesota, Minnesota
Nolte Room

This workshop will parallel the material covered in “Exploring Moral Judgment: A technical manual for the Defining Issues Test” (Rest, Narvaez, Mitchell, Thoma, available from the Center for the Study of Ethical Development). The primary goal of the workshop is to enable researchers to explore the facets of moral judgment using the Defining Issues Test (DIT). Recent developments in the scoring service of the DIT provide a researcher with almost 50 variables per subject and various ways to approach the analysis of their results. The workshop will include a basic demonstration of how to transfer this information to meaningful SPSS files, a description of the various new indices, and how each index may be used in future moral judgment research.
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