ASSOCIATION FOR MORAL EDUCATION

30th Annual Conference, 2004
Dana Point, California, USA

Moral Education:
The Intersection of Ethics, Aesthetics and Social Justice.

Conference Chair:
Tom Wilson, Chapman University

Program Chair:
Suzanne SooHoo, Chapman University

Educators' Saturday Special Day Chair:
Anaida Colon-Muniz, Chapman University

www.amenetwork.org/conferences/ame2004
Chapman University, School of Education
Orange, California, USA

Sponsors of the 30th Annual Conference of The Association for Moral Education

- Co-sponsoring, Supporting Organizations -

We are proud to acknowledge the following organizations whose generous support and partnership have made this conference possible!

Antioch University, Los Angeles
California Association for Bilingual Education
Center for Language Minority Education and Research, Long Beach, CA
College of Education and Integrative Studies, California State Polytechnic College, Pomona, CA
College of Human Development and Community Service (including the School of Education), California State University, Fullerton, CA
College of Humanities and Social Sciences, California State University, Fullerton, CA
Constitutional Rights Foundation, Los Angeles, CA
Curriculum and Instruction Division, Los Angeles County Office of Education
Graziadio School of Business and Management, Pepperdine University, Los Angeles, CA
Institute for Democracy in Education, Ohio University, Athens, OH
Los Amigos
Paulo Freire Democratic Project, Chapman University, Orange, CA
Peace Studies Program, Chapman University
Project Connect, Chapman University, Orange, CA
Social and Public Arts Resource Center (SPARC)
Teacher Education Department, University of Arizona, Sierra Vista
The John Dewey Society for the Study of Education and Culture
Veterans for Peace
Vietnam Veterans Against the War
CONFERENCE OVERVIEW

The general focus of the conference is, as in previous years, on moral education and development. The 2004 AME Conference will additionally examine the relationships among ethics, aesthetics and social justice.

The conference program includes proposals from both scholars and practitioners from across the disciplines of psychology, sociology, social psychology, philosophy, cultural studies, history and social studies, critical theory, education, economics, and the arts, to name a few.

Of particular interest is the attention paid to the challenge of action. How may we stimulate and expand our consciousness and conscience about the relationship of our work to the dangers that face us? How may we, as individuals, and an organization, contribute to the alleviation of the grave unfairness and injustice characterizing our times?

The conference offers contributions in many forms to meet these challenges. They include: plenary sessions; symposia; workshops; paper presentations; poster sessions; panel discussions; and round-table discussions presented by scholars, practicing educators, community advocacy groups, and parents and students, (from 3rd grade through Doctoral candidates).

In addition, the Paulo Freire Democratic Project [PFDP] from within the Chapman University School of Education has folded its annual Social Justice Conference into the AME conference program. The PFDP will award its annual Social Justice award during the conference, and has collaborated with the California Association of Bilingual Education (CABE) in developing a special Saturday program with the theme “Educational Justice: Equity, Fairness, Language Access and Accountability.” This program draws from the experience of K-12 teachers and students engaged in work in social justice, with special emphasis on student efforts, especially in the domain of English Language Learners. Proposals were accepted by the AME Conference panel and are consistent with the over-all program theme: the intersection of ethics, aesthetics and social justice, thus providing meaningful interaction between AME and K-12 participants.

The program has been designed to encourage attendance from the working public and K-12 educators. Sessions believed to be of particular interest to these groups have been scheduled from 4:00pm, as much as possible. Half-day fees are provided, (see Registration Form, on-line).

Some 190 submissions from 23 countries and 29 states from within the United States are represented in the four-day program, representing a broad range of perspectives in strands as diverse as:

- Democratic Education
- Critical Theory/Cultural Studies
- Peace Education
- Elements of Moral Development
- Measuring Moral Judgment
- Character & Religious Impulse
- Care & Honor Code
- Resisting Militarization of American Schools
- Professional/Business Ethics

- Critical Theory/Cultural Studies
- Measuring Moral Judgment
- Integrating Character
- Aesthetics, Spirituality & Secular Ethics
- Economics/Capitalism
- Fostering Moral Virtue
- Predicting Moral Reasoning
- Spirituality & Religion
- Economics/Capitalism
- Moral Development/Identity
- Influence of Moral Development on Peacemaking
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<tr>
<td>Wednesday, November 10</td>
<td>8:00 - 5:00</td>
<td>Registration</td>
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<td>9:00 - 12:00</td>
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<td>Executive Board Meeting</td>
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<td>4:00 - 6:00</td>
<td>Workshops #1, 2, 5, 6, 7, 8 &amp; 9</td>
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<td>7:00 - 7:45</td>
<td>Plenary: Rubén Martínez</td>
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<td>7:45 - 9:30</td>
<td>Symposium: The Cost of Moral Courage</td>
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<tr>
<td>Thursday, November 11</td>
<td>8:00 - 5:00</td>
<td>Daily Registration</td>
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<td>9:00 - 10:30</td>
<td>Opening ceremony</td>
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<td>10:30 - 11:45</td>
<td>Plenary: Judy Baca/Kohlberg Memorial Lecture</td>
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<td>11:45 - 1:00</td>
<td>Lunch</td>
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<td>1:00 - 2:15</td>
<td>Symposia &amp; Paper Presentations</td>
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<td>2:15 - 2:30</td>
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<td>Plenary: Marjorie Kelly</td>
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<td>3:45 - 4:00</td>
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<td>4:00 - 9:00</td>
<td>Workshop #4</td>
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<td>Symposia &amp; Paper Presentations</td>
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<td>7:00 - 9:00</td>
<td>Awards Ceremony: Gift of Time, and PFDP Social Justice / Welcoming Reception</td>
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<td>Friday, November 12</td>
<td>8:00 - 5:00</td>
<td>Daily Registration</td>
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<td>9:00 - 10:15</td>
<td>Symposia &amp; Paper Presentations</td>
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<td>10:15 - 10:30</td>
<td>Break</td>
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<td>10:30 - 11:45</td>
<td>Plenary: Garrett Duncan</td>
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<td>11:45 - 1:00</td>
<td>Lunch &amp; Roundtable/Discussions</td>
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<td>2:30 - 3:45</td>
<td>Plenary: Benjamin Barber</td>
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<td>3:45 - 4:00</td>
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<td>Break</td>
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<td>6:30 - 8:00</td>
<td>Poster Session - concurrent with President’s Reception sponsored by Antioch University, Los Angeles Poets/Music/Dance</td>
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<td>8:00 - 9:30</td>
<td>JME Editorial Board meeting</td>
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<td>JME Editorial Board meeting</td>
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<tr>
<td>Saturday, November 13</td>
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<td>10:30 - 11:45</td>
<td>Plenary: Alma Flor Ada</td>
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<td>Lunch &amp; Roundtable/Poster Discussions</td>
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<td>Break</td>
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<td>2:30 - 4:45</td>
<td>Interactive Plenary: Donaldo Macedo and Peter McLaren</td>
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<td>4:45 - 5:00</td>
<td>Break</td>
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<td>5:00 - 6:00</td>
<td>AME Community Meeting</td>
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<td>6:00 - 7:00</td>
<td>Break</td>
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<td>7:00 - 9:00</td>
<td>Plenary: Daniel Ellsberg with Peter McLaren</td>
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<td>Sunday, November 14</td>
<td>6:30 am - 10:00</td>
<td>Executive Board Meeting</td>
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<td>To Be Decided</td>
<td>Ad Hoc Sessions - Conference Experiences</td>
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## PROGRAM SCHEDULE - WEDNESDAY, NOVEMBER 10, 2004

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<tr>
<td>8:00 – 5:00</td>
<td>Registration &amp; check-in</td>
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<tr>
<td>9:00 – 3:00</td>
<td>WORKSHOP # 3</td>
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<td>12:00 – 3:00</td>
<td>AME Executive Board Meeting</td>
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<td>Location: Dana 7</td>
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<td>4:00 – 6:00</td>
<td>WORKSHOPS # 1, 2, 5, 6, 7, 8, 9</td>
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<td>7:00 – 7:45</td>
<td>Plenary Speaker: Ruebén Martínez, 2004 MacArthur Foundation Fellow</td>
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<td>Introduced by Gigi Brignoni, Chapman University</td>
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<td>Delores Huerta, United Farm Workers of America (UFW) (Invited)</td>
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<td>Location: Ballroom I – III</td>
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### Type Session: Invited Symposia

**"The Costs of Moral Courage: Truth-telling and its Consequences"**

The invited and conference opening symposia is entitled *The Costs of Moral Courage: Truth-telling and its Consequences*. Co-sponsored by Veterans for Peace, and moderated by Professor Paul Saint-Amand, SUNY, Potsdam, and Dan Kelly, Chapman University, the panel focuses on the costs of moral courage as illustrated by the experience of three individuals whose deliberate actions overcame their fear of consequences. Panel members include Anne Wright, Col., USA, Ret., a senior US Diplomat who resigned her post to protest the current American administration’s policies in Iraq, North Korea, and Israel/Palestine and its impingement on civil liberties; the Reverend Dorothy Mackey, a former US Air Force officer, raped and sexually abused, who stepped forward to report a systemic problem in the military services that continues unabated as a nation honors some of the very military leaders who cover up this abuse; and Dennis Stout, who, as a young US Army officer witnessed atrocities committed in Vietnam over 35 years ago and has committed to bring those responsible to justice.

**Location:** Ballroom IV Meeting Room

## PROGRAM SCHEDULE - THURSDAY, NOVEMBER 11, 2004

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<th>Time</th>
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<tr>
<td>8:00 – 5:00</td>
<td>Registration / Pre-function Area</td>
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<tr>
<td>9:00 – 10:30</td>
<td>Welcome Ceremonies</td>
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<td>AME President Steve Thoma and Chapman University Provost Ham Shirvani</td>
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<td>Welcoming Address</td>
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<td>Community Building – Social and Public Art Resource Center (SPARC)</td>
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<td>Location: Ballroom I – III</td>
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<tr>
<td>10:30 – 12:00</td>
<td>Kohlberg Memorial Lecture: Judy Baca</td>
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<td>Introduced by Cheryl Armon, Antioch University, Los Angeles</td>
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<td>Title: &quot;Visual Literacy and the Arts as Social Transformation.&quot;</td>
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<td>Location: Ballroom I – III</td>
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<td>12:00 – 1:00</td>
<td>Lunch Break</td>
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<td>1:00 – 2:15</td>
<td>THURSDAY WORKING SESSIONS:</td>
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### Type Session: Symposium

**Session Topic/Domain:** Psychology/ Moral Development

**"Three Views on the Development of Moral Character"**
Author(s): Dan Lapsley, Teacher's College, Ball State University; Darcia Narvaez, University of Notre Dame; Marilyn Watson, Developmental Studies Center

Abstract: The development of moral character has been a traditional concern of parents and educators alike. Yet the notion of character has lacked clear psychological grounding. It is a concept with little theoretical meaning in contemporary psychology. In the last decade there has been a remarkable resurgence of interest in studying moral rationality within the broad context of personality, selfhood and identity. This symposium explores the literatures on attachment theory, event representations and autobiographical memory, and expert know-how for their possible contributions to a developmental grounding of moral character that is compatible with the best insights of developmental science.

Location: Dana 1 Meeting Room

1:00 - 2:15 THURSDAY

Type Session: Symposium / Panel Discussion
Session Topic/Domain: Critical Pedagogy / Values / Teacher Development

"Points of Transformation: Shifting Teacher Candidate Identity-Perceptions and Values of Human Dignity, Place, and Tolerance"

Authors: Cheryl Armon, Isabel Aguirre, Grace Arnold, Antioch University, Los Angeles

Abstract: An iterative reflective process across the graduate curriculum for training elementary educators to become reflective, ethical problem solvers capable of leading their students to those skills is discussed. Narrative written reflections are developed by candidates as they progress through the curriculum. Those reflective writings, as candidates study and discuss schooling, philosophy, language, culture, pedagogy, developmental theory, and mediation, have been found to lead them to what we characterize as Points of Transformation. Reflections are written in the context of culture, class and school experience and have been found to lead to these Points of Transformation in which teacher-candidates experience shifts in self-perceptions in relation to issues of discrimination and identity. This panel will present excerpts from such written narratives, presented by their authors who will describe their own transformative experiences through this process. Dialog with the audience will explore ways in which this process can enhance these kinds of experiences in ourselves and our students.

Location: Dana 2 Meeting Room

1:00 - 2:15 THURSDAY

Type Session: Symposium
Session Topic/Domain: Peace / Holocaust Studies

"Adult Developmental Approaches to Terrorism and Its Leaders."

Authors: Michael Lamport-Commons and Eric Andrew Goodheart, Harvard Medical School and Dare Institute; Lucas Alexander Haley Commons-Miller, University of California, Irvine; Justin Sinclair and Alice LoCicero, Suffolk University; Sara N. Ross, Integral Institute

Abstract: This symposium addresses adult developmental approaches to terrorism and its leaders. Does government building fail and terrorism result when developmental stages of governance and economics are skipped? Does speciation of Superions from Humans, lead to species cleansing of Humans, the ultimate form of terror and genocide? How does an adult developmental perspective of Osama bin Laden's leadership inform us about the development of terrorism? And finally, what is the case for Integral developmental methodologies in democratization research?

Location: Dana 3 Meeting Room

1:00 - 2:15 THURSDAY

Type Session: Follow-on Conversations with Judi Bacca
Session Topic/Domain: Arts & Social Justice

Follow-on conversations with Judi Bacca from Plenary Session time reserved for individual & group discussion of ideas, projects & thoughts about art as a means of self-and social transformation, a catalyst for social justice.

Location: Ballroom IV Meeting room

1:00 - 2:15 THURSDAY

Type Session: Symposium
Session Topic/Domain: Democratic Education
"Crossing Borders in the Search for the Roots of Tolerance"

Authors: Robert Selman, Harvard School of Education and Harvard Medical School; Christine Riegel, Department für Erziehungswissenschaften, Universität Fribourg, Switzerland; Ronnie Blakney, Universität Fribourg, Switzerland; Sigrun Adalbjarnardottir, University of Iceland, Iceland; Yayou Watanabe, Hosei University, Tokyo, Japan; Dennis Barr, Facing History and Ourselves; Margot Strom, Facing History and Ourselves; Leticia Braga, (Brazil, S.A.), Harvard Graduate School of Education; Helen Hastie, Bath University, Bath England; Rosario Jaramillo, Ministerio Educación Nacional, Bogotá, Colombia.

Abstract: This symposium will focus on international perspectives on the roots and promotion of tolerance, and on how that knowledge base can inform both educational practices, primarily in schools. In order to promote education in the domain of intergroup relations that utilizes the knowledge base on the promotion of social awareness and tolerance in youth, the social strategies to support youth citizenship, and the political will to influence educational policies to the fullest extent, we will discuss how international centers for the participation of practitioners, researchers and human rights advocates can be designed, implemented and funded.

Location: Lantern 3 Meeting room

1:00 – 2:15 THURSDAY

Type Session: Paper Presentations
Session Topic/Domain: Business & Professional Ethics

I. “Screenwriting With a Conscience: Ethics for Screenwriters.”

Author: Marilyn Beker, Screenwriting Program Coordinator, Loyola Marymount University

Abstract: Rationale and practical techniques for teaching students how to write ethically in a popular medium and how to actively incorporate social justice themes into their creative work.

II. “Developing Prospective Teachers’ Professional Ethics through Reflection when Preparing an Assignment.”

Author: Neva Maslowky, School of Education, Bar Ilan University, Israel

Abstract: The aim of the study was to assess the learning processes of 33 prospective history teachers as they prepared their assignment in a “Testing and Assessment” course. It examined their knowledge, pedagogical reflections and the process of developing their professional ethics through written reflections. The content analysis shows various and multidimensional responses regarding choice of topics; stages in the preparation; sources of information; expressions of students’ thoughts and feelings; and relations to positive and negative aspects. Through the process of thinking about their actions and developing critical thinking and assessment, their professional ethics were constructed.

III. “Overcoming Psychological and Socio-Contextual Obstacles to Moral to Leadership.”

Authors: Dawn E. Schrader, Department of Education, Cornell University, John C. Pijanowski, Tompkins Cortland Community College

Abstract: Leaders in educational settings often fail to live up to their obligations to provide positive moral, social and intellectual direction to students, staff, and community members by engaging in unacceptable behaviors such as drinking, drugs or sexual misconduct, or condoning/ignoring violence in their schools. What can change the situation, and how current and future administrators ethically lead in educational communities? We distinguish leadership and moral leadership, identify psychological and social-contextual obstacles to moral decision-making, moral action, and moral leadership, and propose an “ideal type” of moral leadership. We conclude by discussing strategies for use in pre-professional and continuing educational programs that help overcome these obstacles and foster moral leadership.

Location: Pacific Room

1:00 – 2:15 THURSDAY

Type Session: Symposium
Session Topic/Domain: Moral Formation / Civic Responsibility / Moral Virtue

“Racism, Fear, And Other Moral Challenges Of Teaching For A Democratic Society”

Abstract: Despite a public discourse on education that is largely restricted to narrowly academic matters, most educators and educational researchers are acutely aware of the substantive difference schooling can make in their students’ identity development, moral formation, and sense of civic responsibility. We contend that placing emphasis primarily on curriculum and/or on teachers’ roles in these processes obscures relational dimensions of teaching that are critical for the promotion of civic responsibility in students. With regard to racial justice and racial equality, the centrality of relationship in student/teacher interactions cannot be overstated. We begin with the premise that human development is a relational process; thus, the need to consider closely what teachers can do to promote healthy development of students’ moral lives and racial/ethnic identities. This focus is the particular significance of the work presented here. By taking a relational perspective
we widen the lens on moral and identity development and shed additional light on a critical purpose of schooling in and for a democratic society.

Individual presenter titles:

Lead Author: Mary Casey, Harvard University
Why are so many teachers afraid to talk about race? Adolescents talk about goodness and race in relationships with teachers

Aundra Saa Meroe, Teachers College, Columbia University:
What am I worth? Racial identity, teacher expectations, and academic performance: Teaching as moral engagement

Barbara Stengel, Millersville University:
Teachers’ moral vision and students’ moral identity

Tracey Weis, Millersville University:
Pre-service urban teachers wrestle with race: Moral challenge(s)

Location: Dana 6 Meeting Room

1:00 - 2:15 THURSDAY

Type Session: Paper Presentations
Session Topic/Domain: Democratic Education

I. “Is Kohlberg’s Just Community Pertinent To Our Pluralistic World?”
Author: Stephen Chow, Harvard University
Abstract: Our present-day education system is confronted with a new challenge - to develop our students’ moral competence in tackling real life situations that involve pluralistic and diverse voices. Kohlberg’s Just Community provides educators with significant insights into the development of effective moral education programs in our pluralistic world. Students educated with the democratic polity of the Just Community will learn the skills it;~identifying common ground for further moral dialogues and conflict resolutions, respecting the independence of conflicting moral norms and codes. Just Community gives a promising approach to foster our students’ moral development in a pluralistic environment.

II. “Kantian Aesthetics, and Moral Education in a Global Context”
Author: Pradeep A. Dhillon, University of Illinois, Urbana-Champaign
Abstract: Increasingly, critical theorists and educational philosophers turn to The Critique of Judgment to maintain their critical attitude towards progress without falling into despair. This return to Kant, however, entails maintaining a distinction between aesthetics and the philosophy of art; a distinction erased by Hegel and in much of the philosophical literature since. This unapologetic re-turn to Kantian aesthetics, I will argue, facilitates a moral educational adventure within a global context. Worthy of note, is the significance of imagination—aesthetics—in moral education.

Location: Dana 7 Meeting Room

1:00 - 2:15 THURSDAY

Type Session: Paper Presentations
Session Topic/Domain: Cross-cultural Contexts of Morality

I. “Social Disorder in the Transition from Traditional to Modern Society.”
Author: Frederick M. Gordon, Institute for Work Democracy, Boston, MA
Abstract: The transition from traditional societies—based on personal relations and paternalistic authority—to modern societies—based on rights and impersonal criteria of entitlement—is often difficult and precarious. This paper cites research to argue that each social type represents a stable way of organizing personality in a social structure which supports and expresses it. Between the traditional and the modern, though, integration fails, nothing fits, and both personality and social structures often become unstable and disordered, and violent. It is important to understand the socio-moral dynamic of modernization in order to avoid inflaming its violence and increasing its disorder.

II. “Moral Reasoning Development and Moral Orientation in Bosnian Youth.”
Authors: Andrew Garrod, Dept of Education, Dartmouth College
Allan Klinge, Dartmouth College
January Moul, Dartmouth College
Abstract: With sixty teenagers from war-ravaged Bosnia and Herzegovina, this study examined the cross cultural applicability of Kohlberg's moral reasoning stages and of Gilligan's real life dilemmas. Our research explored performance on these two psychological tasks against the backdrop of the recent war in the former Yugoslavia. Participants' creation of real life dilemmas that centered on the realities of war showed how their moral decision-making and worldview had been influenced
by ethnic conflict and the turmoil they experienced firsthand during a pivotal time of their development.

III. "Judgments About Family Honor Practices Among Indian-Americans"

Author: Adam Mitchell-Kay, University of California, Berkeley

Abstract: The study examined reasoning about family honor. Contrary to previous positions, family honor is neither a prototypical element of a moral code, nor a euphemism for patriarchy, but is proposed to be a multifaceted concept incorporating interrelated moral and conventional features. 1st generation Indian-Americans were interviewed about family honor practices (e.g. arranged marriage, premartial sex). Questions elicited judgments and justifications that conformed to moral or conventional criteria as outlined in domain theory. Preliminary results suggest the protection of family honor is judged morally, but only when certain conventional beliefs about family practices are held. Implications for moral psychology are discussed.

Location: Dana 8 Meeting Room

1:00 – 2:15 THURSDAY

Type Session: Paper Presentations

Session Topic/Domain: Collegial Outcomes

I. "Forgiveness Education for College Students with Insecure Attachment."

Author: Eun-Seol Kim, University of Wisconsin at Madison

Abstract: This study investigates whether the college students with insecure attachment who have learned forgiveness as morality would experience greater gains on psychological well-being than students who have not. Research in attachment theory has confirmed the significant association between insecure attachment and low self-esteem, poor social competence, and high depression. Besides, forgiveness education programs based on Enright's forgiveness model have been proved their positive effects on individuals' psychological functioning. This study used an eight-week program of forgiveness education with 16 female college students. The results showed that forgiveness education could contribute to changing individual attachment patterns and improving psychological functioning.

II. "Educating For Moral and Civic Identity"

Authors: F. Clark Power, Program of Liberal Studies, University of Notre Dame
         Ann Marie R. Power, Center for Ethical Education and Development, University of Notre Dame
         Nicole M. LaVoit, Center for Ethical Education and Development, University of Notre Dame

Abstract: In recent years, moral developmentalists have been giving increased attention to the influence that factors related to the self have on moral behavior (e.g., Arnold, 1993; Blasi, 1993; Higgins, 1995). Data gathered from a college student sample suggests that civic engagement demands a particular kind of moral self, a moral self oriented to the common good. Discussing the implications of this finding for education, we suggest specific ways of providing experiences that foster social connection and social responsibility.

Location: Catalina Meeting Room

1:00 – 2:15 THURSDAY

Type Session: Symposium

Session Topic/Domain: Gender Studies

"Appropriating Gender, Creating Identities: Toward an Education for Liberation"

Authors: Lyn Mikel Brown, Education Program, Colby College
         Sharon Lamb, Saint Michael's College
         Mark Tappan, Colby College

Abstract: This symposium is designed to interrogate simplistic notions of the impact of culture on girls' and boys' identity development. Considering and questioning the processes of both internalized oppression and internalized domination, these papers provide a critical analysis of the ways girls and boys appropriate dominant cultural views of gender that create boundaries around and limits to their emotional, psychological and moral development. Each of these papers also offers suggestions for ways in which educators, parents, and other adults can respond to the struggles faced by both girls and boys. Ultimately, all three papers suggest that the potential for transformation lies in encouraging youth to develop a critical, liberatory relationship to culture.

Location: Capistrano Meeting Room

1:00 – 2:15 THURSDAY

Type Session: Paper Presentations

Session Topic/Domain: Moral Values / Ethics of Virtue / Sex Education
I. "Sex Education and Ideals."

Authors: Doret J. de Ruyter, Vrije Universiteit Amsterdam, The Netherlands
         Ben Spiecker, Vrije Universiteit Amsterdam, The Netherlands

Abstract: This paper discusses sex education in the private domain and particularly what the position of ideals might be. We will argue that parents have two kinds of duties with regard to the development of their children's virtues and their aspiration of ideals. Parents have a duty to raise children to become persons who have an aspiration to do their duty for moral reasons. With regard to non-moral sexual ideals, parents should give children the freedom to explore which sexual preferences they have as well as assist their children to develop the capacities to reflect upon these critically in order to discover which of the preferences they truly endorse as being an image of a person they would like to be.

II. "Sex Education Founded in an Ethics of Principle and an Ethics of Virtue."

Authors: Jan Steutel, Vrije Universiteit Amsterdam Amsterdam, The Netherlands
         Ben Spiecker, Vrije Universiteit Amsterdam Amsterdam, The Netherlands

Abstract: Taking sex education as an example, this paper argues that an ethics of principle and an ethics of virtue can be combined into one coherent ethical view. A (public) morality of principle, especially the principle of mutual consent, should be taken as the primary moral component of sex education. But because the moral guidance offered by such an ethics is rather limited, additional guidance is needed, which may be offered by a (private) virtue ethics, as a secondary moral component of sex education. With reference to Michael Slote's virtue ethics of caring, the relationship between these two forms of sexual ethics will be spelled out.

Location: Lantern 2 Meeting Room

1:00 – 2:15 THURSDAY

Type Session: Paper Presentations
Session Topic/Domain: Cross-cultural Contexts of Morality

I. "Comprehending Moral and Practical Themes among Native and European Americans."

Author: Tonia Bock, Saint Thomas University, MN

Abstract: The use of stories to teach character is popular among educators, yet little is known about student comprehension of these stories (Leming, 2000). An important factor that may influence comprehension of stories and story themes is culture. The purpose of this study was to examine the extent to which children from a Native American culture understand U.S. mainstream-based stories in the same way that European American children do. Native and European American students in grades 4 through 8 read eight short stories and identified the best theme from a list of choices. Four of the stories had moral themes involving social cooperation, and four others had practical themes involving prudence. Several differences were found between the two groups of students, which have important educational implications.

II. "Justice, Caring and Discipline: An Ethnography Research on Moral Life and Atmosphere in Taiwan's two Schools"

Author: (Angela) Chi-Ming Lee, Department of Civic Education and Leadership, National Taiwan Normal University

Abstract: This study is based on the ideas of "civil society" and "just community" central to the modern theory of civic and moral education. One elementary school and one junior high school in Taiwan were chosen to examine the school moral life and atmosphere. The purposes of this study are as follows: to explore the rationale and principles of moral life and atmosphere; to investigate the moral life and atmosphere in Taiwan elementary and junior schools through ethnography research methods including observation, interviews and surveys; to critique and reflect on the status quo of school moral life and atmosphere in Taiwan, and to recommend some suggestions for other countries in building their own moral schools. There are three main conclusions: justice, caring and discipline in moral life and atmosphere are clearly evident in Taiwan's schools; these characteristics exist at different levels of education and school curriculum; finally, there is much harmony existed in the moral life and atmosphere of both cases, but lacking of the atmosphere of active democratic participation. Based on these conclusions, recommendations will be made on the theory and practice of moral curriculum.

III. "The Ethical Heart of Ethnic Schooling."

Author: Jason Nelson, University of Washington

Abstract: What do you do when the offerings of formal educational systems are not enough to meet the needs and desires of your ethnic community and heritage? One solution is to establish a community-based, ethnically focused supplemental program, an 'ethnic school.' This research explores the moral and ethical questions that can be both posed and answered by ethnico-cultural groups who adopt this solution to address what is lacking in the broader school system.

Location: Lantern 1 Meeting Room

2:15 – 2:30 BREAK
2:30 – 3:45  PLENARY ADDRESS:
Speaker: Marjorie Kelly, Co-founder & Editor, Business Ethics
Introduced by David Gomez, Pepperdine University
Title: Creating the Moral Economy: The Role of Educators
Location: Dana Ballroom IV

4:00 – 5:45 SYMPOSIUM – EXTENDED SESSION / HOLOCAUST STUDIES

Type Session: Symposium (Extended Time Session – ending 5:45)
Session Topic/Domain: Cultural Studies

“Race-ing Moral Formation: African American Voices on Care and Justice”

Authors: Lee, Hyo-Seon, Kangnam University, South Korea

Abstract: This symposium will focus on autobiographies which were written in Germany in 1934, respectively in 1939. The motives for the generation of these texts were two ‘prize competitions’. The first competition was inaugurated by Theodore Abel in 1934 under the heading ‘For the best personal life history of an adherent of the Hitler movement’. The second prize contest was started in 1939 under the heading ‘My life in Germany before and after January 30, 1933’ by a committee from Harvard University. For our symposium we selected female participants only, and we are interested in results concerning the morality (the moral development) of these women. The analyses will be done with recourse to qualitative research methods.

Papers:

1. The moral self – Bakhtin and the reading of autobiographies (Nicole Welter)
2. ‘Outside life is going on...’ Moral development in prison (Wiebke Lohfeld)
3. Misrecognition – A cause for joining the Nazi-movement? (Detlef Garz and Ursula Blömer)
4. Reconstruction of biographical developments and resources concerning a Jewish woman (Sylke Bartmann and Hyo-Seon Lee)

Location: Dana 6 Meeting Room
Authors: John Snarey (co-chair), Emory University
           Vanessa Siddle Walker (co-chair), Emory University
           Garrett Albert Duncan, Dept. of Education, Washington University--St. Louis
           Edward P. St. John, Indiana Education Policy Center, University of Indiana
           Joseph P. Caday, Division of Educational Studies, Emory University
           Jennifer E. Oldfield, Graduate School of Education, UCLA
           Marquita Jackson-Minot, Division of Educational Studies, Emory University
           Carla Monroe, Division of Educational Studies, Emory University
           Brian Williams, Division of Educational Studies, Emory University

Abstract: This symposium explores the role of race in moral formation and the contribution of African American voices to moral education. Welcoming African American voices into the center of the moral development and education conversation will change how we understand justice and care formation. Care and justice, from an African American perspective, cannot be dichotomized or simply reduced to one voice. Specific topics include the play of voices among Black adolescents, justice and care in post-desegregated schools, crime and punishment in inner-city classrooms, and the primary values and developing virtues of African American ethics.

Location: Dana 8 Meeting Room

4:00 – 5:15 THURSDAY

Type Session: Symposium
Session Topic/Domain: Approaches to Critical Assessment

I. "The Moral Dilemma Resulting from a Critical Approach to Assessment"

Authors: Sally Thomas, Chapman University
           Joel Monge, Family Solutions Collaborative

Abstract: This session will describe the collision of a critical approach to assessment - empowering for children, families and teachers, a conservative school district, and a university which espouses progressive values. Participants will help us consider the complexities of the moral issues involved. These certainly have further implications for our work as social justice educators.

II. State Accountability Testing:

   "An Inherently Cruel Exercise in Irrelevance in the Special Education Paradigm: Subjecting Children with Disabilities and Their Parents to Social Injustice and Indignity."

Author: Daniel Kelly, Chapman University

Abstract: There is a plethora of argument questioning the efficacy of standardized accountability-testing in terms of shortcomings vis-a-vis instructional standards; testing intrusion into delivery of instruction; stress on mainstream students; the high risk of misinterpretation of published results; and political gerrymandering of results to justify private school vouchers at the expense of public education. These issues have been debated at length. There is a dearth of discussion surrounding the efficacy of such testing of students with disabilities. This paper will present arguments for exempting students with disabilities from such testing, and make the case that current policies perpetuate an unconscionably cruel and meaningless social injustice.

Location: Dana 3 Meeting Room

4:00 – 5:15 THURSDAY

Type Session: Guest Presentation
Session Topic/Domain: Democratic Education

"Shalhevet High School - A Kohlbergian Approach to Moral Education
The Democratic Just Community and Moral Dilemma Discussions"

Presenters: Jerry Friedman, Sam Gomberg, Shalhevet High School

Abstract: Shalhevet High School has put into practice the theory and research of Dr. Lawrence Kohlberg (Harvard University) with a strong pedagogical assist from the curriculum work of Dr. Edwin (Ted) Fenton (Carnegie Mellon University). Each Thursday morning the Shalhevet Community gathers for its weekly Town Hall meeting where issues of fairness and justice are discussed from a variety of moral reasoning stages and social perspectives. As students exit Town Hall they might face a moral dilemma discussion embedded in one or more of Dr. Fenton's English, social studies, science, Hebrew Bible, Talmud, Jewish History and Philosophy classes. Come and let's talk about the Shalhevet experiment in moral and civic education.

Location: Catalina Meeting Room

4:00 – 5:15 THURSDAY

Type Session: Paper Presentations
Session Topic/Domain: Moral Judgment / Development
I. "Predicting Dogmatism: The Role of Moral Judgment and Personal Epistemology"

Authors: H. Michael Crowson and Teresa K. DeBacker, The University of Oklahoma

Abstract: We examined the relative contributions of moral judgment development (MJD), personal epistemology, and political ideology to the prediction of dogmatism. Unlike previous studies where dogmatism was measured using Rokeach's Dogmatism Scale, Altemeyer's (2002) DOG scale was used in our analyses. Zero-order correlations indicated that individuals who hold more dogmatic views tend to score lower on the DIT-2 (a measure of MJD) and higher on measures reflecting simplistic knowledge conceptions. Dogmatists also tended to identify themselves as politically conservative. Significant predictors in our hierarchical regression analysis included MJD and belief in certain knowledge. Implications for moral research will be provided.

II. "Socio-cognitive Conflicts, Real-Life Dilemma Type, And Moral Judgment Development."

Authors: Klaus Helkama, University of Helsinki, Finland
Merja Ikonen-Varila, University of Helsinki, Finland
Lisa Myrky, University of Helsinki, Finland
Solei Juujärvi, Laurea Polytechnic, Espoo, Finland

Abstract: The New Genevan School (Doise, Mugny, Perret-Clermont) experimentally demonstrated the powerful role of socio-cognitive conflict in cognitive development. An analysis of real-life dilemmas reported by 57 college students in terms of the levels of Ethic of Care (Skoe) and stage of justice reasoning (Kohlberg) suggested the following hypotheses: (a) dilemmas involving low perceived socio-cognitive conflict (PSCC) (resistance to temptation in the Work & Krebs model) evoke lower developmental levels of care and justice reasoning than do dilemmas involving high PSCC (social pressure and conflicting demands), and (b) there is a lot of discrepancy between real-life and hypothetical dilemmas for low PSCC dilemmas but none for the high PSCC ones. By the time of the conference, these hypotheses will be examined using other samples and other measures of structural development (integrative complexity).

Location: Dana 1 Meeting Room

4:00 – 5:15 THURSDAY

Type Session: Paper Presentations
Session Topic/Domain: Professional and College Student Ethics

I. "Online Dilemma Discussion: Real-Life versus Hypothetical Dilemmas"

Authors: Rhoda Cummings, University of Nevada

Abstract: This paper describes the use of online moral dilemma discussion to stimulate moral reasoning in undergraduate education students. Two groups of teacher education students (elementary and secondary) read and responded to moral dilemmas via an online bulletin board. One group discussed real-life moral dilemmas; another group discussed Kohlbergian hypothetical moral dilemmas. Preliminary analyses suggest that students who discussed hypothetical dilemmas demonstrated higher levels of moral reasoning than students who discussed real-life dilemmas.

II. "Learned from a Professional Ethics On Line Course: A Rational Discussion about Ethical Issues."

Author: Florina Arredondo, Centro de Valores Éticos, ITCM Campus, Monterrey Mexico

Abstract: Mexican culture tends to be more emotional than rational in our daily discussions, and when the emotionally comes in, the rationality of the discussion goes out. The Professional Ethics On-Line course is based on case study. Since the student needs to write down his/her arguments and share them in a public forum, he/she has to think thoroughly about his/her point of view and tell the others if he/she agrees or disagrees with the others' solution and arguments, the students need to be tolerant and respectful. On-line experience opens up new opportunities for the traditional Professional Ethics course.

Location: Dana 2 Meeting Room

4:00 – 5:15 THURSDAY

Type Session: Paper Presentations
Session Topic/Domain: Spirituality / Religion

I. "Character and Community in Jesuit Education."

Author: Susana Frisancho, Universidad Antonio Ruiz de Montoya, Lima Peru

Abstract: 60 teachers, male and female, from eight Jesuit related high schools from four cities of Peru were interviewed about their vision of moral education, their understanding of character and community and their satisfaction with the moral atmosphere of the schools where they work. This data was analyzed taking into account the characteristics of Jesuit education and its view of community and character.

II. Moral Development, Orthodoxy and Empathy: A 10-year longitudinal follow-up of Christian Liberal Arts College Graduates
Authors: Steven P. McNeal, Professor of Psychology, Bethel College.  
Mirjam Fauth, Department of Psychology, Bethel College.

Abstract: As a result of the seemingly growing decline of values among youths, politicians in Germany demand value education in schools, hoping that students solve their conflicts peacefully and not by force. However, social conditions do not work as such but only by their individual perception, and if students hold their schools as unimportant, best shaped social conditions do not become a moral atmosphere. The paper will analyze the relationship between social environment, its subjective importance and moral development. On top of this, assumptions concerning the way to support students' moral development in business-schools are pointed out.

III. “Character Education and the Religious Impulse: Historical and contemporary perspectives.”

Author: James S. Leming, Saginaw Valley State University

Abstract: At the turn of the 20th century simultaneous trends resulted in a conundrum for many of the advocates for moral education who believed that religious belief provided the only sure knowledge of the good and the only compelling motivation for doing the good. How this conflict was worked out will be illustrated from the historical record. The paper will close with findings from interviews with three individuals that were highly influential in development of the current character education movement. These individuals hold deep religious convictions, yet have scrupulously avoided featuring religion in their advocacy. Their perspectives will be compared with the earlier accommodation between religion and character education used to illustrate the continuing struggle (and compromises and accommodations) between the religious impulse and education for character in secular schools.

Location: Dana (Ballroom V) Meeting Room

4:00 - 5:15 THURSDAY

Type Session: Paper Presentations

Session Topic/Domain: Professional / Business Ethics

I. “Do Educators Care about Moral Education? An Examination of Requirements”

Authors: Perry L. Glanzer, School of Education, Baylor University 
Todd Ream, Baylor University; 
Pedro Villareal, Penn State University; 
Edith Davis, Baylor University

Abstract: Many scholars of higher education have noted increasing interest in ethics among the professional disciplines, such as business and journalism. This paper argues that the field of education has not followed the pattern of these other professional disciplines. To demonstrate this point, we review our findings from a study of a curriculum for professional majors in 180 colleges and universities. Overall, we found that although the majority of professional majors either required or offered an ethics course in the field, a similar emphasis was not found in education programs at these colleges and universities.

II. “Ethics Program at the Tecnologico de Monterrey, Mexico”

Authors: Ines Saenz, Ph.D. Tec de Monterrey, Mexico 
Elsa Hinojosa, M.A. Tec de Monterrey, Mexico 
Hector Maldonado, M.A. Tec de Monterrey, Mexico

Abstract: The Tecnologico de Monterrey, Mexico is a 33-campus, nation-wide, private university, which has established as one of its main goals for its curriculum revision in 2005, to incorporate moral education in one third of over 1000 courses offered at the undergraduate level. To fulfill this goal, it established a Moral Education Program that is responsible of establishing the guidelines and strategies needed to train faculty in moral education, and to create an awareness of the importance of moral and ethical issues in education throughout the academic community. This presentation will describe the strategies taken, and the results that we have obtained in the past two years, since the creation of the program. We will also discuss our efforts in moral education assessment.

III. “Moral Socialization in Vocational-schools: Subjective Importance as a Catalyst of Moral Development.”

Author: Thomas Kornmilch-Bienengruber, Department of Business Education, Dresden, Germany

Abstract: As a result of the seemingly growing decline of values among youths, politicians in Germany demand value education in schools, hoping that students solve their conflicts peacefully and not by force. In many cases, however, this seems to be not merely a matter of accepting certain values but a matter of moral development. So the question is not how to put value education into practice but how to support the development of the student’s moral judgment competence. One approach to achieve this goal is to establish a moral atmosphere. However, social conditions do not work “as such” but only by their individual perception, and if students hold their schools as unimportant, best shaped social conditions do not become a moral atmosphere. The paper will analyze the relationship between social environment, its subjective importance and moral development. On top of this, assumptions concerning the way to support students’ moral development in business-schools are pointed out.

Location: Capistrano Meeting Room
4:00 - 5:15 THURSDAY

Type Session: Paper Presentations

Session Topic/Domain: Moral Dilemmas / Ethical Identity / Positive Psychology

I. "Making moral education more accessible."
Author: Leslie K. Grier, Department of Child and Adolescent Studies
California State University, Fullerton, California

Abstract: This presentation will address making intervention methodologies based on Kohlberg's model of moral reasoning more accessible. Although there is sufficient evidence that moral discussions and other methodologies are useful in promoting reasoning and conduct, defined use of said techniques are not pervasive across venues that could otherwise use them. Hence, the author will (1) present an overview of said methodologies; (2) identify contexts and venues for which they could be used in; (3) describe ways to make the use of these techniques more widespread and (4) provide demonstrations.

II. "An Investigation of Teacher Candidate Ethical Identity."
Authors: Michael Maher, College of Education, North Carolina State University
Alan Reiman, College of Education, North Carolina State University

Abstract: Teaching is a profession founded on establishing relationships with students, colleagues, and caregivers. Such establishment involves ethical judgments made by teachers based upon questions of value and worth. This study investigated the relationship between ethical sensitivity using the Racial Ethical Sensitivity Test (REST) and ethical action using the Flanders Interaction Analysis with teacher education candidates. Participants were first administered the REST and subsequently participated in a simulated parent conference with a "standardized parent". Analysis of the results is underway and will include correlations between ethical sensitivity and ethical action in terms of verbal and nonverbal behavior.

III. "Positive Psychology and Morality: A naturalistic fallacy?"
Author: Stephen A. Sherblom, University of Missouri, St. Louis

Abstract: Positive Psychology recommends moral traits as well as non-moral traits and argues a precocious development of all these character strengths comprising optimal development. The line between functionally useful traits and specifically moral ones is not well defined, and the speaker will challenge the uncritical slide from one to the other. This is done through questioning whether positive psychology commits the naturalistic fallacy and connections are drawn to Kohlberg's attempt to "commit the naturalistic fallacy and get away with it." Positive psychology needs a moral philosophy to ground its value claims and recommendations are offered.

Location: Dana 7 Meeting Room

4:00 - 5:15 THURSDAY

Type Session: Paper Presentations

Session Topic/Domain: Moral Judgment / Functioning

I. "The Personality Traits of Moral Exemplars."
Author: Lawrence J. Walker, Department of Psychology, University of British Columbia, Canada

Abstract: This research attempts to engender a broader conception of moral functioning through an analysis of the personality traits of moral exemplars. Participants were 50 Canadian national award recipients (for either bravery or extraordinary care), as well as a matched comparison group. Among other measures, they responded to a personality inventory that tapped the constructs of the circumplex and the five-factor models of personality structure. Results revealed that brave exemplars were not particularly distinguished in terms of their personality traits, whereas caring exemplars were strongly characterized by nurturance and conscientiousness. Discussion focuses on the study of morally exemplary lives and the value of a trait approach in understanding the complexities of moral functioning.

II. "Presuppositions in Moral Education Traditions: Applying an Analytic Framework."
Author: Maria Sciaino, Ed. D., University of Central Florida

Abstract: We approach the field of moral education, suspecting that we spend too much time debating the claims of various traditions of moral education without understanding the presuppositions on which those claims rest. We believe that each of the 13 traditions of moral education and their variants are founded on some important insight about people and society. We present an analytic framework from which we expose the presuppositions at work in moral education traditions and apply this new analytic framework to two moral education traditions. In this way, we hope that this paper will help to initiate more fruitful discussion in moral education.

Location: Pacific Meeting Room
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<th>4:00 - 5:15 THURSDAY</th>
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<td><strong>Type Session:</strong> Paper Presentations</td>
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<tr>
<td><strong>Session Topic/Domain:</strong> Empathy &amp; Academic Integrity</td>
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<tr>
<td><strong>I. “Relation of Empathy to Reactions to Honor Code Violations.”</strong></td>
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<tr>
<td><strong>Authors:</strong> Heidi L. Smith, Department of Behavioral Sciences and Leadership, United Air Force Academy, Jaime Beaty, 2nd Lt., Occupational Measurement Squadron, Randolph AFB</td>
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<td><strong>Abstract:</strong> At the United States Air Force Academy, cadets commit to an Honor Code that requires them to hold peers accountable; however, many report they would not confront a cadet they suspected of an Honor Code violation. In this study, we hypothesized that general and situation-specific empathy might lead cadets to tolerate others' dishonorable behavior. Participants completed measures of empathy and a scenario-based measure of reactions to Honor Code violations. Results suggest that levels of empathy and perceived severity of the violation are both important determinants of affective and behavioral reactions to honor-related scenarios. Implications for moral education programs are discussed.</td>
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<td><strong>II. “Reasoning through Academic Integrity: Moral Language, Justifications and Consequences”</strong></td>
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<td><strong>Authors:</strong> Brian Lukoff, Cornell University, Dawn E. Schrader, Department of Education, Cornell University</td>
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<td><strong>Abstract:</strong> This paper reports results of a survey that presents college students with two scenarios involving two friends: one where a student actively seeks and is given answers on a test and another where a student requests answers to a previous year's test. Variations of escalating consequences are presented to each scenario. Students free-write answers, which are analyzed for use of moral language, moral content, and shifts due to consequences and/or actions involved in cheating. Discussion includes implications about the role of moral considerations in academic integrity, students' perceived source of moral knowledge, and the creation of interventions and educational programs.</td>
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| 5:15 - 5:30 BREAK |

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<th>5:30 - 6:45 THURSDAY WORKING SESSIONS, Cont’d.</th>
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<td><strong>Type Session:</strong> Paper Presentations</td>
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<tr>
<td><strong>Session Topic/Domain:</strong> Values Education / Gender Studies</td>
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<tr>
<td><strong>I. “Role of Teachers As Agent of Values: A Malaysian Perspective.”</strong></td>
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<tr>
<td><strong>Author:</strong> Chang Lee Hoon, Faculty of Education, University of Malaysia, Malaysia</td>
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<td><strong>Abstract:</strong> The role of teachers in values education is considered to be important in the Malaysian education system as the society sees schools as perpetuating and influencing the future development of society. In the context of classroom teaching, how do teachers perceive their role as agent of values? Can they influence pupils' values? What strategies would teachers use to resolve social-moral dilemmas in schools? These are some of the questions that will be discussed in this paper. The sample consisted of 438 teachers from 73 primary schools in Malaysia, teaching six subjects, namely Bahasa Malaysia, English Language, Mathematics, Local Studies, Moral Education and Art Education.</td>
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<td><strong>II “Beliefs about Capabilities and Moral Reasoning about Gender Hierarchy in Benin.”</strong></td>
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<td><strong>Author:</strong> Clare Conry-Murray, University of California, Berkeley</td>
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<td><strong>Abstract:</strong> This study examines the way adolescents and adults in traditionally hierarchical communities in Benin, West Africa reason about gender hierarchy in everyday decisions in the family. Participants were most likely to attribute power to decide to the husband, but female participants tended to endorse hierarchy less than males. Females were more likely to see women as capable in many realms. Results suggest that they do not receive their moral beliefs ready-made but instead interact with their environment and actively construct judgments about it, considering gender-related capabilities differently depending on their own social position within the gender hierarchy.</td>
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<td><strong>III. “The immorality of Gender: Gendered Constraints and the Moral Self.”</strong></td>
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<td><strong>Author:</strong> Stephen A. Sherblom, College of Education, University of Missouri, St. Louis</td>
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<td><strong>Abstract:</strong> Gender is largely a social construction that has direct impact on the development of our moral self. Gender expectations and social constraints shape children’s developing personality, promoting some traits and competencies and discouraging or simply not providing opportunity for others. This has deep and clear moral implications that need to be critically addressed, and typically are not. I interrogate the moral implications of gendered development by comparing traditional patriarchal gender divisions with the growing social scientific consensus regarding positive youth development. I will centrally address the question of whether moral development requires a certain type of personality and/or androgynous gender.</td>
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implement an intervention program (teaching moral development theory & dilemma discussion via online bulletin-boards) to advance moral reasoning & cognitive complexity in undergraduate teacher education students; (c) compare pretest/posttest DIT & Paragraph Completion Test scores of education students versus students enrolled in other courses, e.g., philosophy & English literature courses.

II. "Identity as Moral Motivation: A Theoretical and Empirical Review."

Author: Sam A. Hardy, Department of Psychology, University of Nebraska-Lincoln

Abstract: Theory and research regarding moral motivation has for decades been dominated by Kohlberg's moral reasoning paradigm, with some scholars, such as Hoffman, emphasizing moral affect. Recently, however, Blasi and others have positioned moral identity as an additional important source of moral motivation. Moral identity is the extent to which individuals have a central core to their sense of self that is morally-based (e.g., centered on moral principles). Research on moral identity thus far suggests that individuals with morally-based identities are motivated to act consistent with their moral sense of self. Thus, efforts to promote moral identity development may be promising.

III. "Conceiving Moral Imagination: Its Definition and Assessment."

Author: Peter L. Samuelson, Georgia State University

Abstract: This paper investigates moral imagination, a concept critical to moral thought and action. The paper contains an operational definition of moral imagination based largely on Dewey's model of dramatic rehearsal along with an explication of the role of image schemas, metaphor, empathy and narrative in moral imagination. Since there is little direct investigation of moral imagination in the literature, a review of the research of the components of moral imagination is included, especially in the literature of moral development, problem solving and creativity. A proposal of an avenue of research is advanced.

Location: Catalina Meeting Room

5:30 - 6:45 THURSDAY

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<th>Type Session:</th>
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<tr>
<td>Session Topic/Domain:</td>
<td>Empathy, Social Roles and Family</td>
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</table>
| I. "Empathy and Moral Development in Health and Social Care."
Author: Gavin Fairbairn, Liverpool Hope University College

Abstract: In this paper I argue that ethical practice in health and social care demands not simply ethical knowledge, but also empathy - the ability to imagine the world as others experience it. I pay particular attention to problems that arise in relation to those who are unable to make decisions for themselves, arguing that without empathy we will be unable to make decisions that mirror as closely as possible the decisions that they would have made, had they been able to do so. Finally, I suggest some ways in which empathy may be developed, including the use of imaginative storytelling.

II. "Moral Content of Social Roles from a Developmental Perspective."

Author: Adam Niemczynski, Jagiellonian University, Krakow, Poland

Abstract: Social roles, like mother, friend, teacher or medical doctor imply particular moral contents which define what is the meaning and value of being mother for children, friend for friends, teacher for pupils or medical doctor for patients. Interpretations of the notions and ideals of motherhood, friendship, educational care or health care are to be found at the individual social-cultural-historical level and at the individual psychological level. In a series of longitudinal studies with men and women in early, middle and late adulthood, it was found that interpretations of these ideals undergo progressive developmental change. These findings are used to argue for a concept and ideal of adult human development which go beyond the current theories of social-moral development.

III. "Bringing a Familial Context to Public Moral Education: Excerpts."

Authors: Terrance D Olson, School of Family Life, Brigham Young University
Christopher M. Wallace, The Arbinger Institute

Abstract: Within a moral-character education curriculum, students were asked open-ended questions regarding their beliefs, hopes or intentions regarding the familial context in their future. The questions allowed students to reveal how they understood their role in the future regarding contributing to the quality of family relationships. Students described 1) preferred qualities of parent-child relationships, 2) practical realities of becoming a parent, and 3) their role in creating a context of quality parenting (acting in the best interests of children). To specify the quality of life they wished to create, is to identify moral options. Their moral responsiveness seemed relational and realistic.

Location: Pacific Meeting Room

5:30 - 6:45 THURSDAY

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<tr>
<td>Session Topic/Domain:</td>
<td>Democratic Education / Just Communities</td>
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### I. "Moral Maturity and Autonomy: Appreciating Kohlberg's Just Community"

**Author:** Graham McDonough, University of Toronto, Canada  
**Abstract:** Lawrence Kohlberg's Just Community program of moral education has conceptual significance to his theoretical work in moral development. Recognizing this significance provides a more comprehensive picture of his work than do critical perspectives limited to evaluating his stage model of moral development. apprehending this significance provides the opportunity to respond to critics like Carol Gilligan and Helen Haute who, while claiming Kohlberg neglects care and community, neglect and dismiss the Just Community. This paper shows how Kohlberg's Just Community anticipated these criticisms, and was developing a more philosophically comprehensive understanding of moral autonomy well in advance of these major evaluations.

### II. "Freedom, Discipline, Authority, and Justice: A look at four schools."

**Authors:** Kendra Quincy Kemp, A.B., M.S.Ed. Student  
Page Fahrg, M.S.Ed., Ph.D. Student  
Kerry Dunn, J.D., M.S.W., Ph.D Student  
University of Pennsylvania's Graduate School of Education  
**Abstract:** We observed students & teachers in four different schools, including a reform school, a Kohlberg high school, a suburban public elementary school, & private K-12 freedom school. We sought to understand the practical implementations of theoretical concepts, including freedom, authority, discipline, justice, punishment, & reward. We examined the schools using theorists as varied as Mill, Berlin, Durkheim, Dewey, Kohlberg, Noddings, Goodman, Montessori, Kohn, and Neil. We share our combined findings regarding the tradeoffs involved in balancing competing values in a school's academic & social environments.

### III. "Integrating Ethics Consciousness With Standard American Pedagogy: Changing the Paradigm."

**Author:** Rosanna Pittella, Monmouth University  
**Abstract:** In 2004, the often splendid curriculum of public schools appears to be focused on a goal to prepare children to participate as adults in the American Dream, a dream tightly bound with principles of American capitalism. Although admirable in this goal, the system falls critically short of what must be its next evolution, that is, to become a training ground for productive Americans prepared to act as world leaders. This presentation provides arguments for the integration of ethical language, concepts, and vocabulary with standard American pedagogy, and practical applications of this philosophy for classrooms from pre-school through college level.

### Location: Capistrano Meeting Room  
5:30 - 6:45 THURSDAY

<table>
<thead>
<tr>
<th>Type Session: Paper Presentations</th>
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<tr>
<td><strong>Session Topic/Domain:</strong> Moral Studies</td>
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</table>
| **I. "Toward a Computer-based Assessment of Adolescent Concepts of Convention."**  
**Authors:** Larry Nucci, Kirk Becker, Stacey Horn  
College of Education, University of Illinois at Chicago  
**Abstract:** Critics have pointed to the paucity of domain theory studies exploring development within the moral and conventional domains. This paper reports results of research investigating changes in concepts of convention. A computer-based interview was administered to 70 students in grades 5 through 11. The computer presented social conventional situations followed by a series of probes that stimulated participants to type in free responses. Free-responses produced on computer were as from face-to-face interviews. Three major developmental levels were identified similar to those described by Turiel (1978). The paper discusses steps being taken to produce a computer-based system for scoring free-responses to assess development in the conventional domain. |
| **II. "Evaluating a Moral Lesson by Association Test."**  
**Author:** Kohtaro Kamizono, Faculty of Education, Nagasaki University, Japan  
**Abstract:** To evaluate a moral lesson we propose a method of association test to show results numerically and visibly. An association map of a word is made by a free association test from a stimulus concept, which shows a change of thinking during a lesson. Here the association map shows a change on 3 levels: (1) level of structure of a concept, (2) level of feeling aroused by a concept, and (3) level to clarify a hidden change in thinking in pupils. An Association map is an easy way to seeing results in a group. |

### Location: Lantern 1 Meeting Room  
5:20 - 6:50 THURSDAY
"No Recruit Left Behind: Resisting the Militarization of American Schools."

Abstract: The Department of Defense [DoD] realized a significant entree into America's high schools through mandate of No Child Left Behind [NCLB] legislation requiring all schools to furnish contact information to military recruiters. The DoD, with a dedicated high school Junior Reserve Officers Training (JROTC) budget of over $2.25M and total recruiting budget approaching $4 billion, has embarked upon an unprecedented campaign of recruiting in American secondary schools. JROTC combined with aggressive recruiting into the Delayed Enlistment Program (DEP) uses mandated direct access to all students for recruitment, resulting in an ever-deepening climate of militarization in schools.

JROTC is touted as a program to reduce drop-out rates while teaching moral character and leadership to sell communities on its adoption. The DEP, promising educational incentives, career training, and world travel as inducements to students, targets our poorest students, youth of color and immigration communities. Left out of the promotional, patriotic glitz is any reference to alternative sources of funding for education or career-training, much less discussion of potential human risks and the true costs of war.

Anthropologists Catherine Lutz and Linda Bartlett claim that such programs are "anthithetical to teaching how to participate in democracy, resolve conflicts peacefully, and think analytically." With the federal government's expanding role in education, and penchant for directing educational policy, educators must begin to ask how this ideological production of a culture of violence has gained legitimacy in the school curriculum, and why it holds such sway for adolescents. What are the alternatives to these federal mandates, and how may parents and teachers resist the steady militarization of our schools? What counter-recruitment/militarization activism is possible? How do we, as parents and educators at all levels, take the high moral road on these highly charged issues?

Panel Moderators: Paul Saint-Amand, State University of New York, Potsdam
Daniel Kelly, Chapman University

Panelists: Frank Houde, Col., USAF, Ret., Director, Veterans for Peace
Rick Jahnkow, Program Coordinator for the Project on Youth and Non-military Opportunities
Andy Griggs, Los Angeles Unified School District High School Teacher
Jorge Miralis, University of California, San Diego
Fernando Suarez del Solar, Military Families Speak Out
San Diego and Los Angeles Area High School Students

FRIDAY, NOVEMBER 12, 2004 – PROGRAM SCHEDULE

8:00 – 5:00 REGISTRATION

9:00 – 10:15 FRIDAY MORNING WORKING SESSIONS

**Type Session:** Paper Presentation

**Session Topic/Domain:** Political education

I. "Some Case Studies in Freirean Praxis."

**Author:** Tom Munk, University of North Carolina

**Abstract:** Paulo Freire may have been the most important educator of the 20th century, yet few in the United States have effectively followed his lead. I will use Wallenstein's outline of problem-posing education together with Lankshear and McLaren's list of Freirean principles to analyze a series of educational projects, ranging from Freire's own work in Brazil to extensions to United States classrooms. Freire was always clear that the proper pedagogy was a product of the setting in which it was attempted. I hope with this paper to learn something about how educators have tried to make his vision work in their worlds.

II. "Moral Education or Political Indoctrination: The Case of Political Education of the Landless Workers Movement in Brazil."

**Author:** Sherry Keith, San Francisco State University

**Abstract:** This paper focuses on the political education process in the formation of cadre and teachers within the Landless Workers Movement (MST), the largest social movement in Latin America today, and possibly any place on the
planet. The MST has mobilized over a million peasants during the past twenty-five years to settle and farm unused agricultural land in Brazil, the largest nation in the Americas. The MST has a highly developed program of educating militants within the movement as well as training teachers who are the educators in the many hundreds of settlements throughout Brazil. The MST affirms its commitment to the pedagogical practice of Paulo Freire while being heavily influence by traditions of liberation theology and militant non-violence. The MST is a highly controversial social movement. This paper explores the tensions and dilemmas the movement's political education program presents for educators and social activists committed to social justice and ideological dogmatism.

III. "Reflections on Post-Genocide Rwanda: Teaching Life Skills in the Primary Curriculum"

Author: Nancy Strou Shely, California State University, Long Beach

Abstract: From April to August in 1994, one million Hutus and moderate Tutsis were slaughtered by their fellow countrymen. After such horror, the country was devastated, education was suspended, public services were non-existence, homes and farms were destroyed, and families were torn apart. Now, Rwanda as a nation is slowly healing. In retrospect, much of the blame for the Genocide falls on the previous system of education. Current governmental and educational officials now recognize that a stronger human rights-focused curriculum is needed to build the citizenry necessary for Rwanda’s safe and productive future. This summer, under the auspices of a Fulbright-Hays research grant, fourteen educators from California spent five weeks, July-August 2004, in Rwanda studying all aspects of the country: the legal system, health care, women’s issues, the HIV/AIDS epidemic, politics, public services, non-profit and community organizations, public schools, higher education, agriculture, and conflict resolution in the country, post-Genocide. This presentation is based upon that experience and specifically upon an individual project, focused on the primary school curriculum that is currently under revision. Based upon six Life Skills, the revised curriculum will provide students and teachers with new approaches to content and methods. This presentation, accompanied by Power Point slides, will examine the six core curricular areas and will cover the following topics: civic responsibility, population and environmental issues, gender diversity, HIV/AIDS education, human caring, and conflict resolution.

Location: Lantern 3 Meeting Room

9:00 – 10:15 FRIDAY

| Type Session: | Symposium |
| Session Topic/Domain: | Capitalism / Economics |

I. "The Global Social Benefit Incubator: Meeting the Challenge of Sustainability in the Developing World."

Authors: James L. Koch, Santa Clara University
Anne A. Koch Chapman University College, Concord

Abstract: The Global Social Benefit Incubator is a project sponsored by the Center for Science, Technology, and Society to support the “scaling up” of technology applications that serve the common good. The GSBI was launched in 2003 with a pilot program involving seven participating organizations from Costa Rica, India, Namibia, the Philippines, and Rwanda. Influenced by the work of Paulo Freire, scholars and mentors collaborated with successful innovators to empower local solutions for pressing problems affecting quality of life both in the United States and around the world. By recognizing Freire’s attention on situating educational activity in the lived experience of participants, the GSBI is uniquely creating a marriage of scholarship, business success, and most significantly, pedagogy of hope for those who do not have a voice.

II. "Moral Education in an Age of Uncertainty"

Authors: James C Conroy, Department of Religious Education, University of Glasgow, Scotland
Doret de Ruyter, Faculty of Psychology and Pedagogy, Vrije Universiteit, Amsterdam, The Netherlands
David Carr, University of Edinburgh, Edinburgh, Scotland

Abstract: As Europe and America struggle to make sense of the shifts in both public and personal morality, education finds itself locked into particular patterns of provision designed to sustain and expand markets. Structurally these patterns have tended to ignore some of the major impulses necessary to sustain a healthy liberal democracy. In his recently published book, ‘Betwixt and Between: The Liminal Imagination, Education and Democracy’, Conroy has attempted to address some of the difficulties associated with the discursive closure in education which has taken place around the tropes of the marketplace. In doing so he has argued that what is required is a new or different set of metaphors which might be deployed in the service of teaching and education. Doret de Ruyter and David Carr interrogate the arguments proposed by Conroy.

III. "Democracy at Risk."

Author: Jeff Gates, Founder & President, The Gates Group & Shared Capitalism Institute (Invited)

Location: Dana 2 Meeting Room

9:00 – 10:15 FRIDAY

| Type Session: | Symposium |
| Session Topic/Domain: | Student Socialization |
"Promoting Social Responsibility in Children and Early Adolescents: Research Findings from a University • School Board Partnership."

Authors: Kimberly A. Schonert-Reich, University of British Columbia, Canada  
Lisa Pedrini, Vancouver School Board, Canada  
Denise Bucote, University of British Columbia, Canada  
Molly Lawlor, University of British Columbia, Canada  
Jeannie Kerr, Seymour Elementary School, Vancouver, Canada

Abstract: The promotion of social responsibility and social-emotional development in students has long been considered to be a goal of education. Most recently, in British Columbia (BC), Canada, Social Responsibility has emerged as one of four performance standards - a standard that should be promoted to the same degree of reading, writing, and numeracy. In response to the increased focus on social responsibility in BC, a partnership was formed between the University of British Columbia's Faculty of Education and the Vancouver School Board. In this session, three empirical studies examining ways in which schools can promote social responsibility in elementary school-aged children that have emerged from this partnership will be presented. Discussions will focus on the ways in which schools can effectively promote and evaluate their efforts to promote children's social, moral, and ethical development.

Location: Dana 3 Meeting Room

9:00 - 10:15 FRIDAY

Type Session: Symposium  
Session Topic/Domain: Integrating character Education

"Preparing Teachers for the Integration of Character Education into the Classroom."

Authors: Doug Grove, Institute for Character Education, Newport, California  
Lucy Vezzuto, Ph.D. Coordinator of Research and Development for the Orange County Department of Education  
Cheryl Jensen, Consultant to the Institute for Character Education and teacher at Oxford Academy in the Anaheim Union High School District

Abstract: Many schools across America have been adopting character education programs in an impressive fashion; however, many of these programs are being introduced without training teachers in the "how-to's" of character education. While many are in favor of advancing character education among students, teacher initiatives to promote virtuous behavior as part of the curriculum have been met with great reluctance by educators due in part by feelings of ill preparedness in their training towards ethical issues. This session will review what the Orange County Department of Education's Institute for Character Education (ICE) is doing to prepare teachers for the integration of character education into their classrooms. This symposium will provide educators with opportunities to prepare themselves to integrate character education into their praxis.

Location: Dana 1 Meeting Room

9:00 - 10:15 FRIDAY

Type Session: Symposium  
Session Topic/Domain: Moral Cognition and Action

"Cognitive Neuroscience, Moral Psychology, Moral Philosophy: Happy Bedfellows, or Oil & Water?"

Authors: Darcia Narvaez, University of Notre Dame  
William D. Cassebeer, PhD, Major (USAF), US Air Force Academy  
Patricia Churchland, University of California, San Diego  
Paul Churchland, University of California, San Diego

Abstract: These papers draw on current neuroscience to describe the nature of moral cognition and action: (1) in viewing the relationship between moral psychology, moral neurobiology, and normative moral theory, the moral psychology required by virtue theory is the most neurobiologically plausible. (2) A compatibilist conception of agency focuses on the distinction between being "in control" and being "out of control" is more fruitful than neuroscientifically implausible conceptions of agency which rely on implicit dualistic assumptions. (3) The embodied and dynamic nature of moral cognition indicates that moral knowledge is primarily concrete and incorporated, situated in history and context. (4) A unified account is described of multiple moral phenomena, including moral knowledge, learning, perception, ambiguity, argument, virtues, character, and pathology.

Location: Ballroom V Meeting Room

9:00 - 10:15 FRIDAY

Type Session: Demonstration  
Session Topic/Domain: Critical / Feminist Pedagogy

"Art, Gender Equity, and the Sacred Interconnectedness of Life"

Author: Aspasia Neophytos-Richardson, Chapman University
Abstract: Today, all youth are at risk, debate over women’s role in society continues, and postmodernism holds no collective answer. Ancient aesthetics accommodated the feminine values of responsiveness and care. This workshop uses slides of art images from history worldwide to demonstrate to educators and others a) the cultural interconnections of our shared histories and b) a collaborative model of transformation towards gender equity and social justice. Emphasis is on cultural influences and contradictions that have played a role in the development of female identity and autonomy, and how females are represented in the visual narrative of the history of societies.

Location: Pacific Meeting Room

9:00 - 10:15 FRIDAY

Type Session: Paper Presentation
Session Topic/Domain: Critical Pedagogy / Values Education

I. “Promoting Critical Thinking for Values Education Among Teachers in Brazilian Public Schools.”
Author: Clary Milinsky, Instituto de Psicologia, Brazil

Abstract: The purpose of this study was to describe and to justify the importance of innovative practices in the teaching and learning process related to values education. In order to accomplish this goal, we suggest interdisciplinary discussion and methods to approach the questions about the topics listed as “crosswise themes” as the New Parameters of the National Curriculum in Brazilian. Our study emphasizes the deficiency of the traditional “mission” attributed to formal education as the school as the “official” institution for socialization, development of knowledge, values, and norms acquisition, which has given room for the values circulating in the media.

II. “Crossing Contexts: Communicating Across Differences in Understandings of Virtue.”
Authors: Kaye Cook, Gordon College
Peter Hill, Biola University, La Mirada CA;
Steven Sandage, Bethel Theological Seminary, St. Paul MN;
Brad Straw, Point Loma Nazarene University, San Diego CA;
Oliver Lindholm, University of Delaware, Newark DE;
Emily Fisher, Gloucester, MA
Diego Mendes, Medford MA

Abstract: We began our project by interviewing Khmer Christians and Buddhists—and American Christians in the same community—about values. We are now working with a multicultural church community in conflict, applying our observations (gleaned from our interviews) about cultural differences in understanding values. With the leaders in the multicultural church, we are designing and carrying out activities that facilitate communication across the different sub-communities within the church. In our presentation, we will summarize the results of our original interviews and our experiences in the church and describe effective strategies and interventions for the negotiation of similar value conflicts within other multicultural institutions.

Location: Dana 7 Meeting Room

9:00 - 10:15 FRIDAY

Type Session: Paper Presentation
Session Topic/Domain: Global Ethics

I. “Is Global Ethic A Possibility And Necessity For Education?”
Author: Stephen Chow, Harvard University

Abstract: An education in global ethic is necessary if our future generations are to be agents to promote peace and justice in their world. The recommended model for the generation of global ethic, especially in moral education, is S. Fleischacker’s Cultural Dialogue model. It recommends having ordinary people come together from different cultural backgrounds to conduct dialogues on life issues. Through this long process of inter-cultural conversations shared text and practice of a global ethic can be produced. A set of guidelines will also be proposed as the prototypical approach for global ethic education in high schools.

II. “A Study of Moral Orientations in Relation to Peace”
Authors: Hayal Kackar, Ph.D., Northern Illinois University
Julio Rique, Ph.D., Northern Illinois University

Abstract: We addressed distinctions between “justice,” “care for” and “care about” to verify if they affect peace values. We thought the current war in Iraq is an important context for this investigation. American and Turkish college students participated in this work helping us to clarify if moral orientation, religious and political ideologies affect adherence to peace values, and if people “care about” distant others to the same extent that they “care for” people with whom they have close relationships. Data analysis is in progress and findings will be discussed for peace education.

III. “The Challenges of Teaching the Israeli-Palestinian Conflict in a Time of Crisis”

23
### Author: Don Will, Chapman University

**Abstract:** While the Israeli-Palestinian conflict is always a complex and sensitive topic to teach, in this current climate of crisis the process has become a political minefield for faculty and students alike. An exploration of the dynamics of the conflict today will delineate issues of violence, territory, religion, nationalism, demographic change, leadership, and the nature of the future state(s). Subsequently, a discussion of the politicization of the conflict on US campuses by various parties will demonstrate why the classroom has become a crucible for knowledge and academic freedom. Finally, the imperatives of humanism, justice, and peace will hopefully provide some ways to transcend the heat and pursue the light.

**Location:** Dana 8 Meeting Room

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### 9:00 – 10:15 FRIDAY

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<th>Type Session:</th>
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<tr>
<td><strong>Session Topic/Domain:</strong></td>
<td>Gender Studies</td>
</tr>
<tr>
<td><strong>I. &quot;What Men Can Learn from Increasing Social Justice for Women.&quot;</strong></td>
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</tbody>
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| **Authors:** | Heidi Smith, United States Air Force Academy  
Christopher J. Luedtke, United States Air Force Academy |
| **Abstract:** | Developmental programs instituted at the US Air Force Academy in the wake of a sexual assault crisis emphasize men's important role in changing gender schemas that marginalize women. We believe these strategies, when carefully constructed and implemented, empower men to adopt diverse and beneficial leadership styles they might otherwise avoid. |
| **II. "Bridging the Gap in Male Gender Perceptions in the Military"** | |
| **Author:** | Dorothy Mackey, STAAMP (Forthcoming in Supplementary Program) |
| **Location:** | Capistrano Meeting Room |

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### 9:00 – 10:15 FRIDAY

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<tr>
<td><strong>Session Topic/Domain:</strong></td>
<td>Anti-racism</td>
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<tr>
<td><strong>I. &quot;Rearticulating White Moral Agency: Uncertainty and Vigilance&quot;</strong></td>
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<tr>
<td><strong>Author:</strong></td>
<td>Barbara Applebaum, Syracuse University</td>
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<tr>
<td><strong>Abstract:</strong></td>
<td>This paper takes as its starting point the observation that traditional conceptions of moral agency as expressed by white students in courses on anti-racism can work to reinscribe systems of oppression. Notions of agency (and moral agency) that emerge from postmodern/poststructural scholarship are explored and two elements of such a notion of agency emerge - uncertainty and vigilance. I argue for a reconceptualization of moral agency that has at its core uncertainty and vigilance and draw out the implications of such a notion of white (dominant group) moral agency for social justice education particularly when teaching white (dominant affiliated) students.</td>
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<td><strong>II.</strong></td>
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<td><strong>Author:</strong></td>
<td>Anna Wilson, Chapman University</td>
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### 9:00 – 10:15 FRIDAY

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<td><strong>Session Topic/Domain:</strong></td>
<td>Bystanderism</td>
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<tr>
<td><strong>I. &quot;Moral Development And Bystander Behavior: Why Adolescent Girls Don't Stand Up To Bullies&quot;</strong></td>
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| **Author:** | Dawn Schrader, Cornell University  
Katrina Davy, undergraduate student, Cornell University |
| **Abstract:** | Bullying amongst girls is not a series of independent isolated acts of aggression, but rather consists of groups of girls conspiring, observing, acquiescing to or condoning subtle and/or overt acts of aggression. For girls, relational aggression is a social enterprise; information is one of the main currencies, and threat of isolation is a weapon of ensuing adherence to a
social structure. Myriad educational intervention strategies exist and have varying levels of success. This paper explores reasons from moral, social and self-development literature for why girls can not, or will not, use these strategies in real life situations, and offers developmentally appropriate educational recommendations.

II. "Bystanderism: We Change the World by Doing Nothing"

Author: Suzanne SooHoo, Chapman University

Abstract: This paper examines how schools socialize students to become bystanders. Session participants will be asked to think about Learned Apathy.

Location: Catalina Meeting Room

9:00 – 10:15 FRIDAY

Type Session: Symposium

Session Topic/Domain: Moral Education: Chinese Societies

"Moral Education in Changing Chinese Societies"

Authors: Dwight Boyd, OISE, Toronto, Canada
Monica J. Taylor, Editor, JME, Institute of Education, University of London, UK
Jane Hongjuan Zhang, Sun Yat Sen University, People's Republic of China
(Angela) Chi-Ming Lee, National Taiwan Normal University, Taiwan

Abstract: In December 2004 the Journal of Moral Education will publish a special issue on Moral Education in Changing Chinese Societies - the result of some three years' collaboration with Chinese scholars of ethics and moral education. The special issue includes: six papers from the People's Republic of China, on Confucian thinking, ideology, social and cultural background, teacher training and moral education practices in primary and junior high schools; papers from the SARs of Hong Kong and Macau; Taiwan and Singapore; plus book and curriculum materials reviews. In this symposium, introduced by the JME Editor, Jane Hongjuan Zhang (Sun Yat Sen University, PRC) will explore the ideological functions and transformations of deyu and (Angela) Chi-Ming Lee (National Taiwan Normal University, Taiwan) will consider the changes and challenges for moral education in Taiwan. Emerging themes and key issues from the special issue will be reviewed. The symposium aims to provide an opportunity for discussion with these, and possibly other, Chinese colleagues.

Location: Dana 6 Meeting Room

9:00 – 10:15 FRIDAY

Type Session: Paper Presentations

Session Topic/Domain: Predicting Moral Reasoning

I. "Moderating the Moral Judgment – Political Ideology Relationship."

Authors: H. Michael Crowson, University of Oklahoma
Teresa K. DeBacker, University of Oklahoma

Abstract: Research has demonstrated that scores on the Defining Issues Test (DIT) are consistently associated with political ideology. In an effort to extend our understanding of this relationship, a potential moderator of this association was studied. Using factorial ANOVA, we found that the degree to which one's political views are perceived as important to one's sense of self moderates the relationship between DIT-2 scores and self-identified political conservatism. Simple effects analyses indicated that the predictable relationship between post-conventional reasoning and conservative identification emerged only in those for whom their political attitudes were perceived as important to the self.

II. "Predictors of Sociomoral Reasoning in Middle and High School."

Authors: Tonia Bock, St. Thomas University, St. Paul, MN
Alanna Jerlow, St. Olaf College

Abstract: Adolescence is a developmental period characterized by rapid transitions and new experiences, including biological, cognitive, and social changes as well as school structural changes. This study examined predictors of moral reasoning in two groups of adolescents, those in middle and high school. The moral reasoning of students in grades 6 through 12 were assessed using the Sociomoral Reflection Measure. Also measured were students' self-perceived social and academic efficacy and teacher-rated social cooperation and practical reasoning skills. In middle school, gender, practical reasoning skills, and social efficacy predicted moral reasoning. In high school, grade, practical reasoning, and academic efficacy predicted moral reasoning.

Location: Lantern 2 Meeting Room

10:15 – 10:30 BREAK
10:30 – 11:45 PLENARY SESSION
Plenary Speaker: Garrett Duncan
Introduced by John Snarey, Emory University
Title: "A Love Ethic in Researching Lives of Oppressed And Marginalized Youth"
Location: Dana Ballroom IV & V

Abstract: Many youths of color suffer conditions of marginalization and oppression in school that mirror their status in the larger society. These conditions, often shorn of the explicit and formal expression of power we typically associate with domination, are indicative of more fundamental forms of estrangement. Using qualitative data to illustrate how these moral rifts have manifested themselves in my own work, I raise ontological, epistemological, pedagogical, and political considerations in proposing the adoption of a love ethic as a method for researching the schooled lives of marginalized and oppressed youth.

12:00 – 1:00 LUNCH
Lunch Roundtable Discussions – see registration desk for details

1:00 – 2:15 FRIDAY AFTERNOON WORKING SESSIONS

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<td>Session Topic/Domain</td>
<td>Follow-up Discussions</td>
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<td>Follow-up discussions &amp; conversation</td>
<td>With Duncan Garrett</td>
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<td>Location</td>
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1:00 – 2:15 FRIDAY

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<tr>
<td>Session Topic/Domain</td>
<td>Social Awareness / Bullying</td>
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<tr>
<td>&quot;Why would they do that?: Practice-based Research on Adolescents' Development of Social Awareness in Context&quot;</td>
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| Authors | Luba Falk Feigenberg, Harvard University Graduate School of Education
Melissa Steel King, Harvard University, Graduate School of Education
Angela Bermudez, Harvard University, Graduate School of Education |
| Abstract | This symposium will discuss the need for educators and researchers to integrate developmental and sociocultural frameworks in the analysis of adolescents' understanding and negotiation of interpersonal and social conflict. Drawing on concrete examples of how young people understand situations of bullying and ostracism, the participants in this symposium will argue that understanding the interplay of contextual and developmental factors benefits teachers interested in more effectively scaffolding students' social awareness and behavior, as well as researchers interested in analyzing and assessing adolescents' actions and reflections on their actions. |
| Location | Dana 1 Meeting Room |

1:00 – 2:15 FRIDAY

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<th>Type Session</th>
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<tbody>
<tr>
<td>Session Topic/Domain</td>
<td>Action / Participatory Research</td>
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<tr>
<td>&quot;Student Perceptions Of Bullying And Teacher Empathy In A Rural School.&quot;</td>
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<tr>
<td>Author</td>
<td>Robert Colesante, Donald Biggs, Stiete University</td>
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<tr>
<td>Abstract</td>
<td>This session will explore issues related to school climates that foster or prevent bullying. First, we review programs aimed at improving school climate. Next, we describe a consultation with a rural school in the northeast which involved the creation of an instrument to assess school climate, feedback from data collection with the instrument and actions that resulted. Finally, we report results from a study comparing the responses of 6th-12th grade students in this district regarding their perceptions of bullying and teacher empathy in the their school. The results indicate a negative correlation between teacher empathy and bullying. As students' perceptions of teacher empathy decreased, their perceptions of student bullying increased.</td>
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<td>Location</td>
<td>Dana 3 Meeting Room</td>
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</table>
Type Session: Paper Presentations
Session Topic/Domain: Democratic Education

I. "Democracy: Transcending Patriotism and Good Citizenship in Moral/Civic Education."
Author: Bill Puka, Professor of Cognitive Science, Rensselaer Institute
Abstract: A full socio-political outlook is offered, contrasting sharply with that of patriotism and participatory citizenship. It traces the implications of democratic principles away from national allegiance toward global community, and away from civil society (the public sector) toward the private sphere. Democrats do not lobby or petition their government because they are not subjects to a monarch before whom they must plead their case. They do not dissent, because they recognize no privileged or official position to which their minority opinion must appeal. Instead they exert ownership control over their government and its administrators in their employ, be they presidents, senators, or other "public servants." Three legislative initiatives are considered, designed to provide social constituencies direct control of the political process or enjoining power to stop it until they do.

II. "American Democracy in Action: Agency in social justice."
Author: Phyllis Curtis-Tweed, CUNY
Abstract: This paper will discuss the process, principles, and the problems inherent in American Democracy. Of particular interest is the development of agency among disenfranchised groups and individuals in the pursuit of social justice. It will be argued that programming to elevate ideals of democracy must encompass a variety of approaches and inclusive understandings of democracy. Such programming will review the most historically transformative struggles for social justice in the United States and encourage proactive and agentic enactments of democratic principles.

III. "Promoting Political Reconciliation in Education."
Author: Colleen Murphy, Department of Philosophy, Texas A&M University
Abstract: This paper first discusses one aspect of political reconciliation. I then discuss the implications this understanding has for the education of citizens in newly established democracies. Reconciliation is the process of building healthier political relationships among those formerly estranged. I argue that one morally important characteristic of healthy political relationships between citizens and officials is mutual respect for the rule of law. Such respect is grounded in the moral values of respect for autonomy and reciprocity. After discussing the rule of law, I outline the criteria to use when judging the ability of processes, like education, to promote reconciliation.

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<tr>
<th>Type Session:</th>
<th>Paper Presentations</th>
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<tr>
<td>Session Topic/Domain:</td>
<td>Moral Judgment Development / Free Speech</td>
</tr>
<tr>
<td><strong>I. &quot;What Happens When Two Human Values Clash? The Case of Tolerance and Freedom of Speech.&quot;</strong>&lt;br&gt;Author: Rivka Wittenberg, School of Behavioral Science, University of Melbourne, Australia</td>
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<tr>
<td><strong>Abstract:</strong>&lt;br&gt;Of particular importance for contemporary multicultural societies are basic human rights such as freedom of speech and tolerance. Recent studies have shown that children as young as six years of age can conceptualize such basic human rights as freedom of speech and racial tolerance. Interestingly, the major constraint to tolerance was not prejudicial beliefs, but belief in freedom of speech as a democratic right. Studies conducted in Australia and Israel showed that there was an increasing tendency for students between fifteen and twenty-four years of age to subordinate racial tolerance to freedom of speech with appeal to free speech increasing with age. In contrast, students between nine and twelve years of age only occasionally subordinated tolerance to freedom of speech, and this was never observed among students between six and seven years of age. The findings have implications for the development of curriculum designed for education.</td>
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<tr>
<td><strong>II. &quot;Fluid Intellectual Abilities and Moral Judgment Development.&quot;</strong>&lt;br&gt;Authors: W. Pitt Derryberry, Department of Psychology, Western Kentucky University&lt;br&gt;Kristy Jones, Western Kentucky University&lt;br&gt;Brian Barger, Western Kentucky University</td>
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<tr>
<td><strong>Abstract:</strong>&lt;br&gt;Little if any research has examined how non-verbal or fluid intellectual abilities relate to moral judgment development. This study considers whether Kaufman Adolescent and Adult Intelligence Test (KAIT; Kaufman &amp; Kaufman, 1993) fluid subtest scores are linked to moral judgment as defined by Rest's Defining Issues Test (DIT; Rest et al., 1999). Though data collection is ongoing, initial analyses indicate that KAIT fluid subtest scores minimally relate to DIT scores. In further supporting the DIT's construct validity, this study maintains that fluid intellectual advances do not result in greater moral judgment development. At the same time, it remains possible that fluid intellect could facilitate the speed or ease at which a moral judgment is reached.</td>
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<td>Location: Dana 8 Meeting Room</td>
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**1:00 – 2:15 FRIDAY**

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<tr>
<th>Type Session:</th>
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<tr>
<td>Session Topic/Domain:</td>
<td>The Arts / Pedagogy / Teaching Methodology</td>
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<tr>
<td><strong>&quot;Distancing and The Bystander: Using the arts as activism.&quot;</strong>&lt;br&gt;Authors: Carmen Cordova, Cleveland State University&lt;br&gt;Trisha Wies Long, Cleveland State University</td>
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<tr>
<td><strong>Abstract:</strong>&lt;br&gt;Arts-based activists Drs. Carmen Cordova and Trisha Long have worked together and separately to challenge traditional notions that children need regular doses of teacher-driven probity. To this end, they have designed processes that challenge the status quo and require the centering of three components that are currently located in the margins of school culture: children, ethics, and the arts. In their presentation, Cordova and Long will discuss their models of Distancing and The Bystander which uses literature to create environments for 4th and 5th graders to problem pose/problem solve moral dilemmas, develop theories, and move toward activism.</td>
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<td>Location: Catalina Meeting Room</td>
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**1:00 – 2:15 FRIDAY**

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<tr>
<th>Type Session:</th>
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<tr>
<td>Session Topic/Domain:</td>
<td>Moral Studies / Conflicting Perspectives</td>
</tr>
<tr>
<td><strong>I. &quot;Culturally Mediated Moral Prototypes: Stages, Domains, Narratives, and Casuistry.&quot;</strong>&lt;br&gt;Author: Don Collins Reed, Department of Philosophy, Wittenberg University</td>
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<tr>
<td><strong>Abstract:</strong>&lt;br&gt;Kohlbergians and domain theorists have offered conflicting accounts of moral universality within cultural diversity. Domain theorists have rightly criticized Kohlberg's account but have offered an unsatisfactory, intuitionist account of moral judgment, namely, that children recognize from the nature of certain actions that they are immoral, e.g., unprovoked hitting or stealing. The presentation will outline a rapprochement between Kohlbergian and domain theories according to which prototype recognition is culturally mediated, moral stages are structures of reciprocal interaction, the canonical narratives of a cultural are morally essential, and practical reason is understood on the model of the casuists.</td>
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<td><strong>II. &quot;Kohlberg and Gilligan: Duel or Duel?.&quot;</strong>&lt;br&gt;Author: Gunnar Jorgensen, Andrews University, Norway</td>
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<tr>
<td><strong>Abstract:</strong>&lt;br&gt;Most moral psychologists have come to accept that there are two types of moral reasoning: Kohlberg's justice and Gilligan's care, but there still seems to be some unresolved issues. By analyzing and comparing Kohlberg's current statement on some theoretical issues (in Modgil &amp; Modgil, 1998) with some of Gilligan's statements in a qualitative interview</td>
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taped by me in April 2003, I will look at some key issues in the so-called "Kohiberg-Gilligan conflict". Some of the questions raised in this paper are: 1) Kohiberg's claim of universality? 2) Was Gilligan a critic of Kohiberg? 3) Did Gilligan abolish developmental morality?

III. "Upbringing and Rationalism."

Author: Terje Halvorsen, Bodo Regional University, Norway

Abstract: I will present the schism between those social educators who argue that children should learn to act based on purpose rationalism and those who claim that children instead should learn to act based upon value rationalism. Dealing with these questions supposes a nihilistic competence; therefore, professionals working with children need more than a psychological knowledge; they need an insight in the field of pedagogical philosophy.

Location: Capistrano Meeting Room

1:00 – 2:15 FRIDAY

Type Session: Paper Presentations

Session Topic/Domain: Economics / Capitalism / Economic Effects on Pedagogy

I. "On Ethics, Economics, and Education."

Author: Gerhard Minnameier, University of Mainz

Abstract: This presentation is on the threefold question of how ethical economics can be, how economic ethics should be, and what the implications are for moral education, especially in the vocational context. It starts with current problems in philosophical ethics and explores an "economico-ethical" solution to them, (in which both aspects become clearly indivisible). A major part is then devoted to the educational consequences of the approach, in particular with respect to business education.

II. "The Ethics of Economic-Ontic Exchange in Education."

Authors: Jacob Rodriguez, School of Educational Studies, Claremont Graduate University
Steven R. Loomis, Graduate Department of Education, Wheaton College
John Gunderson, School of Education, Chapman University

Abstract: Within the institution of education, the lowering of costs on teacher/school exchange with a student is an effect of the bureaucratic structures of production and carries with it certain economic (and ontic) tradeoffs that necessarily and adversely affect the education and ethical development of students. Perhaps the central effect is a dissipation of important information within education itself, and which tends to collectivize (or altogether marginalize) individually held values and preferences and reduces these to neutral facsimiles of morality. At base, this information effect places in jeopardy high quality education, the ethical development of children, and individual liberty.

We will identify and outline the central mechanism for the dissipation of particular, privately held information and its economic and ontological effect upon values, ethics, and the moral sphere.

Location: Lantern 1 Meeting room

1:00 – 2:15 FRIDAY

Type Session: Paper Presentations

Session Topic/Domain: The Arts: TV & Drama

I. "A Coding Scheme for Analyzing Moral Messages on Prime Time Television."

Author: Rebecca J. Glover, Dept. of Counseling, Development, and Higher Education, University of Northern Texas

Abstract: Past work by this researcher has demonstrated television serves as a moral educator by depicting moral messages of truth/honesty, respect for others, issues of interpersonal relationships, perspective-taking, issues of interdependence and connectedness, individual rights, preservation of law, and issues involving social conventions. By reviewing popular television programs, a coding scheme has been developed for content analysis of these moral messages in prime time programming. The coding scheme allows for a more objective and systematic investigation of both positive and negative interactions presented in television programs, and this presentation will report on efforts to establish its validity and reliability.

II. "O, Bottom, Thou Art Translated: Reflections on Directing a Bilingual "A Midsummer Night's Dream."

Author: Andrew Garrod, Department of Education, Dartmouth College

Abstract: The author directed a bilingual production of a Midsummer Night's Dream at Marshall Islands High School in the capital of the Marshall Islands. The success of this play, in terms of the students’ learning and engagement, demonstrates the potential for the role of dramatic arts in settings with educational constraints. The play contributed to countering low motivation and aspiration among students generated by the economic and social context of the Marshalls. Creating an environment for students to set goals and achieve them through hard work encouraged the student performers to
dream as they might not otherwise have.

Location: Lantern 2 Meeting Room

1:00 – 2:15 FRIDAY

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<th>Type Session:</th>
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<tr>
<td>Session Topic/Domain:</td>
<td>Democratic Education</td>
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<tr>
<td>Abstract:</td>
<td>&quot;Implementing School Improvement Predicated On Citizenship, Character, Or Values Education Principles: An Open Forum&quot;</td>
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</table>
| Authors:               | Bill Belanger Ph. D., University of Ottawa, Canada  
                        | Paul Carr, Ph.D., Ontario Ministry of Education, Canada  |
| Location:              | Pacific Meeting Room                           |

1:00 – 2:15 FRIDAY

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<th>Type Session:</th>
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<tr>
<td>Session Topic/Domain:</td>
<td>Medium Theory / Student Reasoning</td>
</tr>
<tr>
<td>I. &quot;Medium: the Key to Leading to Positive Environmental Influence on Man's Ideological and Moral Qualities.&quot;</td>
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</table>
| Authors:               | Gangshu DAI, University of Electronic Science and Technology, China  
                        | Xiangshen WAN, College of Professional Technology of Light Industry of Hubei, China  |
| Abstract:              | This article deals with structural equation model the medium factors of environment theory of moral education. After giving a definition to medium theory, the author makes a brief analysis on the composition of the medium factor and that of environment and man's ideological and moral quality. Then, with the aid of the structural equation model, the author explains the spontaneous function of man's ideological and moral qualities and the conscious function of medium when environment influences man's ideological and moral qualities. Finally, the author produces some conclusions and believes this academic and demonstrative research has not only positive sense for exerting the inductive function of the medium factors in the course of environment influencing man's ideological and moral qualities, but also great value for innovating in the basic theoretical study of moral education. |
| Location:              | Lantern 3 Meeting Room                         |

2:15 – 2:30 BREAK

2:30 – 3:45 PLENARY SESSION
Plenary Speaker: Benjamin Barber
Introduced by Nubar Hovsepian, Chapman University
Topic: Moral Education in a World of Terrorism and Interdependence
Location: Dana Ballroom IV

3:45 - 4:00 BREAK

4:00 - 5:15 FRIDAY AFTERNOON WORKING SESSIONS

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<tr>
<td>Session Topic/Domain:</td>
<td>Follow-up Discussions</td>
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<tr>
<td>Follow-up discussions &amp; conversation With Benjamin Barber (Tentative)</td>
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4:00 - 5:15 FRIDAY

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<tr>
<td>Session Topic/Domain:</td>
<td>Christian Education and Conservatism</td>
</tr>
<tr>
<td>I. “The Christianization of Civic Virtue in Early American Political Education Rhetoric.”</td>
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<tr>
<td>Author:</td>
<td>Christopher H. Anderson, University of Hartford</td>
</tr>
<tr>
<td>Abstract:</td>
<td>I explore the history of the rhetorical connection between moral education and republican government in the United States from the Revolution to the Civil War. Part one is focused on the educational discussions of the 1780s and 1790s, during which time there was little consensus on how to understand republican morality. Part two focuses on discussions associated with the common school movement of the 1820s through 1850s, during which time a broad consensus that moral education must be avowedly Christian was challenged by theological disputes over the nature Christian virtue. I will also discuss the tactics employed by reformers to try to deal with deep conflict at the same time as they sought to advance the cause of institutional education.</td>
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<tr>
<td>II. “Evaluating the Political Content of the DIT-2 without Faking.”</td>
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<tr>
<td>Author:</td>
<td>Charles D. Bailey, The University of Memphis</td>
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<tr>
<td>Abstract:</td>
<td>Emel and others have shown that politically conservative subjects score higher on the DIT when asked to respond like a liberal. They conclude that conservative persons understand the reasoning associated with Kohlberg's higher stages of moral development, but understate their true ability to present themselves as conservative. In the current study, subjects first took the DIT-2, then evaluated the responses of others as to level of ethical judgment, not as to political position. Findings support the validity of the DIT-2.</td>
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<td>Location:</td>
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4:00 - 5:15 FRIDAY

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<tr>
<td>Session Topic/Domain:</td>
<td>Religious Studies</td>
</tr>
<tr>
<td>I. “Mel Gibson's 'Passion': Stereotype Confusion.”</td>
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<tr>
<td>Author:</td>
<td>Lawrence Blum, University of Massachusetts, Boston</td>
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<tr>
<td>Abstract:</td>
<td>Popular and some scholarly understandings of stereotypes tend to involve several confusions, which affect teaching about stereotypes, standardly understood to be an important part of anti-racist and social justice education. The most important is the difference between stereotyping as a cognitively faulty mental process and stereotypes as culturally salient imagery about groups. I will suggest a normative framework for morally assessing stereotypes mostly in the latter sense, arguing that all stereotypes are wrong and bad, but some are worse than others, along several dimensions. I will focus on Mel Gibson's film The Passion of the Christ (whether it is anti-Semitic) and the portrayal of homosexuality in his earlier film Braveheart.</td>
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<tr>
<td>II. “The Vatican, Sexuality, and Homosexuality”</td>
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<tr>
<td>Author:</td>
<td>Donald B. Cochrane, College of Education, University of Saskatchewan, Canada</td>
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<tr>
<td>Abstract:</td>
<td>The Vatican has published four major documents since 1976 in attempts to clarify, reaffirm, and strengthen its</td>
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teachings on sexuality, abortion, contraception, masturbation, in vitro fertilization, and homosexuality. For justification, it draws on three different types of sources—theology, natural law, and observations about hazards of living in contemporary society. It attempts to remain faithful to its own theological traditions, establish internal consistency among different parts of its doctrines, and take into account recent developments in medicine, ethics, technology, and social change. Its harsh position on homosexuality, which arises out of this matrix, is subjected to a critique.

Location: Dana 6 Meeting Room

4:00 – 5:15 FRIDAY

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<tbody>
<tr>
<td>Session Topic/Domain: Aesthetics and Moral Development</td>
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<tr>
<td>I. “An Aesthetic Approach to Moral Development.”</td>
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<tr>
<td>Author: Jennifer Cole Wright, University of Wyoming</td>
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<tr>
<td>Abstract: If moral development involves primarily the cultivation of our moral sensibilities and not the development of our reasoning capacities, then this has far reaching implications for how we facilitate moral development. With an eye to moral education, I argue that we must re-think the role of ethical principles in moral evaluation, seeing them more as beginner-level tools (“training wheels”, so to speak) to grow beyond, rather than (as Kohlberg suggests) the deliberative end points of moral maturity. Moral education, then, must focus on the cultivation of the child’s appreciation for goodness much as art education cultivates an appreciation for beauty.</td>
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<tr>
<td>II. “Towards a Systems-based Theory of Morality and Aesthetics: Implications for Education.”</td>
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<tr>
<td>Author: Glen J. Cotton, University of North Carolina</td>
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<td>Abstract: In this paper, I propose an understanding of the moral and the aesthetic that views these as describing qualities of relationships within systems that promote integration and synergy in those relationships and systems. Some implications of this view for a transformative pedagogy and curriculum are suggested. Specifically, a pedagogy for developing learners' capacities for personal and social transformation is proposed.</td>
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<tr>
<td>III. “Relations between Aesthetic and Ethical Development.”</td>
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<tr>
<td>Author: Albert Erdynast, Antioch University at Los Angeles</td>
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<tr>
<td>Abstract: This paper presents the results of a study that examines relationships between structures of aesthetic and ethical development among adult subjects as they articulate their contemplations of works of art and resolve ethical dilemmas. Aims of the study include examination of content of aesthetic decisions, their organization into levels of aesthetic judgment ranging from egoistic judgments of taste to principled judgments of the beautiful that independent of egoistic and culturally specific values. Necessary but insufficient conditions between levels of ethical development and levels of aesthetic development seem to be present. Developmental progress in aesthetic development seems to be identifiable and seems to fit at least some of Piaget’s criteria for developmental structures.</td>
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Location: Dana 7 Meeting Room

4:00 – 5:15 FRIDAY

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<tr>
<td>Session Topic/Domain: Philosophy, Human Rights and Citizenship</td>
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</tr>
<tr>
<td>I. “Are We All Anonymous Revolutionary Aristotelians? Moral Education After MacIntyre.”</td>
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<tr>
<td>Author: Roger Bergman, Justice &amp; Peace Studies Program, Creighton University</td>
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<tr>
<td>Abstract: This paper will present MacIntyre’s argument for Aristotelian practical reason as the best tradition of ethical practice we have available to us and that the practice of virtue today demands embodiment in local communities of resistance to injustice. I think of the justice and peace studies program I direct in a Catholic university as representing such a community. I will suggest how MacIntyre’s dismissal of modern theories of human rights, so central to our understandings of social justice, can be corrected—from within the very religious tradition he himself has now embraced, but perhaps not thoroughly enough.</td>
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<tr>
<td>II. “Character Education from the Left Field.”</td>
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<tr>
<td>Author: Dwight Boyd, Theory and Policy Studies, University of Toronto, Canada</td>
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<td>Abstract: This paper is motivated by the observation that contemporary character education is highly conservative in nature, seldom attending to systemic problems of social justice. Virtues promoted for the good citizen within this movement actually work against this attention. A seemingly much more progressive view can be found in the work of John Rawls. His political liberalism theory of justice provides both a better recognition of how diversity must be accommodated with in a liberal democracy and a more progressive identification of the virtues of a good citizen. However, it will be argued that this view also fails to adequately address forms of oppression such as racism. As a corrective, a proposal will be made to think from “the left field” about what kind of virtues would provide better dispositional leverage to recognize and challenge racism.</td>
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Location: Dana 8 Meeting Room

4:00 – 5:15 FRIDAY

Type Session: Symposium
Session Topic/Domain: Moral Development and the Media

"Analyzing Media Influence on Moral Development"
Authors: Darcia Narvaez, University of Notre Dame

Abstract: The media have never been more pervasive or powerful in the lives of children. Researchers, community members and parents are mobilizing to build tools to help children and families skillfully navigate the influence that media can have on the moral development of children. This symposium presents: (a) how media literacy can be used to develop the moral knowledge and capacities required to counter violence, promote peace, and foster conditions for social justice; (b) how the Rating Ethical Content Scale-Short Form is used to analyze young children's media; (c) developmental differences in moral understanding of themes and characters in Harry Potter books.

PAPER ONE: "Fostering Moral Development through Media Literacy Initiatives"
Authors: Josina Makau, CSU Monterey Bay
Reneé Curry, CSU Monterey Bay
Gilbert Neri, CSU Monterey Bay
Brenda Shinault, CSU Monterey Bay

PAPER TWO: "Rating Ethical Content—Short Form"
Authors: Darcia Narvaez, University of Notre Dame
Anna Gomberg, University of Notre Dame
Amanda Matthews, University of Notre Dame

PAPER THREE: "Harry Potter: Are Children and Adults Reading the Same Books?"
Authors: Mary Whitney, Ph. D., Saint Joseph College
Elizabeth Vozzola, Ph.D., Saint Joseph College
Joan Hofmann, Ph. D., Saint Joseph College

Location: Pacific Meeting Rom

4:00 – 5:15 FRIDAY

Type Session: Paper Presentations
Session Topic/Domain: Moral Development and Peacemaking

I. "Stassen Peacemakers Inventory (SPI)."
Authors: Robert Strong, Fuller Graduate School of Psychology
Tracy Taylor, Fuller Graduate School of Psychology
Steven Brown, Fuller Graduate School of Psychology.

Abstract: The current presentation is the first in a series of three studies on the influence of moral development on peacemaking and conflict-resolution activities. The first study is a discussion of the assumptions fundamental to the overall project and a discussion of a new instrument, the Stassen Peacemakers' Inventory (SPI) that will eventually be used for comparative studies of peacemaking behavior and ideology and other variables. This instrument will serve as an example of moral psychology that harnesses the richness of a given religious tradition, opposed to popular tradition-neutral models. The instrument's development is in the early stages, yet. 300 instruments completed by undergraduate participants will be factor analyzed to test for discriminant validity in the application of the Just Peacemaking principles in this particular instrument. For the purposes of the current presentation, the assumptions behind the making of the instrument will be examined in relation to assumptions behind the Kohlberg moral development trajectory.

II. "Nuclear Life Episodes in Exemplar Muslim and Christian Peacemakers."
Authors: Sherry Milbright, Azusa Pacific University
Kevin Reimer, Azusa Pacific University
Alvin C. Dueck, Fuller Theological Seminary
Deborah Kassel, Fuller Theological Seminary

Abstract: This research presents preliminary findings from a study of moral personality in exemplar Muslim and Christian peacemakers from North America, the Middle East and Far East. Fourteen Muslim and fourteen Christian peacemakers were given semi-structured interviews outlining peak, nadir, and turning point nuclear episodes. Responses were content analyzed for personal pronouns, affect, cognition, and interpersonal reciprocity language categories using the Linguistic Inquiry and Word Count (LIWC) program. Additionally, responses were coded for agency (strength/impact).
status/recognition, autonomy/independence, competence/achievement) and communication (love/friendship, dialogue/sharing, care/support, unity/togetherness) themes. Study findings are discussed in relation to specific religious perspectives and peacemaking practices.

III. "Peacemaking Strategies in Exemplar Muslim and Christian Peacemakers."

Authors: Brianne DeWitt, Fuller Theological Seminary
Kevin Reimer, Azusa Pacific University
Tracy Taylor, Fuller Theological Seminary
Steven Brown, Fuller Theological Seminary

Abstract: This research presents findings from a study of moral personality in exemplar Muslim and Christian peacemakers. An international sample of 14 Muslim and 14 Christian peacemakers were given a semi-structured interview investigating peacemaking practices. Responses were content analyzed for personal pronouns, affect, cognition, sensory/perceptual processes, social process, space/time, and metaphysical language categories using the linguistic inquiry and word count (LIWC) program. Additionally, responses were subjected to qualitative grounded theory analysis using the HyperResearch software package. Study findings, are discussed in relation to models of peacemaking operative within divergent religious and cultural world-views.

Location: Capistrano Meeting Room

4:00 – 5:15 FRIDAY

Type Session: Paper Presentations
Session Topic/Domain: Cross Cultural Studies

I. "The network of interdependence as a basis for moral education."

Author: Nobumichi Iwasa, Reitaku University, Japan

Abstract: The network of interdependence as a basis for moral education. A fifteen-minute video of a forest food chain was shown to students. While the control group was impressed by the existence of food chains and the so-called “strong eat the weak” phenomenon itself, two experimental groups, with previous orientation activities, saw moral messages in it. The result suggests that the fact that we live in a complex network of interdependence as the foundation for various moral virtues and values, can, and should, be taken more seriously in moral education. In this connection the relevance of a moral developmental perspective is discussed mainly based on situations of moral education in Japan.

II. "Assessment of Racial Tolerance Judgments and Justifications of Six to Seven Year Old Children."

Author: Rivka Witenberg, University of Melbourne, Australia

Abstract: Using a cognitive developmental approach, this study assessed the pattern of judgments and justifications about racial tolerance in 6-7 years old children based on responses to stories relevant to the Australian context about people from Indigenous, Asian and English backgrounds. The results indicated that 6-7 years old made tolerant judgments which were global in nature, irrespective of the content of the stories or the behaviors they were asked to consider, rejecting all forms of intolerance. They commonly supported tolerance with appeal to fairness and exceptionally empathy. Further, children who were able to reflect on the story content with relevant justifications were more tolerant. Educational implications will be discussed.


Authors: Vishalache Balakrishnan, Dept. of Educational Foundation and Humanities Education, Faculty University, Malaysia
Chang Lee Hoon, Faculty University, Malaysia

Abstract: Moral feeling, moral thinking & moral acting are used as a guide in Malaysian schools to teach Moral Education. Students are encouraged to practice what they learn within and outside the boundaries of the classroom. In the year 2000, there was a reshuffle in Moral Education teaching & policy makers were very tactful, instead of focusing on the cognitive/moral thinking aspect, equal strength & weight were given to moral feeling & moral acting, resulting in an assessment paper for Moral Education requirement focusing upon project work students carry out, based on sub themes taught in the classroom. Policy makers with Malaysian Examination Board produced very beautiful academic syllabus and formative assessment sheets to assess students involved with the implementation of the new system; unfortunately, many flaws were found and policy makers need to evaluate where they have gone wrong, given serious backfire from teachers and students concerned.

Location: Lantern 1 Meeting Room

4:00 – 5:15 FRIDAY

Type Session: Paper Presentations
Session Topic/Domain: Care and Appreciation Based Moral Education

I. "Learning through Appreciating: on the Appreciation-based Model of Moral Education."

Author: Chuanbao Tan, School of Education, Beijing Normal University, China

Abstract: It is hoped that appreciation-based model of moral education (AMME) will solve the dilemma often encountered
in the school practice: the contradiction between teachers' value instruction and students' self-construction. The key to constructing AMME is learning while appreciating which requires the beautifying and appreciation of the factors involved in moral education including the teaching form, the students' character, and the teachers' personality.

II. “Care reasoning on real-life moral dilemmas.”

Author: Juujarvi Soile, Laurea Polytechnic, Finland

Abstract: The presentation analyzes the nature of care reasoning across different types of real-life moral conflicts, reported by students. The level of care reasoning on real-life dilemmas was consistent with participants' competence, measured by Ethic of Care Interview, with the exception of transgression-type dilemmas. Participants reporting temptation-type dilemmas were the least developed in care reasoning, whereas participants reporting dilemmas involving social pressure were the most developed. Care reasoning also involved values and ethical principles related to others' welfare. Participants at the post-conventional level of justice reasoning were capable to integrate the ethics of care and justice in difficult moral conflicts.

Location: Lantern 2 Meeting Room

4:00 – 5:15 FRIDAY

Type Session: Paper Presentations
Session Topic/Domain: Vygotsky and McIntyre: The Personal and The Aesthetics

I. “Moral Education and the Constitution of Personal Sense.”

Author: Willem L. Wardekker, Ph.D., Vrije University, Amsterdam, The Netherlands

Abstract: Moral education needs to take into account how human beings establish their relationship to themselves and to the world. This relationship begins with emotional valuations and commitments that are related to cognitions in what Vygotsky called "a system of senses". I develop a theory of how this system is constituted and how the 'senses' can be changed by reflection. Moral education is directed at making commitments conscious and developing them in a prosocial direction. I will discuss the role of the social environment and the importance of cultural traditions in this process.

II. “Moral Symmetry: Recovering the Aesthetic Dimension of Morality and Moral Education.”

Author: Ronald L. Zigler, Pennsylvania State University

Abstract: To recover the aesthetic dimension of morality, this paper follows a strategy advanced by Alasdair McIntyre in After Virtue; i.e., revisit ancient epic texts. However, in this inquiry, the focus is not on moral reasoning. Rather, the examination of our ancient texts suggests a mutually supportive relation between an individual's physiological state of internal harmony and that individual's capacity to envision a path toward external, social harmony. Consequently, apprehending moral symmetry and a vision of external, social harmony—the aesthetic dimension of morality—is dependent upon the establishment of an internal state of physiological harmony within the individual.

Location: Catalina Meeting Room

4:00 – 5:15 FRIDAY

Type Session: Symposium
Session Topic/Domain: Community Based Justice

Abstract: Forthcoming in Supplementary Program

Location: Lantern 3 Meeting Room

5:15 – 6:30 BREAK

6:30 – 8:30 AME President's Reception (Sponsored by Antioch University, Los Angeles)

POSTER SESSION (See Page 43)

8:30 – 10:00 Poetry / Music / Dance
Location: Ballroom IV

7:15 – 9:15 Journal of Moral Education: Editorial Board meeting
Location: Doheny Board Room

SATURDAY, NOVEMBER 13, 2004 – PROGRAM SCHEDULE

8:00 – 9:00 REGISTRATION
### 9:00 - 10:15 SATURDAY MORNING WORKING SESSIONS

**Type Session:** Symposium  
**Session Topic/Domain:** Democratic Education

#### "Service Learning, Social Justice, Democracy, and Moral Development: Two Symposia."

**Authors:**  
- Robert W Howard, University of Washington  
- John Potter, England coordinator, Impetus Awards, Institute for Global Ethics UK Trust  
- Mary Riley, Development Associate, SAVE (Small Animal Veterinary Endowment)  
- Max Riley, Lawrence Township Schools, New Jersey  
- Susan Root, RMC Research Corporation, Colorado  
- Mark Tappan, Colby College, Maine  
- Mary E. Van Verst, Program Development and Evaluation Coordinator, Washington Commission for National and Community Service  
- Emily Wolk, Pio Pico Elementary School, Santa Ana Unified School District, Santa Ana, California

**Abstract:** Service-learning is a powerful strategy for moral education, to introduce students to ethical issues in their communities, and to promote democratic citizenship and its requisite knowledge, skills, and dispositions. This symposium will present cases that include K-12 settings, teacher education, leadership, higher education, and the arts. Symposium A includes an example of student advocacy at the elementary level (Santa Ana, CA), a program that introduces human rights issues through the arts (United Kingdom), a project designed to promote "social capital" in an urban middle school (Seattle, WA), and a discussion of moral leadership.

**Location:** Dana 2 Meeting Room

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### 9:00 - 10:15 SATURDAY

**Type Session:** Paper Presentation  
**Session Topic/Domain:** Student Access / Fairness, Equity, Voice

#### "Student Access to Moral Action Through the PK-12 Curriculum"

**Authors:**  
- Linda Young, Asbury College  
- Anna McEwan, Asbury College

**Abstract:** Students access education and social systems as they become active participants in moral decision making, not passive recipients of a moral curriculum. Moral education begins with ethical issues embedded in the PK-12 curriculum. However, it is not complete unless teamed with school relationships and procedures creating a climate which impacts moral growth. This session will present the triadic model for moral development (McEwan & Young, 2003) suggesting that knowledge, identity, and actions are equally important. The educational model presented partners content instruction with intentional student involvement in daily school life that allows for immediate moral choice and action.

**Location:** San Clemente Meeting Room

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### 9:00 - 10:15 SATURDAY

**Type Session:** Symposium  
**Session Topic/Domain:** Democratic Education

#### "Hybridity and Democratic Engagement Amongst Latina/o Youth"

**Authors:**  
- Melba Schneider, Ed.M., High School and Community Outreach Specialist, Santa Ana College  
- Melissa Moreno, Doctoral Candidate, University of Utah

**Abstract:** This presentation will provide theoretical perspectives from two education researchers/practitioners focusing on Latina/o youth. The first presenter, utilizes Future Leaders of America (FLA), a non-profit Latino youth leadership program as a case study to understand how successful first and second generation Latina/o youth are empowered with skills to compete for higher education within a model focusing on transcultural social/self mirroring and democratic engagement. The second presenter examines spaces and pedagogies created by young adult facilitators of a non-profit Latino youth leadership organization to define citizenship identity. This study examines the spaces and pedagogies from which young adults in this organization constitute and legitimize knowledge of leadership practices and citizenship identity.

**Location:** Dana 5 (Ballroom V) Meeting Room

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Type Session: Symposium
Session Topic/Domain: Democratic Education

"Democratic Classrooms/ Moral Praxis: What Does It Look Like?"

Authors: Penny S. Bryan, School of Education, Chapman University
Christyana A. Byron, Elementary School Teacher
Elyse Frolich, Elementary School Teacher

Abstract: Three educators, one professor and two sixth grade teachers, share a commitment to participatory research and democratic classrooms based upon critical theory and pedagogy. They come from multiple locations to discuss the ideals and actions of their work. One of the teachers just finished her first year of teaching in a private school; the other just retired after forty-three years in public education. The professor has worked with both teachers-as-researchers. Their students will participate, so that the authentic voices of democratic discourse are evident. The session dialogues will focus on what constitutes a democratic classroom including ethics and aesthetics.

Location: Dana 3 Meeting Room

9:00 – 10:15 SATURDAY

Type Session: Paper Presentation
Session Topic/Domain: Moral Sensitivity and Peer Networks

I. "The Teachers' Concerns Questionnaire: The Development And Validation Of A Measure Of Secondary School Teachers' Moral Sensitivity."

Author: Michal Fedelees, University of British Columbia, Canada

Abstract: The Teachers' Concerns Questionnaire (TCQ) was developed as a measure of secondary school teachers' sensitivity to the moral dimension of teacher-student interactions. The TCQ comprises four stories, each accompanied by a series of prompt questions guiding the process of identifying the issues of concern, individuals affected, and any action that needs to be taken. Each story corresponds with four categories of moral issues. The overall score of moral sensitivity is derived from the number of categories in which issues of concern are identified along with affected parties and proposed solutions, and justification for their inclusion on moral grounds is provided.

II. "Defining The Role Of Peers In Pre-And Early-Adolescents' Goal Pursuit: Differences Between Pre And Early Adolescents' Reports Of Peer Acceptance, Social Responsibility Goals And, Mastery Goal Orientation."

Authors: Lynda R. Hutchinson, The University of British Columbia, Canada
Kimberly A. Schonert-Reichl, The University of British Columbia, Canada
Nancy E. Perry, The University of British Columbia, Canada
Bruno D. Zumbo, The University of British Columbia, Canada

Abstract: Peer networks have drawn considerable attention in the literature as being a primary socializer in students' school environments. Peer groups have considerable opportunities to influence students' motivation, including, the achievement and social goals they pursue (Pintrich & Schunk, 2002, Wentzel 1993a). The present study examined differences between pre and early adolescents' scores of peer acceptance, social responsibility goals, and personal mastery achievement goals. Results indicated significant mean differences between (a) pre and early adolescents and (b) pre and early adolescent boys and girls on the peer acceptance, social responsibility goals, and mastery goals variables. The implications of these results are discussed.

Location: Dana 4 (Ballroom V) Meeting Room

9:00 – 10:15 SATURDAY

Type Session: Symposium/Panel Discussion
Session Topic/Domain: Peace/Holocaust Studies

Participants:
Lawrence Blum, University of Massachusetts, Boston
Donald B. Cochran, College of Education, University of Saskatchewan, Canada
Ruth Linn, Dean, Faculty of Education, Haifa University, Haifa, Israel
Roger Bergman, Justice & Peace Studies Program, Creighton University

Author: Ruth Linn

"Escaping Auschwitz"

Abstract: On 7 April 1944 a Slovakian Jew, Rudolf Vrba (born Walter Rosenberg), and a fellow prisoner, Alfred Wetzler, succeeded in escaping from Auschwitz-Birkenau. As block registrars both men had been allowed relative (though always risky) freedom of movement in the camp and thus had been able to observe the massive preparations underway at Birkenau of the entire killing machine for the eradication of Europe’s last remaining Jewish community, the 800,000 Jews of Hungary. The two men somehow made their way back to Slovakia where they sought the Jewish Council (Judenrat) to warn them of the impending disaster.
The Vrba-Wetzler report was the first document about the Auschwitz death camp to reach the free world and to be accepted as credible. Its authenticity broke the barrier of skepticism and apathy that had existed up to that point. However, though their critical and alarming assessment was in the hands of Hungarian Jewish leaders by April 28 or early May 1944, it is doubtful that the information it contained reached more than just a small part of the prospective victims during May and June 1944, about 437,000 Hungarian Jews boarded, in good faith, the "resettlement" trains that were to carry them off to Auschwitz, where most of them were gassed on arrival. In the present study I try to delve into the mystery of Vrba's disappearance not only from Auschwitz but also from Israeli textbooks and the Israeli Holocaust narrative.

**Location:** Catalina Meeting Room

### 9:00 – 10:15 SATURDAY

**Type Session:** Guest Presentation

**Session Topic/Domain:** Arts and Literacy for Social Justice

**"Building Commitment to Social Justice through Community-based Arts, Literacy and Parenting Programs for Families of Culturally Diverse Backgrounds and Limited Resources"**

**Author:** Ana Jimenez, Orange County Children's Therapeutic Arts Center

**Abstract:** This presentation focuses on the value of integrating the arts, literacy and parenting programs to enhance the educational and artistic opportunities of at-risk youth and children with disabilities of limited resources. Integrating the arts and educational methods are powerful vehicles to empower youth, build self-esteem, encourage self-expression, and nurture creativity. Particular emphasis is placed on a community-based program in Santa Ana, California that prioritizes on parent education to build community leadership and inclusion programs that promote social justice for children and youth with disabilities.

**Location:** Lantern 1 Meeting Room

## 9:00 – 10:15 SATURDAY

**Type Session:** Guest Presentation

### ALL DAY FOR CREDIT

**CO-SPONSOR - California Association for Bilingual Education**

**English Learner Institute**

**"Moral and Ethical Issues in Education Affecting English Learners and Ways that Educators can Soften the Blow"**

**Presenters:** Dennis Parker, UCLA; Maria Quezada, executive director of the California Association for Bilingual Education (CABE); Magaly Lavadenz, Loyola Marymount University; Elizabeth Jimenez, Lobbyist; Ralph Arroyo, community activist, parent, student; Diane Materazzi, Melinda Rader Project Connect, Orange County Dept of Education, Ana Colón-Muniz, and Evangelina Brignoni, Chapman University.

**Duration:** 9 hours, Saturday, November 13, 9 AM-12 PM, 1-6 PM

**Abstract:** This full day work/seminar addresses the multiple moral and ethical issues impacting English learners and their families in California since the passage of Proposition 227, when bilingual education was severely restricted. A series of dialogues, presentations and practical workshops will make up the day. With a strong research and practical foundation, Dennis Parker will provide insights on the most effective strategies known for addressing the linguistic and academic needs of this student population. Then, a panel of researchers, practitioners and community members will share their perspectives on these issues, including Maria Quezada, Magaly Lavadenz, Elizabeth Jimenez and Ralph Arroyo. As part of the experience, participants will attend the plenaries by Alma Flor Ada, Donald Macedo, and Peter McLaren. Participants will also learn about an interactive website hosted by the OCDE and Project Connect where practical teaching strategies are shared by Dianne Materazzi, Melinda Rader and Ana Colón-Muniz. Finally, the participants will engage in a serious action plan to personally commit to improve the conditions of education for the students in California, in order to receive university credit. Teacher participants will have the opportunity to register for 1 extension credit through Chapman University each unit equivalent to 15 hours of attendance and work. In an agreement with the California Association for Bilingual Education teachers may attend this seminar, as well as the C Abe sponsored conferences on English learners and submit a report on the proceedings of the conference/s. Details may be gotten from Dr. Gigi Brignoni, Chapman University, who will chair the institute (email brignoni@chapman.edu).

**Saturday Schedule**

Moderators for the Seminar- Gigi Brignoni and Ana Colón-Muniz

<table>
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<tr>
<th>Time</th>
<th>Activity</th>
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<tr>
<td>9:00-10:15</td>
<td>Presentation Dennis Parker</td>
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<tr>
<td>10:30-11:45</td>
<td>Plenary Alma Flor Ada</td>
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<tr>
<td>12:00</td>
<td>Lunch with Dennis Parker</td>
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<tr>
<td>1:00-2:15</td>
<td>Panel Maria Quezada, Magaly Lavadenz, Elizabeth Jimenez, and Ralph Arroyo</td>
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<tr>
<td>2:30-5:15</td>
<td>Plenary with Donald Macedo and Peter McLaren</td>
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<tr>
<td>5:30-6:00</td>
<td>Project Connect - Dianne Materazzi, Melinda Rader, Ana Colón-Muniz and closure</td>
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**Location:** Pacific Meeting Room

### 9:00 – 10:15 SATURDAY

**Type Session:** Guest Presentation
**SHOWCASE:**
Orange County Department of Education
Orange County, California
Project Connect

Authors: Diane Materazzi, Melinda Radar, Orange County Department of Education
Anaïda Colon-Muniz, Chapman University

Project CONNECT is a collaboration between Chapman University and the Orange County Department of Education that focuses on supporting teachers as they provide effective curriculum and strategies to their English Learners. The project is developing a network using the principals of professional learning communities. The presentation will focus on the structure of the project's network as well as visiting the project's interactive website.

**Location:** Dana 1 Meeting Room

**9:00 – 10:15 SATURDAY**

**Type Session:** Guest Presentation

"Su educación, nuestra prioridad": A Parent Program for Participation and Involvement.

**Presenters:** María Jesús García and Pam Curtis, Teachers, Lincoln Elementary School, Santa Ana, CA

**Presentation description:**
A. Introduction: Goals of the program, Research Findings, Importance of Communication and Make Parents Feel Welcome at School. B. Contents and Development of the Program. We will analyze how home and school can work together to support high levels of academic achievement, good behavior and attitudes of students. The main goal is to help families of students who are English Learners understand the instructional focus of the curriculum and what students are expected to learn based on grade level academic standards, also to engage families in the whole school improvement process with their active and effective participation.

**Location:** Lantern 2 Meeting Room

**10:15 – 10:30** BREAK

**10:30 – 11:45** PLENARY SESSION

**Plenary Speaker:** Alma Flor Ada

**Introduced by** Anaïda Colon-Muniz, Chapman University

**Title:** "Educational Justice: Language Access, Participation and Critical Reflection to Create a World of Equality, Solidarity and Peace"

**Location:** Ballroom IV

**12:00 – 1:00** LUNCH

Lunch Roundtable Discussions – see registration desk for details

**1:00 – 2:15** SATURDAY AFTERNOON WORKING SESSIONS

**Type Session:** Symposium

**Session Topic/Domain:** Truth and Forgiveness

**I. "Truth, Forgiveness, and Storytelling"**

**Authors:** Sharon Lamb, Saint Michael's College
Peter Zachar, Auburn University Montgomery
Christian Perring, Dowling College

**Abstract:** These three theoretical papers explore truth and forgiveness in the context of stories told. The first paper by Peter Zachar examines different versions of justice and how they work or fail to work in managing rage in the Truth and Reconciliation hearings in South Africa. The second paper by Sharon Lamb examines the cultural stories that support forgiveness as a psychological tool in this particular historical period in the U.S. The third paper explores the theory of counterstories developed by Hilde Lindemann Nelson, in particular, transsexual counterstories that fight the dehumanizing master narrative of the medical profession. This counterstory approach is applied to psychiatry, considering how it is difficult for people with mental illnesses to tell the truth about their experience.

**II. "A Review of the Empirical Literature on Forgiveness"**

**Authors:** Julio Rique, Educational Psychology and Foundations DeKalb
Cleonicia Camino, Universidade Federal da Paraíba
Hayal Kackar, Northern Illinois University
Abstract: This study reviewed 185 articles published on the psychology of forgiveness from 1991-2004. We re-examined forgiveness models from the viewpoint of social justice, for conceptual clarity, methodological quality, and the argument that the area lacks concern for social contexts. General findings have indicated that counseling and the search for identification of personality characteristics are predominant in the area. Conceptualizations of what forgiveness is vary in clarity and processes, but the area has one only paradigm, which affects interpretation on the moral dimension of the value as a response to injustices. We provide constructive comments and conclude with an alternative framework for forgiveness in relation to social justice.

Location: Dana 3 Meeting Room

1:00 – 2:15 SATURDAY

Type Session: Symposium

Session Topic/Domain: Democratic Education

"Service Learning, Social Justice, Democracy, and Moral Development: Two Symposia."

Authors: Robert W Howard, University of Washington
John Potter, England coordinator, Impetus Awards, Institute for Global Ethics UK Trust
Mary Riley, Development Associate, SAVE (Small Animal Veterinary Endowment)
Max Riley, Lawrence Township Schools, New Jersey
Susan Root, RMC Research Corporation, Colorado
Mark Tappan, Colby College, Maine
Mary E. Van Verst, Program Development and Evaluation Coordinator
Washington Commission for National and Community Service
Emily Walk, Pio Pico Elementary School, Santa Ana Unified School District, Santa Ana, California

Abstract: (Symposium B)

Service-learning is a powerful strategy for moral education, to introduce students to ethical issues in their communities, and to promote democratic citizenship and its requisite knowledge, skills, and dispositions. This symposium will present cases that include K-12 settings, teacher education, leadership, higher education, and the arts. Symposium B includes two examples of out-of-school projects and community partnerships (Lawrence Township, NJ and the State of Washington) service-learning as a strategy to promote the ethical development in teacher education students (multiple sites) and a college-community partnership designed to promote youth and community development.

Location: Dana 2 Meeting Room

1:00 – 2:15 SATURDAY

Type Session: Paper Presentations

Session Topic/Domain: Religious Studies


Authors: Kelly Schwartz, University of Calgary
Gregory T. Fouts, University of Calgary

Abstract: Neglected in the literature on adolescent psychosocial development is that of religious identity (e.g., Sanders, 1998), especially as it relates to relationships with parents and close friends. The purpose of the present study was to explore the individual and combined attachments with parents and close friends as they related to status of religious identity (e.g., moratorium, achieved, foreclosed, diffused). Results indicated partial support for hypotheses that each of the four statuses was significantly predicted by both unique and complementary relationships with parents and close friends. In particular, specific attachment styles from each relationship system was associated with religious identity status.

II. "Corruptive Interpretations of Institutional Culture Change; the Moral Consequences of Pervasive Christian Fundamentalism."

Authors: Christopher J. Luedtke, United States Air Force Academy
Chaplain Melinda Morton, United States Air Force Academy

Abstract: Religious belief systems and practices comprise morally forceful elements within a determinative cultural nexus. Nominally secular institutions, seeking to change institutional culture, must address the attendant power dynamic and articulated moral focus apparent within constitutive religious milieu. This paper examines contemporary articulations of American Christian Fundamentalism in an attempt to determine the potential change response of a cultural nexus inclusive of leaders and members espousing the moral grounding and religious perspective of Christian Fundamentalists. Particular to this consideration is the Fundamentalist moral response to gender integration within contemporary, federally funded, military undergraduate educational institutions.

Location: Dana 1 Meeting Room

1:00 – 2:15 SATURDAY

Type Session: Guest Presentation

Session Topic/Domain: Democratic Education
### Socratic Seminars in the Elementary Classroom

**Author:** Kim Olexa, Chapman University

**Abstract:** Socrates engaged in dialogue with fellow Greeks in order to find ‘the truth’. He was excellent at forcing students to think about issues in new ways. His actions have inspired this teaching method. Participants in a Socratic Seminar seek deeper understanding of complex ideas through rigorously thoughtful dialogue, rather than by memorizing bits of information. In this breakout session, participants will learn how to effectively use this democratic teaching method in the elementary classroom.

**Location:** Lantern 1 Meeting Room

**1:00 – 2:15 SATURDAY**

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<tr>
<th>Type Session</th>
<th>Paper/Discussion Presentation</th>
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<tr>
<td>Session Topic/Domain</td>
<td>Studies in Special Education</td>
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<tr>
<td><strong>I. “Moral Judgment and Special Education Children with Behavior Problems.”</strong></td>
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| **Authors:** | Elizabeth Hardman, East Carolina University  
Stephen Smith, University of Florida
| **Abstract:** | I will present the findings from an investigation of moral judgment in special education children with behavior disorders. We measured moral theme comprehension in 3rd, 4th, and 5th grade special education children and typical peers and then purposively sampled three special education participants to participate in moral dilemma interviews. Results showed that special education designation and socioeconomic status were confounded and both were significantly related to moral theme comprehension. I will discuss the behavioral implications of an egocentric socio-moral perspective and present an argument for meaningful inclusion in the classroom community as an ethical and effective method of moral education.
| **II. Forthcoming in Supplementary Program** |
| **Authors:** | Don Cardinal, Dean, School of Education, Chapman University  
Dawn Hunter, School of Education, Chapman University
| **III. Forthcoming in Supplementary Program** |
| **Authors:** | Alan Clark

**Location:** Catalina Meeting Room

**1:00 – 2:15 SATURDAY**

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<tr>
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<tr>
<td>Session Topic/Domain</td>
<td>Student Voices and Justice</td>
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<td><strong>“Good News From Iraq: CPA Job Leads to a Book”</strong></td>
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| **Author:** | Cindy Burleson, Chair, the International Sibling Society
| **Abstract:** | This session will address the issue of child abandonment across the globe, a matter brought into sharp focus for the session leader during several months of humanitarian service in Baghdad, Iraq. Orphaned by war or abandoned by their parents even in peaceful times—children in international orphanages often lack the emotional stability to develop traditional communication skills. An original art project with orphaned children is allowing them a new form of expression through painting, and is the foundation for the first new book published in post-Hussein Baghdad. “Painting a Voice” features many of their four-colored paintings, with text in seven languages, communicating volumes about nationalism, pride, and self-identify through the universal language of art. The full collection of 200 paintings will be exhibited this fall at the United Nations. The book and CD of children’s paintings could form the basis for class instruction on the neglected issue abandoned children, how children are affected by war, and opportunities for teachers and students to improve orphans’ lives.
| **Location:** Capistrano Room

**1:00 – 2:15 SATURDAY**

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<tr>
<td>Session Topic/Domain</td>
<td>Critical Pedagogy</td>
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<td><strong>“Literary Studies: An Exercise in Social Consciousness”</strong></td>
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| **Organizers:** | Julie Ford, Chapman University (Main Presenter)  
Polly Hodge, Chapman University  
Olga Salce, Chapman University
Abstract: A panel will present a class assignment from Spanish 484 20th Century Spanish Poetry and Drama: Literary Pictures. The assignment involved creating a play, incorporating images from Spanish art and a social commentary or message pertinent to today’s society. The student work illustrates several concepts of Freire’s philosophy. His ideas of praxis, critical consciousness, and choice will be integrated with a discussion of the class project which culminated in an anthology of plays, each with its own message of social injustice.

**Location:** San Clemente Meeting Room

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<td><strong>Session Topic/Domain:</strong> Democratic Education and Critical Pedagogy</td>
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| **Abstract:** With the No Child Left Behind legislation, teachers are faced with mandates that challenge even the most creative teachers in providing students an educational experience that attempts to put into critical theory into practice. Faced with this challenge, two teachers share their stories, their successes and challenges of engaging their students, their communities and their school in developing a critical vision within the context of a conservative political period. | **Abstract:** “Developing a Critical Perspective with Young Students in Conservative Times”

**Presenters:**
Emily Wolk, PIO PICO Elementary School, Santa Ana, CA / Paulo Freire Democratic Project (PFDP) 2004 Award Winner
Cheryl King, Paulo Freire Democratic Project

**Location:** Dana Ballroom V Meeting Room

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| **Abstract:** “Students For Cultural And Linguistic Democracy” | **Abstract:** “Rebuilding Afghanistan”

**Presenters:** Bill Terrazas and students, Chanel Islands High School, Oxnard, CA (Forthcoming in Supplementary Program)

**Authors:** Students, International Polytechnic Charter High School, California State Polytechnic University, Pomona, CA (Forthcoming in Supplementary Program)

**Location:** Lantern 2 Meeting Room

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| **Abstract:** “Hear our Roar: Challenging Standardized Testing” | **Abstract:** “Rebuilding Afghanistan”

**Presenters:** Olga Salce, Student, Chapman University
Nikki SooHoo, Student, Orange County High School for Performing Arts, CA

**Abstracts:** Two students ages 16, 21 examine their experiences from elementary school to college on testing and education. They suspect that their education is being robbed due to standardized testing. Testing is a racist structure in our society. Should this oppression continue? Can we come up with an alternative? Multi-Media presentation of Students roaring voices.

**Location:** Dana Ballroom IV Meeting Room

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**Presenters:** Students, International Polytechnic Charter High School, California State Polytechnic University, Pomona, CA (Forthcoming in Supplementary Program)

**Location:** Dana Ballroom IV Meeting Room

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Nikki SooHoo, Student, Orange County High School for Performing Arts, CA

**Abstracts:** Two students ages 16, 21 examine their experiences from elementary school to college on testing and education. They suspect that their education is being robbed due to standardized testing. Testing is a racist structure in our society. Should this oppression continue? Can we come up with an alternative? Multi-Media presentation of Students roaring voices.

**Location:** Lantern 3 Meeting Room

<table>
<thead>
<tr>
<th>2:15 – 2:30 Break</th>
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Interactive Plenary: Donaldo Macedo and Peter McLaren
Title: “Literacy, Morality and a Pedagogy of Justice”
Location: Ballroom IV

Break

AME Community Meeting (Pacific Room)

Break

Plenary: Daniel Ellsberg with Peter McLaren and Judy Baca
Title: “The Intersection of Politics, Critical Pedagogy and Arts”
Location: to be Decided

POSTER SESSIONS
Friday 6:30 – 8:00 PM
Dana Ballroom IV Meeting Room

Making the Invisible Visible: Using Photovoice to Promote Social Justice
Author: Kevin Graziano, Assistant Professor, Nevada State College
Abstract: Photovoice, an innovative form of participatory action research, allows individuals to identify, represent, and enhance their community through documentary photography and storytelling. A photovoice study conducted with seven black gay and lesbian individuals from four townships in Johannesburg, South Africa is critically examined in this session to encourage researchers and educators to implement such an approach in understanding educational and social issues in our Nation’s schools. This interactive session allows participants to view photographs and read stories from the presenter’s photovoice study, and to identify and discuss possibilities for similar projects in K-12 and post secondary schools.

Can Kohlberg’s Moral Typology shed light on individual differences in rational vs. intuitive preferences in moral judgments
Author: Christopher S. Newitt, University of British Columbia, Canada
Abstract: One of the most contentious arguments in contemporary moral psychology revolves around the relative importance of rational and intuitive cognitive processes in everyday moral judgments. The goals of this research were to examine potential individual differences in people’s preferences for engaging in either rational or intuitive moral reasoning and to evaluate whether Kohlberg’s moral typology could serve as a framework for describing these individual differences. Participants in this study consisted of 100 undergraduate psychology students. Each participant completed a package of questionnaires measuring the general preference for intuitive or rational cognition, a series of hypothetical moral vignettes intended to measure preference for intuitive or rational processes in moral judgments, and a measure of moral type and moral maturity. The results of this study provide support for the notion of individual differences in preference for engaging in rational or intuitive processes in making everyday moral judgments.

Can One Class Make a Difference: Moral Development Changes After Participation in a Human Relations Workshop
Author: Pamela M Fergus, University of Minnesota
Abstract: This study attempts to measure the increased level of moral thinking in participants after attending a semester-long intensive diversity education class: 5135 Human Relations Workshop. Pre and post measurement of Rest’s Defining Issues Test 2 were administered to the HRW class, and to two control groups (classes not focused on diversity or morality
issues). Results are pending, at this point, but initial indications suggest that HRW participants score higher on the posttest DIT2, while the control group scores remain about the same.

Location: Dana Ballroom IV Meeting Room

Type Session: Poster Session

What do children think about their Moral behavior at school?

Authors: Maria Judith Sucupira da Costa Lins
Denise Corecha Rosa Alves
Márcia de Mello Dias
Vera Lucia Magnago da Mata
University Federal Rio de Janeiro- RJ - Brasil

Abstract: This study tries to understand what ideas children have about their moral behavior in order to help them to learn values. A group of third school year students of elementary school was observed. They are observed at all school activities and they are asked to think about ethics and moral behavior. Teachers teach values and moral education as a Transverse Theme according to the new curricular organization. It was found that children don't have objective and social references for their answers. They followed their own interests and emotions. This study shows some children viewpoints concerning common good, justice and share.

Location: Dana Ballroom IV Meeting Room

Type Session: Poster Session

Moral identities in old and new EU countries: Finland and Italy

Author: Annukka Vainio, Department of Social Psychology, University of Helsinki, Finland

Abstract: This study explores conceptions of morality in an old EU country where the European identity is strong (Italy) with a new EU country where the national identity is strong (Finland). Current moral psychology separates conceptions of morality from social identities and cultural assumptions. This study aims to fill this gap by exploring cultural elements in participants' moral reasoning. It focuses on the tension between universalizable morality and EU value pluralism. Also the influence of Protestant and Catholic religions is explored. The analysis is qualitative and quantitative, based on questionnaire data collected at the universities of Helsinki and Bologna in spring 2004.

Location: Dana Ballroom IV Meeting Room

Type Session: Poster Session

Promoting Social Justice: Moral Reciprocity and the Primary Sources of Moral Motivation

Author: John C. Gibbs, The Ohio State University

Abstract: A rescue incident described in Robert Coles' (1986) Moral Life of Children stimulates reflection on violations of moral reciprocity or fairness as constituting one of three primary sources of moral motivation. The rescuer was white, the rescued African-American; both were students at a previously segregated high school in Atlanta, GA. Reflection on the rescue yields a more adequate understanding of the motivational sources of moral behavior such as promoting social justice.

Location: Dana Ballroom IV Meeting Room

Type Session: Poster Session

Moral Development in two Wholistic Educational Models

Author: Michelle Tichy-Reese, University of MN

Abstract: The goal of this study was to compare and contrast two longstanding models for wholistic education: Montessori and Waldorf, on the practices that they institute to encourage moral development. The methods used in this study included: a comprehensive literature review and theoretical comparison of the two models, ethnographic interviews of students/alumni/parents/teachers, and direct observation of moral education in Montessori & Waldorf classrooms. The results of this study suggest that both Montessori and Waldorf classrooms encourage students to reflect on moral and ethical issues. Although the techniques are very different from one to the other the end result is very similar.

Location: Dana Ballroom IV Meeting Room
| Type Session: Poster Session |  |
|-----------------------------|  |
| **Justice and work: Mexican children's moral conflicts** |  |
| **Author:** Elida Guerra, University of Bath, England- Universidad Autonoma de Queretaro, Mexico |  |
| **Abstract:** This paper presents results on Mexican children and adolescents' moral justifications of issues related to children and old people's working conditions, based on their social role-taking reasoning, which revealed a conflict among moral values and environmental forces. The debates, tensions and contradictions on the constant change of living conditions and strategies to cope with life, which are found to be more culturally adequate and cost-effective, are reflected in their discourse. They are not considering first and foremost the moral implications of actions, which suggest that the adjustment to economic realities is conflicting with ideal conditions of respect to human rights and justice. |  |
| **Location:** Dana Ballroom IV Meeting Room |  |

| Type Session: Poster Session |  |
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| **New Strategy to Moral Instruction** |  |
| **Author:** Fumiyuki Ohnishi, Yokohama City University, Japan |  |
| **Abstract:** The new strategy for moral instruction based on differences of paths to striving moral values was proposed. It was discussed the effectiveness of moral instruction. |  |
| **Location:** Dana Ballroom IV Meeting Room |  |

| Type Session: Poster Session |  |
|-----------------------------|  |
| **Ego Functioning in Peer Interactions Predicts Moral Reasoning Development** |  |
| **Author:** Jeremy A. Frimer, University of British Columbia, Canada  
Lawrence J. Walker, University of British Columbia, Canada |  |
| **Abstract:** This research examines the relationship between ego functioning (a fairly encompassing feature of personality) and moral reasoning development, with the intention of promoting more holistic understandings of moral functioning. Participants were 59 adolescents who responded to a moral judgment interview (MJI) and participated in dyadic discussions of moral conflicts with a friend. Raters scored various ego processes in participants' handling of these conflicts. To assess subsequent moral development, target adolescents were re-interviewed annually for the next 4 years on the MJI. Results indicated that adolescents' ego coping did indeed predict their moral development and thus suggest that moral reasoning can be meaningfully embedded within the broader context of personality functioning. |  |
| **Location:** Dana Ballroom IV Meeting Room |  |

| Type Session: Poster Session |  |
|-----------------------------|  |
| **Do young adults in an individualist culture apply judgments about moral obligation to contexts of care and beneficence?** |  |
| **Author:** Nadia Sorkhabi, University of California, Berkeley |  |
| **Abstract:** The objective of the study is to examine the moral judgments of European-American adults about situations of care where one person directly asks another for help. The aim is to show that within a Western culture like the U.S., judgments about moral responsibility are not homogeneous and primarily dependent upon individualist cultural ethos that emphasize autonomy but are heterogeneous and depend upon the coordination of the conditions that both the agent who must take action to help and the recipient who is asking for help face. These conditions include the balance between cost to the agent who must take action and forgo resources to help and cost to the recipient if aid is not offered, the quality of the relationship (unilateral or bilateral), and the type of relationship (parent-child or friendship). |  |
| **Location:** Dana Ballroom IV Meeting Room |  |

| Type Session: Poster Session |  |
|-----------------------------|  |
| **Impact of Catastrophe on Pivotal National Leaders' Vision Statements** |  |
| **Author:** Carl R. Oliver, Fielding Graduate Institute, CA |  |
| **Abstract:** Vision statements articulated by 7 national leaders before and after a catastrophe were examined for changes |  |

45
Abstract: This research report describes academic cheating at the Andes University, Bogota, and identifies factors associated with it. It will reassess perceptions of parental control and academic achievement between African-American and Mexican adolescents in the United States. It will investigate how parents exert control on personal, conventional, and prudential issues supported by social domain theory (Turiet, 1998; Nucci, 2001; Smetana, 2001). It will reassess part of existing data with Mexican adolescents and use new data for African-Americans. Background Information and Parental Authority Index (Hasebe, Nucci & Nucci, 2004) questionnaires were administered. This study’s implications are related to expand on the understanding of the family’s role on children’s academic achievement and the education of values supporting multicultural students.

Location: Dana Ballroom IV Meeting Room

Type Session: Poster Session

Reflecting on Perceptions of Parental Control Between African-American and Mexican Adolescents in the United States

Author: Maria Tereza Lins-Dyer, DePaul University, Chicago

Abstract: This study will compare perceptions of parental control and academic achievement between African-American and Mexican adolescents in the United States. It will investigate how parents exert control on personal, conventional and prudential issues supported by social domain theory (Turiet, 1998; Nucci, 2001; Smetana, 2001). It will reassess part of existing data with Mexican adolescents and use new data for African-Americans. Background Information and Parental Authority Index (Hasebe, Nucci & Nucci, 2004) questionnaires were administered. This study’s implications are related to expand on the understanding of the family’s role on children’s academic achievement and the education of values supporting multicultural students.

Location: Dana Ballroom IV Meeting Room

Type Session: Poster Session

Good News From Iraq: CPA Job Leads to a Book

Author: Cindy Burleson, Chair, the International Sibling Society

Abstract: This session will address the issue of child abandonment across the globe, a matter brought into sharp focus for the session leader during several months of humanitarian service in Baghdad, Iraq. Orphaned by war — or abandoned by their parents even in peaceful times — children in international orphanages often lack the emotional stability to develop traditional communication skills. An original art project with orphaned children is allowing them a new form of expression through painting, and is the foundation for the first new book published in post-Hussein Baghdad. "Painting a Voice" features many of their four-colored paintings, with text in seven languages, communicating volumes about nationalism, pride, and self-identify through the universal language of art. The full collection of 200 paintings will be exhibited this fall at the United Nations. The book and CD of children’s paintings could form the basis for class instruction on the neglected issue abandoned children, how children are affected by war, and opportunities for teachers and students to improve orphans' lives.

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Location: Dana Ballroom IV Meeting Room

Type Session: Poster Session

Learning about self and others in Quaker Meeting at School

Author: James Holland, Harvard Graduate School of Education

Abstract: In interviews about their experiences in Meeting for Worship at school, students described and narrated accounts of learning from and about themselves and others, reflecting on actions, experiences, and relationships with the intent to understand, change, and sometimes make amends for their behavior, and participating in the creation of a community in which members felt safe to speak about sensitive and sometimes difficult matters. This study reports on the ways in which...
some students used the silence of Meeting for Worship for explorations of relationships and identity development.

**Type Session: Poster Session**

**Children's Moral Understanding of Dumbledore, the Wisdom Figure in Harry Potter's World**

**Author:** Amie Senland, Saint Joseph College, CT

**Abstract:** This exploratory study investigated how children were interpreting the principled moral reasoning of the wizard Dumbledore in the Harry Potter series. Child and adult participants filled out quantitative and qualitative measures evaluating Dumbledore using concepts from Rest's (1994) four-component model of morality, assessing understanding of the word "principles," and examining perception of Dumbledore's moral reasoning. Results suggest children who have read at least four of the five books multiple times have more of an adult perspective than average child readers in terms of moral judgment. Additionally, although children may not fully understand the concept "principles," most have some insights into Dumbledore's principled reasoning. Findings are discussed in terms of how Harry Potter literature can be used to help teach children moral lessons.

**Location:** Dana Ballroom IV Meeting Room

**Type Session: Poster Session**

**The Telling of the Story – Applying a Multi-Design Methodology**

**Author:** Evangelina "Gigi" Brignoni, Ph.D., Chapman University

**Abstract:** This poster session features a multi-design research methodology used in a case study that focused on communication preferences in a multi-generational family of Puerto Rican writers. A description of the tools used to narrate this story along with the insights of the research will be included. A microstoria analysis, narrative analysis, and a videography help paint a more complete picture of the historical and political influences that may have impacted the language choices of each member of the case study. This poster session will partially represent the critical description as well as the deconstruction of the dynamics of communication in a Puerto Rican family.

**Location:** Dana Ballroom IV Meeting Room

**Type Session: Poster Session**

**Work Ethic, Skills and Values of Selected Young Professionals in Local and Foreign-Based Establishments in Makati City**

**Author:** Melissa B. Montino, Sandiwa Holdings, Inc., Makati City, Philippines

**Abstract:** This study attempted to look into the work ethic, employability skills and the values held by Filipino employees in foreign-based establishments as contrasted with their counterparts in the local establishments. The survey study covered 68 young professionals, 39 of whom are employees of five foreign-based establishments and 29 are employees of five local establishments in Makati City, the financial capital of the Philippines. The study aimed to describe the demographics and the prevailing work ethic, skills, and values and to determine the differences, if any, between these two groups of employees in the aspects mentioned.

**Location:** Dana Ballroom IV Meeting Room

**Type Session: Poster Session**

**A Revolution in Children's Literature: Fodder for Moral Discussions**

**Author:** J. Cynthia McDermott, Department of Education, CSU Dominguez Hills

**Abstract:** This poster session will introduce a lesson plan on moral decision making using the book, Farmer Duck, by Martin Waddell. The plan is adaptable to all grade levels and provides opportunity for all members of the classroom including the teacher to struggle with a moral dilemma.

**Location:** Dana Ballroom IV Meeting Room
CONFERENCE PLANNING COMMITTEE

Conference Chair: Tom Wilson, Faculty, Chapman University
Program Chair: Suzanne SooHoo, Faculty, Chapman University
Educator's Saturday Special Day Chair: Anaida Colon-Muniz, Faculty, Chapman University

Committee Members:
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- Don Cardinal, Dean, School of Education, Chapman University
- John Gunderson, High School Psychology Teacher
- Dan Kelly, Middle School Special Education Teacher
- Tammy Khis, Graduate Assistant, Chapman University
- Ky Kugler, Faculty, Chapman University
- Xiaopeng Lou, Graduate Assistant, Chapman University
- Kim Olexa, Elementary School Teacher
- Olga Salce, Undergraduate Student, Chapman University
- Sally Thomas, Faculty, Chapman University
- Anna Wilson, Faculty, Chapman University
- Emily Wolk, Elementary School Teacher

Thank you for joining us at the 2004 AME Conference!

We trust you find this a memorable professional event, and we each look forward to seeing you all next year in Boston!

May the Conference Committee in Boston find their experience as empowering and rewarding as each of us have in sponsoring the 2004 conference...

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