# 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.amenetork.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

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Paulo Freire Democratic Project, Chapman University, Orange, CA

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

# Welcome Conferees ...

On Behalf of the Association for Moral Education
&
Chapman University, School of Education,
It is our distinct pleasure to welcome you
to the 30th annual conference of
The Association of Moral Education

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# VENUE & REGISTRATION

## DATES & LOCATION

The 30th annual conference of the Association for Moral Education will take place in Dana Point, California from November 10th through 14th, 2004 at the Laguna Cliffs Marriott Resort and Spa.

The resort is situated on the bluffs overlooking the Pacific Ocean above an idyllic, historic yacht harbor, conveniently located mid-way between San Diego and Los Angeles, California. It is approximately thirty miles south of the Santa Ana/John Wayne Airport. The site is accessible from all Southern California airports by private shuttle, though one-way car rental is recommended, (one-way car rentals may be dropped at the resort. Rental fees are approximately equivalent to shuttle fees).

## REGISTRATION

For registration, accommodations and travel arrangement details, please consult the conference web-site at http://www.amenetwork.org/conferences/ame2004 . Be sure to identify yourself as an AME conference participant when registering to ensure the $159.00 (USD) conference room-rate. Your registration must be completed by October10[th], 2004 to secure this rate.

Alternate accommodations are available. Check the web-site for information about alternative lodging accommodations in proximity to the conference site.

## CONTINUING EDUCATION UNITS

CEUs may be available for participation in some workshops. Check with the workshop leaders for details. Participation in Saturday sessions following the conference may be required, and a suitable written product relating to the topic will be required.

## CONFERENCE PHONE CONTACT

For telephone contact and information about the conference, call (714) 532-7700.

## PROPOSALS AND SUBMISSIONS

Submission of papers and proposals was recently closed; however, further consideration will be given to poster sessions if received by September 30th. Forward any poster session proposals to the attention of: Suzanne Soohoo, Program Chair, at sohoo@chapman.edu .

# 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      * Fostering Moral Virtue

* Peace Education          * Elements of Moral Development      * Predicting Moral Reasoning

* Measuring Moral Judgment      * Holocaust Studies          * Spirituality & Religion

* Character & Religious Impulse  * Integrating Character  * Economics/Capitalism

* Care & Honor Code      * Aesthetics, Spirituality & Secular Ethics * Critical/Feminist Pedagogy

* Resisting Militarization of American Schools      * Moral Development/Identity

* Professional/Business Ethics    * Influence of Moral Development on Peacemaking

# PROGRAM OVERVIEW

## Kohlberg Memorial Lecture

Professor Judy Baca will deliver the Lawrence Kohlberg Memorial lecture. Judy has served as the founder/artistic director of the Social and Public Art Resource Center (SPARC) in Venice, California since 1976. Judy has taught studio art within the University of California at Los Angeles (UCLA) since 1970, and currently holds two academic appointments at UCLA: Professor of Chicano/Chicana Studies within the Cesar Chavez Center, and Professor of Art for World Arts and Cultures. She has exhibited nationally and internationally. Her work appears in the collections of the National Museum of American Art at the Smithsonian and the Wadsworth Athenaeum in Hartford, Connecticut. The core of her personal and public work is based upon the belief that art has the ability to foster civic dialog in the most uncivil places, thus becoming a tool of self-transformation and social change, (see www.sparcmurals.org and www.judybaca.com ).

## PLENARY SESSIONS

The conference theme will be addressed in plenary sessions through an invited symposium and six lectures, in addition to Professor Baca's lecture.

### Invited Symposia

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 four 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.

### Plenary Lectures

Six distinguished individuals who have made significant contributions in the context of the conference theme will carry on the rich tradition of recent years through their invited presentations:

- **Alma Flor Ada**, Professor of Education and Director, Center for Multicultural Literature for Children and Young Adults, University of San Francisco.
- **Benjamin Barber,** Gershon and Carol Kekst Professor of Civil Society and Distinguished University Professor at the University of Maryland, principal of the Democracy Collaborative.
- **Garrett Albert Duncan**, Assistant Professor, Education, and African and Afro-American Studies, Washington University, St. Louis, MO.
- **Marjorie Kelly**, editor, Business Ethics and author of The Divine Right of Capital: Dethroning the Corporate Aristocracy.
- **Donaldo Macedo**, Distinguished Professor of Liberal Arts and Education, University of Massachusetts, Boston, MA., and author of Dancing with Bigotry: Beyond the Politics of Tolerance (with Lila Bartolome).
- **Peter McLaren**, Professor of Education, University of California, Los Angeles and author Che Guevara, Paulo Friere and the Pedagogy of Revolution.

## POSTER SYMPOSIA

Posters are grouped according to topics to form a two-part poster symposium. Posters are first displayed with their authors for individual discussion. Authors then meet with an invited discussant and others interested in a topic-based grouping of posters in a roundtable format to continue the conversation.

## PAPER SESSIONS

Paper sessions, scheduled in 75 minute blocks, include two to three papers connected by a common theme as determined by the Program Committee, (a challenging task, to be sure!). Paper sessions are chaired by one of the presenters.

## SYMPOSIUM
A symposium also lasts for 75 minutes and typically includes three or more presentations connected by common theme determined prior to actual submission. The symposia are chaired by the submitting authors.

## ROUNDTABLE DISCUSSIONS
Round Tables, some 75 minutes in length, are scheduled for lunch time Thursday, Friday, and Saturday, November 11, 12 and 13th. While the majority of roundtable discussions are prescheduled, *ad hoc* groupings can be arranged based upon threads of interest developing during the conference. Please select Roundtable of your choice at the registration desk each morning.

## WORKSHOPS

Nine workshops have been included in the program, eight will be offered on Wednesday, November 10th and one on Thursday, Nov 11. Each workshop is described below, including:  Workshop number; minimum required number of participants; title; presenter(s); planned duration; and abstracts for each.


**Workshop #1:**  (minimum enrollment of 3)

Title:          Micro and Macro-level Approaches to Integrating Ethics into the Business School Curriculum

Presenters:     Terri Eagan and Ann Feyerherm, Associate Professors of Organization
                and Management, Grazed School of Business and Management (GSBM),
                Pepperdine University (tegan@pepperdine.edu )

Duration:       Two (2) hours, Wednesday, November 11th, 4:00 to 6:00 pm

Abstract:       Based on an affirmation that there is a higher purpose for business practice than the exclusive pursuit of shareholder wealth, this session describes and two approaches of integrating business ethics into the general GSBM curriculum offerings. The first approach focuses on developing the moral reasoning capacity of the individual; the second helps students understand how organizational structure and culture influence ethical practice. While focusing on business school curriculum, the two approaches have application potential for other discipline contexts. Materials will be provided for those interested in applying or adapting these methodologies in the own classrooms.

**Workshop #2:** (minimum enrollment of 1)

Title:          Hierarchical Complexity Scoring System: How to Score Anything

Presenter:      Michael Commons, Harvard Medical School (mmons@tiac.ncoet )

Duration:       Six Hours, Wednesday, Nov. 10th, 9:00 am to 3:00 pm

Abstract:       The Model of Hierarchical Complexity (MHC) presents a framework for reliably scoring reasoning stages in the moral domain in any cross-cultural setting. Scoring is based not upon the content or the subject material, but instead on the mathematical complexity of hierarchical organization of information. The participant's best performance on a task of a given complexity represents the stage of developmental complexity. This workshop presents an elaboration of the concepts underlying the MCH, the description of the stages, steps involved in universal stage transition, as well as examples of several scoring samples using the MCH as a scoring aid. Workshop participants receive a copy of the scoring manual and instructions.

**Workshop #3:**          (minimum enrollment: 5)

Title:          Beyond the *Dis-* in Disability: Dignity, Human Spirit, and Place in a
                Context of Ethics, Democracy and Civic Courage.

Presenters:     Dan Kelly, Special Education Teacher, Anaheim Union High School District;
                Dawn Hunter, Associate Professor, Chapman University School of Education; and
                Glenda McHale, Program Specialist, Greater Anaheim (CA) Special Education Local Plan
                Area (kellysbiz@cox.net )

Duration:       Five (5) Hours, Wednesday, November 10th, 9:00 am to 12:00pm;
                1:00 pm to 3:00 pm

Abstract:       Inspired by the concepts enunciated by Paulo Freire, this workshop explores what it means
to be human, the nature of education, and how implicit and explicit assumptions about individual potential
impact educational praxis, with particular reference to special education. It will provide an intensive
intellectual and experiential exploration of critical consciousness, ethics, and pedagogical justice.
Participants should leave the workshop armed with a new set of distinctions about human dignity, spirit, and
capacities for learning driven by possibilities beyond the  inconvenience of disability and perceived limits.
Participants will receive  materials, seminar workbook, selected readings, and a copy of Paulo Freire's book,
Pedagogy of Freedom.

**Workshop #4:**          (minimum enrollment: 5)

Title:          Ostracism/Discrimination/Exclusion: Promoting Tolerance/Preventing
                Prejudice Through Interdisciplinary Curricula

Leaders:        Robert Selman, Professor of Education and Psychology in Psychiatry, Harvard School of
                Education and Harvard Medical School; Dennis Barr, Facing History and ourselves; Luba
                flak Feigenberg, Angela Bermudez, and Melissa Steel King, Harvard Graduate School of
                Education  (dennisbarr@facing.org )

Duration:       Four (4) hours, Thursday, November 11th, 4:00 pm to 6:00 pm;
                7:00 pm to 9:00 pm

Abstract:       Through analysis of three case studies, this workshop will introduce an innovative approach
to the evaluation and authentic assessment of programs designed to promote social and ethical awareness,
citizenship, and participatory democratic skills, practices and values of students in elementary and secondary
grades. Participants will work with data on students' awareness of issues of tolerance and intolerance
obtained in partnership with school-based reform organizations such as *Facing History and Ourselves* and
learn how to transform these data into educational tools for instruction and assessment, both of program
effectiveness, and student thinking, decision making and awareness.

**Workshop #5:**          (minimum enrollment: 12)

Title:           Global Education a Moral Imperative

Presenters:      Ken Tye, Professor Emeritus and Barbara Tye, Professor, Chapman University
                 (tye@chapman.edu )

Duration:       Two (2) hours, Wednesday, November 10th, 4:00 to 6:00 pm

Abstract:       American educators are overdue in responding to the need to prepare students to
understand the world in which they live, and how the problems and issues we face at home increasingly cut
across national boundaries. The session will begin with a rationale and definition, and then move to a report
on the status of the field both in the USA and n other countries: what is being done already? Participants
from abroad will be encouraged to describe projects with which they are familiar. The session will conclude
with an opportunity to examine and discuss various materials and resources available for teaching with a
global perspective.

**Workshop #6:**     (minimum enrollment: 6)

Title:          A Four-Phase Process for Creating High Performance Schools

Presenter:      Clete Bulah, Character Education consultant, Georgia and West Virginia
                (cbulah@comcast.com)

Duration:       Two (2) hours, Wednesday, November 10th, 4:00 to 6:00 pm

Abstract:       A high performing school is described as one where student achievement is high and
absenteeism is low. Student behavior is such that teachers seldom have to control or tell them what to do,
resulting in greater time-on-task; higher teacher morale; low teacher absenteeism; and improved parent
support. A caring and moral community is created where everybody practices good citizenship. Four distinct
phases for creating a school culture for a high-performing school are described. In order for this culture to be
created and perpetuated, a leadership style called "servant leadership" must be practiced by school
administrators and teachers. This is a true call to action to create a school culture for moral enlightenment.

**Workshop #7:**     (minimum enrollment: 5)

Title:          Empowering Young children to Reflect and Respond Critically Through
                The Use of Multicultural Children's Literature

Presenter:      Kimberly Persiani-Becker, California Sate University, Los Angeles
                (kpersia@exchange.calstatela.edu)

Duration:       One & One-half (1 ½ ) hours, Wednesday, November 10th, 4:00 to 5:30pm

Abstract:       This workshop will explore the effectiveness of using multicultural Children's' literature to
cultivate reflection with third-grade, inner-city public school children. By using this literature as an initial focus
for dialog, the children moved toward a critical reflection of their own lives, to begin to see themselves as
decision makers, questioners of authority, and future change agents. Detail of this critical
pedagogical/dialogical process will be offered through which these young children come to name and change
their own circumstances in the world.

**Workshop #8:**          (minimum enrollment: 5)

Title:          "We've Gotta' Reach Em':" Moving Students from Boredom to Freedom
                Using a SUPERHERO Pedagogy

Presenters:     Elizabeth Johnson, Eastern Michigan University; Mary Kathleen Walsh,
                President, Extreme Teaching for Extreme Times!, (ejohnson@emich.edu )

Duration:       Two (2) hours, Wednesday, November 10th, 4:00 to 6:00pm

Abstract:       MTV, American Idol, Reality TV, Eminem, and other sectarian stimuli are invading the critical
consciousness and emotional quotient of our youth.  Clearly, as educators and parents, we are in
competition for our students. Students' thoughts are ignited by the idols portrayed within the media. The
concept of "superhero" is a dynamic vehicle to instill core democratic values and heighten human
consciousness. This highly engaging, refreshingly-interactive, and vibrant workshop models radical and
futuristic best-practice strategies aimed at developing a 'Marvel' community.

**Workshop #9:**          (minimum enrollment: 5)

Title:          The Tap Dance Way To Self Responsibility and Caring

Presenters:     Donna Cucunato, Chapman University

Duration:        Duration:        One & One-half (1 ½ ) hours, Wednesday, November 10th, 4:00 to 5:30pm

Abstract:        This exciting workshop brings personal responsibility and caring to life through the presenter's demonstration and the participant's experiential learning. The concepts of self determination and the process of internalizing a system of ethics will be presented within the context of Tap dance. Tap dance will serve as a metaphor for the development of the person as reflecting-acting decision maker. From goal setting strategies to competence building activities, from shared accountability to caring practices, this dance class will serve as a microcosm for problem solving pedagogy and the development of life enhancing values.


You may enroll in the workshop(s) of your choice on-line or by mail at the time of your conference registration, or on the morning of the workshop(s) you would like to attend. For more specifics regarding any workshop, fell free to contact the workshop presenters through the e-mail

# CONFERENCE SCHEDULE

Wednesday, November 10
8:00 – 5:00 — Registration
9:00 – 12:00, 1:00 – 3:00 — Workshop #3
12:00 – 3:00 — Executive Board Meeting
4:00 – 6:00 — Workshops #1, 2, 5, 6, 7, 8 & 9
7:00 – 7:45 — Plenary: Ruebén Martínez
7:45 – 9:30 — Symposium: The Cost of Moral Courage
9:30 – 10:30 — No Host Reception

Thursday, November 11
8:00 – 5:00 — Daily Registration
9:00 – 10:30 — Opening ceremony
10:30 – 11:45 — Plenary: Judy Baca/Kohlberg Memorial Lecture
11:45 – 1:00 — Lunch
1:00 – 2:15 — Symposia & Paper Presentations
2:15 – 2:30 — Break
2:30 – 3:45 — Plenary: Marjorie Kelly
3:45 – 4:00 — Break
4:00 – 9:00 — Workshop #4
4:00 – 5:15 — Symposia & Paper Presentations
5:15 – 5:30 — Break
5:30 – 6:45 — Symposia & Paper Presentations
7:00 – 9:00 — Awards Ceremony: Gift of Time, and PFDP Social Justice / Welcoming Reception

Friday, November 12
8:00 – 5:00 — Daily Registration
9:00 – 10:15 — Symposia & Paper Presentations
10:15 – 10:30 — Break
10:30 – 11:45 — Plenary: Garrett Duncan
11:45 – 1:00 — Lunch & Roundtable Discussions
1:00 – 2:15 — Symposia & Paper Presentations
2:15 – 2:30 — Break
2:30 – 3:45 — Plenary: Benjamin Barber
3:45 – 4:00 — Break
4:00 – 5:15/5:45 — Symposia & Paper Presentations
5:15 – 6:30 — Break
6:30 – 10:30 — Poster Session – concurrent with President's Reception – sponsored by Antioch University, Los Angeles Entertainment/ Music/ Dance
7:15 – 9:15 — JME Editorial Board meeting

Saturday, November 13
8:00 – 9:00 — Daily Registration
9:00 – 10:15 — Symposia & Paper Presentations
10:15 – 10:30 — Break
10:30 – 11:45 — Plenary: Alma Flor Ada
11:45 – 1:00 — Lunch & Roundtable/Poster Discussions
1:00 – 2:15 — Symposia & Paper Presentations
2:15 – 2:30 — Break
2:30 – 4:45 — Interactive Plenary: Donaldo Macedo and Peter McLaren
4:45 – 5:00 — Break
5:00 – 6:00 — AME Community Meeting
6:00 – 7:00 — Break
7:00 – 9:00 — Plenary: Daniel Ellsberg with Peter McLaren

Sunday, November 14
6:30 am – 10:00 am — Executive Board Meeting
To Be Decided — *Ad Hoc* Sessions – Conference Experiences

# PROGRAM SCHEDULE - WEDNESDAY, NOVEMBER 10, 2004

**8:00 – 5:00**   **Registration & check-in**

**9:00 – 3:00**   **WORKSHOP # 3**

**12:00 – 3:00**        **AME Executive Board Meeting**

                **Location:**            **Dana 7**

**4:00 – 6:00**   **WORKSHOPS # 1, 2, 5, 6, 7, 8, 9**

**7:00 – 7:45**   **Plenary Speaker:**   **Ruebén Martínez, 2004 MacArthur Foundation Fellow**
                                 **Delores Huerta, United Farm Workers of America (UFW) (Invited)**
                **Location:**   **Ballroom IV**

**7:45 – 9:30**   **WEDNESDAY**

| Type Session: **Invited Symposia** |
| --- |
| ### *"The Costs of Moral Courage: Truth-telling and its Consequences"* <br><br> 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 four 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

**8:00 – 5:00**     **Registration / Pre-function Area**

**9:00 – 10:30**         **Welcome Ceremonies – Ballroom IV**

                **AME President's/Provost's Welcoming Address**

                **Community Building**

**10:30 – 12:00**   **Kohlberg Memorial Lecture:**      **Judy Baca**
                            **Location:**     **Ballroom IV**

                ***"Visual Literacy and the Arts as Social Transformation."***

**12:00 – 1:00**   **Lunch Break**

**1:00 – 2:15**     **Thursday Working Sessions, as follows:**

| |
|---|
| Type Session: **Symposium** |
| Session Topic/Domain: **Psychology/ Moral Development** |
| ***"Three Views on the Development of  Moral Character"***<br><br>**Authors:**     Dan Lapsley, Teacher's College, Ball State University;<br>            Darcia Narvaez, University of Notre Dame;<br>            Marilyn Watson, Developmental Studies Center<br><br>**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** |

| 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**

| 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 Osamma 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**

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

**Follow-on conversations with Judi Baca 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** |

| | |
|---|---|
| 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;
Fritz Oser, University of Fribourt
Ronnie Blakeney, University of Fribourg
Sigrun Adalbjarnardottir, University of Iceland
Yayou Watanabe, Hosei University, Tokyo
Dennis Barr,  Facing History and Ourselves
Margot Strom,  Facing History and Ourselves
Leticia Braga, (Brazil, S.A.),Harvard Graduate School of Education
Helen Haste, Bath University, Bath England
Rosario Jaramillo, Ministerio Educacion Nacional, Bogata, Colombia

**Abstract:**     This symposium will focus on international perspectives on the roots and promotion of tolerance, and how that knowledge base can be informed by and inform 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 WORKING SESSIONS, Cont'd.**

| |
|---|
| 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:**     Nava Maslovaty, 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  multi dimensional  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 help 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**

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**

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 in 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 return 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**

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 Moult, 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, premarital 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**

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 individuals¡¯ 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. LaVoi, 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**

| 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**

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| Type Session:   **Paper Presentations** |
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| 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, The Netherlands
Ben Spiecker, Vrije Universiteit 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**

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| 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 junior high school in Taiwan were chosen to examine the school moral life and atmosphere. The purposes of this paper 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 high 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 ethno-cultural groups who adopt this solution to address what is lacking in the broader school system.

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| Location:   **Lantern 1 Meeting Room** |

**2:15 – 2:30    Break - Refreshments**

**2:30 – 3:45    Plenary Address:**

**Speaker:        Marjorie Kelly, Co-founder & Editor, <u>Business Ethics</u>**
**Title:          Creating the Moral Economy: The Role of Educators**

**4:00 – 6:00 / 7:00 – 9:00    WORKSHOP**

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| Type Session:    **WORKSHOP – FACING HISTORY** | |
| Session Topic/Domain:    **Peace/Holocaust Studies** | |

*"Ostracism/Discrimination/Exclusion: Promoting Tolerance/Preventing Prejudice Through Interdisciplinary Curricula"*

**Leaders:**     Robert Selman, Harvard Graduate School of Education;
         Dennis Barr, Facing History and Ourselves;
         Luba Flak Feigenberg, Harvard Graduate School of Education
         Melissa Steel King, Harvard Graduate School of Education
         Rosario Jaramillo, Ministerio Educacion Nacional Asesora Programa Educacion
         Ciudadana Bogata, Colombia

**Abstract:**      Through analysis of three case studies, this workshop will introduce an
Innovative approach to the evaluation and authentic assessment of programs designed to promote
social and ethical awareness, citizenship, and participatory democratic skills, practices and values of
students in elementary and secondary grades. Participants will work with data on students'
awareness of issues of tolerance and intolerance obtained in partnership with school-based reform
organizations such as *Facing History and Ourselves* and learn how to transform these data into
educational tools for instruction and assessment, both of program effectiveness, and student
thinking, decision making and awareness.

Location:   **Dana 8 Meeting Room**

## 4:00 – 5:45   SYMPOSUIM – EXTENDED SESSION / HOLOCAUST STUDIES

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| Type Session: | **Symposium** *(Extended Time Session – ending 5:45)* |
| Session Topic/Domain: | **Moral Development / Peace** |

***"Moral and ethical life in Nazi Germany - On female emigrants and adherents of the Nazi-movement"***

**Authors:**
Detlef Garz, Johannes Gutenberg University, Germany
Ursula Bloemer, University Oldenburg, Germany
Carl von Ossietzy University Oldenburg, Germany
Nicole Welter, Pädagogisches Institut, Germany
Wiebke Lohfeld, Bates College, USA
Sylke Bartmann, Johannes Gutenberg University, Germany
Lee, Hyo-Seon, Kangnam University, South Korea

**Abstract:** *Morality and ethical life in Nazi Germany –On female emigrants and adherents of the Nazi-movement.* 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)

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|---|---|
| Location: | **Capistrano Meeting Room** |

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| 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:**      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. Cadray, Division of Educational Studies, Emory University
Jennifer E. Obidah, 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:   **Lantern 3 Meeting Room**

| Type Session: | **Symposium** |
|---|---|
| Session Topic/Domain: | **Approaches to Critical Assessment** |

***"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.

***State Accountability Testing:***
***"An Inherently Cruel Exercise in Irrelevance in the Special Education Paradigm: Subjecting Chilred with Disabilities and Their Parent 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-à-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 perpetrate an unconscionably cruel and meaningless social injustice

Location: **Dana 3 Meeting Room**

 

| Type Session: **Guest Presentation** |
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| Session Topic/Domain: |

***"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 that day'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**

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
Liisa Myyry, University of Helsinki, Finland
Soile Juujärvi,  Laurea Polytechnic, 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 Wark & 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**

Type Session:  **Paper Presentations**

Session Topic/Domain:

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

**Author:**    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,
ITESM 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.

### III. "The Clinical experience. Conflicting issues in medical decision making"

**Author:**    Maria Cristina Moreno G., Private consultant, Mexico

**Abstract:**    This report forms part of a larger study on medical education and moral development and it focuses on the decision making process of two faculty members engaged on clinical education. A peditrician and an hemathologist share their experience in decision making in a case that attracted the national press attention, a couple of Jehova Witnesses that refused to accept a blood transfusion for their daughter.  The results of in depth interviews are analized in terms of the conflicting forces in moral decision making and in the possible results in terms of generating a particular learning environment.

Location:  **Dana 2 Meeting Room**

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|---|---|
| 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. McNeel , Professor of Psychology, Bethel College.
                     Mirjam Fauth, Department of Psychology, Bethel College.

**Abstract:**          Colleges with an active religious heritage function explicitly as moral communities for their students.  Does significant moral judgment growth occur during the college years and afterward, or do conformist pressures minimize the growth of post-conventional thinking?  How does moral judgment growth relate to factors such as individuals' empathy and Christian belief orthodoxy? A freshman-senior longitudinal study of Christian liberal arts college students, with a 10-year post-graduate follow-up, addresses these questions.  Results show significant moral judgment and empathy growth during college, with no decrease in Christian orthodoxy.  Ten-year follow-up shows P-score regression but no N2-score regression.  Discussion considers moral judgment facilitators/inhibiters.

### 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 twentieth 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:  **Ballroom IV Meeting Room**

| Type Session:   **Paper Presentations** |
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| 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 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 Tecnológico de Monterrey, Mexico is a 33-campus, nation-wide, private university, which has established as one of its main goals for its curricular 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-Bienengräber, 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:    **Dana 6 Meeting Room**

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|---|---|
| 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 comprises 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**

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|---|---|
| Type Session: | **Paper Presentations** |
| Session Topic/Domain: | Moral Judgment / Functioning |

### *I.   "The Personality Traits of Moral Exemplars."*

**Author:**      Lawrence 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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| Type Session:  **Moral Studies** |
| Session Topic/Domain: **Paper Presentation** |

### I. "The Use of Forgiveness Education to Help At-risk Adolescents Cope with the Unfairness and Injustice in Their Lives."

**Author:**    Suzanne Freedman, University of Northern Iowa, Cedar Falls

**Abstract:**    This paper discusses & describes use of forgiveness education with two classes (10 students per class) of at-risk adolescents who have experienced physical, emotional, and or sexual abuse by a family member or significant other.  Adolescents were attending an alternative school & the duration of the forgiveness intervention was a 45-minute daily class for 7 weeks.  Reporting of results addresses the following:  1) Can a psychological education program be designed to promote forgiveness in a group of at-risk adolescents? 2) Is a forgiveness intervention more effective than a control group in promoting an attitude of forgiveness toward an injurer in a group of at-risk adolescents? 3) Is a forgiveness intervention more effective than a control group in promoting positive psychological health as illustrated by measures of hope, self-esteem, anger, anxiety, and depression?  Specific challenges associated with educating a population of at-risk adolescents about forgiveness will be highlighted as well as difficulties the adolescents experienced in understanding the concept of forgiveness & their ability & willingness to apply forgiveness to their everyday lives. The daily format will also be compared to the typical weekly or bi-weekly intervention.

### II. "Project Work in Teaching Moral Education: A Malaysia Review."

**Authors:**    Vishalache,  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.

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| Location:  **Lantern 1 Meeting Room** |

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**4:00 – 5:15    THURSDAY WORKING SESSIONS, Cont'd.**

| Type Session:    **Paper Presentations** |
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| Session Topic/Domain:    **Empathy & Academic Integrity** |

### I.  "*Relation of Empathy to Reactions to Honor Code Violations.*"

**Authors:**    Heidi L Smith,   Department of Behavioral Sciences and Leadership
United Air Force Academy
Jaime Beatty, 2nd Lt., Occupational Measurement Squadron, Randolph AFB

**Abstract:**    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.

### II.    "*Reasoning through Academic Integrity: Moral Language, Justifications and Consequences*"

**Authors:**    Dawn E. Schrader, Department of Education, Cornell University
Brian Lukoff, Cornell University

**Abstract:**    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.

Location:    **Lantern 2 Meeting Room**

**5:15 – 5:30   BREAK**
**5:30 – 6:45   THURSDAY WORKING SESSIONS, Cont'd.**

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| Type Session: | **Paper Presentations** |
| Session Topic/Domain: | **Values Education / Gender Studies** |

### I. "Role of Teachers As Agent of Values: A Malaysian Perspective."

**Author:**        Chang Lee Hoon, Faculty of Education, University of Malaysia

**Abstract:**        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 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.

### II   "Beliefs about Capabilities and Moral Reasoning about Gender Hierarchy in Benin."

**Author:**        Clare Conry-Murray, University of California, Berkeley

A**bstract:**        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 also more likely to see women as capable in many realms.  Results suggest that that people 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.

### III. "The Immorality of Gender: Gendered Constraints and the Moral Self."

**Author:**        Stephen A. Sherblom, College of Education, University of Missouri, St. Louis

**Abstract:**        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.

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| Location: | **Dana 1 Meeting Room** |

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| Type Session: | **Paper Presentations** |
| Session Topic/Domain: | |

### I. "The Role of Values in a Democratic School Culture"

**Author:**          Tatiana Tsyrlina, Kursk State University, Russia

**Abstract:**          This presentation seeks to examine the role of moral, aesthetic, spiritual and professional values in a democratic school culture. Research focus was specifically on the authorial schools in the 20th century. Although unique, these schools still have some common features, among which we distinguish the so-called values' structure. The latter consists of three main components: values' nucleus, values' priorities, and professional value orientations. Along the way, I compare these components and show their role in preserving school culture. This presentation concludes by outlining main forms and types of working out and formulating dominant school values within a democratic authorial school.

### II. "Images and ideals of doing justice"

**Author:**          Jason Nelson, University of Washington

**Abstract:**          The purpose of this research is to examine the way in which people who are moral exemplars of different types are judged in retrospect. Whom do we choose to hold up as moral exemplars? Which type of exemplary moral thought, word, or action is deemed to be of most worth? More to the point, how do we articulate different roles in working for justice in the curriculum?

### III. "Designing and Developing Democracy: Exercise in Constructivism"

**Author:**          Elyse Froehlich, Chapman University

**Abstract:**          This study attempted to determine by what means students developed a sense of democratic freedom in the classroom with the intention of inculcating those ideals. Using a daily ongoing intention, students were reoriented from a behaviorist paradigm to a constructivist learning environment by using open-ended inquiry, classroom assignments, surveys and a student generated curricular project and a service project.  The experience facilitated democratic responsibility and an awareness of privilege.  During the process, students found their voice and grew into the roles of avid problem solvers.

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| Location: | **Dana 2 Meeting Room** |

Type Session:   **Paper Presentations**

Session Topic/Domain:     **Economics / Capitalism**

### I. "*On some fallacies of moral intuitions against economists' self-interest.*"

**Author:**        Alessandro Lanteri, Faculty of Philosophy, Rotterdam, The Netherlands

**Abstract:**        No matter one's ethical affiliation, we have been taught that "selfish is bad" and most ethical outlook will feed sumptuous critiques of selfish behavior. Experimental literature seems to suggest that economists make selfish people. An economist will likely take it as a personal offence. The nature of such offence would be largely due to some sort of presumption of nastiness generally ascribed to selfish behavior. With the following paper I will investigate what I term 'explanatory', 'cognitive', 'terminological', and 'moral' fallacies of the apparently uncontroversial judgment "selfish is bad".

### II. Towards a Psychology of Globalization:
### Moral Development Theory for a Changing World

**Author:**        Max Klau, Harvard Graduate School of Education

**Abstract:**        This essay attempts to integrate two previously disparate literatures.  The first relates to globalization.  This literature explores the increasing complexity and interdependence of networks from social, political, economic, and other perspectives.  The second literature relates to moral development.  Current debates in this field explore the dynamics of psychological hierarchies and webs as well as social perspective-taking.
     This new model of moral development integrates hierarchies, webs, and the negotiation of interpersonal relationships by viewing individuals as nodes in a psychological network.  By connecting these two perspectives it becomes possible to explore how macro-level changes demand micro-level psychological adaptations.

Location:     **Dana 3 Meeting Room**

| Type Session: | **Paper Presentations** |
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| Session Topic/Domain: | **Morality:  Development / Identity** / Imagination |

### I. "The Effects of Direct Instruction in Moral Development Theory and Participation in Moral Dilemma Discussion on Measures of Moral Reasoning and Cognitive Complexity"

**Authors:**   Rhoda Cummings, Department of Educational Psychology, Univ. of Nevada, Reno
Aaron Richmond, University of Nevada, Reno
Cleborne D. Maddux, University of Nevada, Reno
Antonia Cladianos, University of Nevada, Reno

**Abstract:** The purpose of this study was to (a) compare levels of moral reasoning & cognitive complexity in undergraduate teacher education students & undergraduates enrolled in other university courses, e.g., philosophy & English literature; (b) 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: | **Ballroom IV Meeting Room** |
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Type Session:   **Paper Presentations**

Session Topic/Domain:   **Business / Professional Ethics**

### 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 inter-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.

Location:   **Ballroom V Meeting Room**

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Type Session:    **Symposium**

Session Topic/Domain:

### "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:   **Lantern 2 Meeting Room**

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| Type Session: | **Paper Presentations** |

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| Session Topic/Domain:     **Democratic Education / Just Communities** |

### 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 Haste 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 Fahrig, 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.

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| Location:        **Dana 6 Meeting Room** |

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| Type Session: | **Paper Presentations** |
| Session Topic/Domain: | **Moral Studies** |

### 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.

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| Location: | **Lantern 1 Meeting Room** |

**5: 20 - 6:50   THURSDAY WORKING SESSIONS, Cont'd.**

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| Type Session:   **Symposium** |
| Topic: **Moral Education / Peace Studies / Ethical Formation / Democratic Education** |
| **"No Recruit Left Behind:**<br>**Resisting the Militarization of American Schools."**<br><br>**Abstract:**      The Department of Defense [DoD] realized a significant entrée 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 \$235M, 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.<br>                  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.<br>      Anthropologists Catherine Lutz and Linda Bartlett claim that such programs are "antithetical 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?<br><br>**Panel Moderators:**   Paul Saint-Amand, State University of New York, Potsdam<br>                 Daniel Kelly, Chapman University<br><br>**Panelists:**        Frank Houde, Col., USAF, Ret., Director, Veterans for Peace<br>                 Rick Jahnkow, Program Coordinator for the *Project on Youth*<br>                      *and Non-military Opportunities*<br>                 Andy Griggs, Los Angeles Unified School District High School Teacher<br>                 Jorge Mariscal, University of California, San Diego<br>                 Fernando Suarez del Solar, Military Families Speak Out<br>                 San Diego and Los Angeles Area High School Students |
| Location:   **Dana 7 Meeting Room** |

**7:00 – 9:00   Awards Ceremony: Gift of Time, and PFDP Social Justice**
        **Conference Welcoming Reception**
        **Sponsored by Chapman University, School of Education, Graziadio School of**
         **Business and Management, Pepperdine University, & College of Humanities**
         **and Social Sciences, California State University, Fullerton**
        **Location: Ballroom IV**

# FRIDAY, NOVEMBER 12, 2004 – PROGRAM SCHEDULE

**8:00 – 5:00 REGISTRATION**

**9:00 – 10:15   FRIDAY MORNING WORKING SESSIONS**

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Type Session:  **Paper Presentation**

Session Topic/Domain:       **Political education**

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### 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 Wallerstein'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 Friere 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 Strow Sheley, California State University, Long Beach

**Abstract:**        From April to August in 1994, one million Tutsis and moderate Hutus 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 MORNING WORKING SESSIONS, Cont'd.

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 Friere, 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, Scottland
Doret de Ruyter, Faculty of Psyhology and Pedagog, Vrije Univeriteit, Amsterdam
David Carr, University of Edinburgh, Edinburgh, Scottland

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**

| Type Session:  **Symposium** |
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| Session Topic/Domain:   **Student Socialization** |
| ***"Promoting Social Responsibility in Children and Early Adolescents:  Research Findings from a University - School Board Partnership."*** <br><br> **Authors:**  Kimberly A. Schonert-Reich, University of British Columbia, Canada <br> Lisa Pedrini, Vancouver School Board, Canada <br> Denise Buote, University of British Columbia, Canada <br> Molly Lawlor, University of British Columbia, Canada <br> Jeannie Kerr, Seymour Elementary School, Vancouver, Canada <br><br> **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** |

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| Type Session:   **Symposium** |
| Session Topic/Domain:      **Integrating character Education** |
| ***"Preparing Teachers for the Integration of Character Education Into the Classroom."***<br><br>**Authors:**       Doug Grove, Institute for Character Education, Newport, California<br> Lucy Vezzuto, Ph.D. Coordinator of Research and Development for the Orange County Department of Education<br> Cheryl Jensen, Consultant to the Institute for Character Education and teacher at Oxford Academy in the Anaheim Union high School district<br><br>**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** |

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| Type Session:   **Symposium** |
| Session Topic/Domain: |
| "***Cognitive Neuroscience, Moral Psychology, Moral Philosophy: Happy Bedfellows, or Oil &Water?"***<br><br>**Authors:**       Darcia Narváez, University of Notre Dame<br> William D. Casebeer, PhD, Major (USAF), US Air Force Academy<br> Patricia Churchland, University of California, San Diego<br> Paul Churchland, University of California, San Diego<br><br>**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** |

*"The highest and noblest office of education pertains to our moral nature!"*
*Horace Mann*

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| Type Session:   **Demonstration** |
| Session Topic/Domain:   **Critical / Feminist Pedagogy** |
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| ***"Art, Gender Equity, and the Sacred Interconnectedness of Life"*** |
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| **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 herstory 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. |
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| Location:   **Pacific Meeting Room** |

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| Type Session:   **Paper Presentation** |
| Session Topic/Domain:   **Critical Pedagogy / Values Education** |
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| ***I.   "Promoting Critical Thinking for Values Education*** <br> ***Among Teachers in Brazilian Public Schools."*** |
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| **Author:**        Clary Milnitsky, 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. <br> 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:*** <br> ***Communicating Across Differences in Understandings of Virtue."*** |
| |
| **Authors:**        Kaye Cook,  Gordon College <br>        Peter Hill, Biola University, La Mirada CA; <br>        Steven Sandage, Bethel Theological Seminary, St. Paul MN; <br>        Brad Strawn, Point Loma Nazarene University, San Diego CA; <br>        Oliver Lindhiem, University of Delaware, Newark DE; <br>        Emily Fisher, Gloucester, MA <br>        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 MORNING WORKING SESSIONS, Cont'd.**

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| 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, PhD., 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.

**Author:**        Don Will, Chapman University (Forthcoming)

**Abstract:**

Location:  **Dana 8 Meeting Room**

Type Session:  **Paper Presentation**

Session Topic/Domain:  **Gender Studies**

### I.  *"What Men Can Learn from Increasing Social Justice for Women."*

**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)

**Abstract:**

Location:  **Capistrano Meeting Room**

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Type Session:  **Paper Presentation**

Session Topic/Domain:

### I.  *"Rearticulating White Moral Agency: Uncertainty and Vigilance"*

**Author:**        Barbara Applebaum, Syracuse University

**Abstract:**        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 reconceptionalization 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.

### II. *". RACISM …."*

**Author:**        Anna Wilson, Chapman University (Forthcoming)

**Abstract:**

Location:  **Lantern 1 Meeting Room**

**9:00 – 10:15  FRIDAY MORNING WORKING SESSIONS, Cont'd.**

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| Type Session:  **Paper Presentation** |
| Session Topic/Domain:    Bystanderism |

***I. "Moral development and bystander behavior:***
***Why adolescent girls don't stand up to bullies"***

**Author:**    Dawn Schrader, 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 MORNING WORKING SESSIONS, Cont'd.**

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| Type Session:   **Symposium** |
| Session Topic/Domain: |
| ***Moral Education in Changing Chinese Societies***<br><br>**Authors:**      Dwight Boyd, OISE, Toronto, Canada<br>Monica J. Taylor, Editor, JME, Institute of Education, University of London, UK<br>Jane Hongjuan Zhang, Sun Yat Sen University, People's Republic of China<br>(Angela) Chi-Ming Lee, National Taiwan Normal University, Taiwan<br><br>**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** |

*What should be contrasted with practice is not theory, which is inseparable from it, but the nonsense of imitative thinking. Since we can't link theory with verbalism, we can't link practice with activism. Verbalism lacks action; activism lacks critical reflection on action."*

*Paulo Freire, Pedagogy of Freedom*

**9:00 – 10:15   FRIDAY MORNING WORKING SESSIONS, Cont'd.**

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| Type Session:  **Paper Presentations** |
| Session Topic/Domain:   **Predicting Moral Reasoning** |
| <p style="text-align:center">*I.   "Moderating the Moral Judgment – Political Ideology Relationship."*</p><p>**Authors:**        H. Michael Crowson, University of Oklahoma<br>           Teresa K. DeBacker,  University of Oklahoma</p><p>**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.</p><p style="text-align:center">*II.  "Predictors of Sociomoral Reasoning in Middle and High School."*</p><p>**Authors:**        Tonia Bock, St. Thomas University, St. Paul, MN<br>           Alanna Jerlow, St. Olaf College</p><p>**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.</p> |
| Location:   **Lantern 2 Meeting Room** |


**10:15 – 10:30   FIRST MORNING BREAK**

**10:30 – 11:45   PLEANRY SESSION**

> **Plenary Speaker:    Duncan Garrett**
> **Topic:                      *A Love Ethic in Researching Lives of Oppressed***
> ***                                 And Marginalized Youth***
> **Location:               Ballroom IV**

**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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| Type Session:  **Plenary Address Follow-up** |
| Session Topic/Domain:  **Follow-up Discussions** |
| **Follow-up discussions & conversation<br>With Duncan Garrett** |
| Location:  **Dana 2 Meeting Room** |


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| Type Session:  **Symposia** |
| Session Topic/Domain:  **Social Awareness / Bullying** |
| ***"Why would they do that?:<br>Practice-based Research on Adolescents' Development<br>of Social Awareness in Context"***<br><br>**Authors:**        Luba Falk Feigenberg, Harvard University Graduate School of Education<br>Melissa Steel King, Harvard University, Graduate School of Education<br>Angela Bermudez, Harvard University, Graduate School of Education<br><br>**Abstract:**      This symposium will discuss the need for educators and researchers to integrate developmental and social-cultural 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** |


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| Type Session:  **Symposium** |
| Session Topic/Domain:  **Action / Participatory Research** |
| ***"Student perceptions of bullying and teacher empathy in a rural school."***<br><br>**Author:**          Robert Colesante, Donald Biggs, Siente University<br><br>**Abstract:**        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. |
| Location:  **Dana 3 Meeting Room** |

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|---|---|
| Type Session: | **Paper Presentations** |
| Session Topic/Domain: | **Collegial Outcomes** |

### I. *"Is it Possible to Educate Morally at the College Level?"*

**Authors:**        Catalina Morfin, Department of Human Development, Instituto Tecnologico y de Estudios Superiores de Occidente, Jalisco, Mexico
Everardo Camacho, Jessica Blackaller, Instituto Tecnologico y de Estudios Superiores de Occidente, Mexico

**Abstract:**        This study compares responses of students to the Moral Judgment Test (Lind) of two different academic programs. Students in those programs showed great differences in C-Scores. Two groups of students of each academic program were selected: incoming students and advanced students.  Results were compared with those of a group of faculty members from each program

### II. *"Micro and Macro-level Approaches to Integrating Ethics into the Business School Curriculum"*

**Presenters:**        Terri Eagan and Ann Feyerherm, Associate Professors of Organization and Management, Grazed School of Business and Management (GSBM), Pepperdine University ([tegan@pepperdine.edu](mailto:tegan@pepperdine.edu) )

**Abstract:**        Based on an affirmation that there is a higher purpose for business practice than the exclusive pursuit of shareholder wealth, this session describes and two approaches of integrating business ethics into the general GSBM curriculum offerings. The first approach focuses on developing the moral reasoning capacity of the individual; the second helps students understand how organizational structure and culture influence ethical practice. While focusing on business school curriculum, the two approaches have application potential for other discipline contexts. Materials will be provided for those interested in applying or adapting these methodologies in the own classrooms.

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| Location: | **Dana 6 Meeting Room** |

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|---|---|
| Type Session: | **Paper Presentations** |
| Session Topic/Domain: | **Democratic Education** |

### I. "Democratism: 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. Democratists 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 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.

Location:   **Dana 7 Meeting Room**

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|---|---|
| Type Session: | **Paper Presentations** |
| Session Topic/Domain: | **Moral Judgment Development / Free Speech** |

### I. "What Happens When Two Human Values Clash?
### The Case of Tolerance and Freedom of Speech."

**Author:**          Rivka Wittenberg, School of Behavioral Science, University of Melbourne, Australia

**Abstract:**          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.

### II. "Fluid Intellectual Abilities and Moral Judgment Development."

**Authors:**          W. Pitt Derryberry, Department of Psychology, Western Kentucky University
Kristy Jones,  Western Kentucky University
Brian Barger, Western Kentucky University

**Abstract:**          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 & 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.

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| Location**:** | **Dana 8 Meeting Room** |

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|---|---|
| Type Session: | **Demonstration** |
| Session Topic/Domain: | **The Arts / Pedagogy / Teaching Methodology** |

### "Distancing and The Bystander: Using the arts as activism."

**Authors:**          Carmen Cordova, Cleveland State University
Trisha Wies Long, Cleveland State University

**Abstract:** 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.

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|---|---|
| Location: | **Catalina Meeting Room** |

Type Session:   **Paper Presentations**

Session Topic/Domain:   **Moral Studies / Conflicting Perspectives**

### I. *"Culturally Mediated Moral Prototypes: Stages, Domains, Narratives, and Casuistry."*

**Author:**        Don Collins Reed, Department of Philosophy, Wittenberg University

**Abstract:**        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.

### II. *"Kohlberg and Gilligan: Duet or Duel?."*

**Author:**        Gunnar Jorgensen, Andrews University, Norway

**Abstract:**        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 & Modgil, 1986) with some of Gilligan's statements in a qualitative interview taped by me in April 2003, I will look at some key issues in the so-called "Kohlberg-Gilligan conflict". Some of the questions raised in this paper are: 1) Kohlberg's claim of universality? 2) Was Gilligan a critic of Kohlberg? 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 philosophical 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**

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 Colege
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**

| 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 suitable 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** |
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| Type Session: | **Symposium** |
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| Session Topic/Domain: | |

### *Implementing School Improvement Predicated On Citizenship, Character, Or Values Education Principles: An Open Forum*

**Authors:**       Bill Belanger Ph. D. , University of Ottawa, Canada
                        Paul Carr, Ph.D.,  Ontario Ministry of Education, Canada

**Abstract:**       Implementing school improvement that is predicated on principles of citizenship, character, or values education is a sensitive venture in any public institution, even more so in secular, publicly funded schools in a pluralistic society. This open forum will offer an opportunity to share successes and pitfalls of various programs in various stages of development throughout the United States, Canada and elsewhere. Bring samples, pamphlets, and handouts, to share with others. The Open forum will be structured on 8 questions. Each participant will be encouraged to contribute and provide examples. Time limits will ensure equity of opportunity. Success is dependant on the participation and active involvement of those who have "been around the block".

| Location: | **Pacific Meeting Room** |
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| Type Session: | **Paper Presentations** |
| Session Topic/Domain: | **Medium Theory / Student Reasoning** |

### I.  "Medium: the Key to Leading to Positive Environmental Influence on Man's Ideological and Moral Qualities."

**Authors:**        Gangshu Dai , University of Electronic Science and Technology, China
              Xiangshen Wan, Collage of Profession Technics of Light Industry of Hubei, China

**Abstract:**       This article deals with by 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.

### II.  "Children's moral responses to poverty and wealth."

**Authors:**       Brenda Phillips, M.A., Department of Psychology, Boston University
              Deborah Belle, Ed.D., Professor, Department of Psychology, Boston University

**Abstract:**       American children grow up in one of the wealthiest and one of the most economically unequal societies on earth.  How do children reason about the fairness of such disparities?  Sixty-three children participated in family discussions, ranging in age from 5 to 13 years (mean age: 8.5 years).  Some children responded passionately, focusing on the suffering of the poor, while the majority utilized meritocratic reasoning and conditional statements to justify current disparities.  This paper will explore the ways in which moral concern is shaped in childhood, and will address the role of moral education in fostering children's awareness of societal issues.

### III.  "Lying Across Social-Cognitive Domains: Implications for the Notion of Privacy and Moral development."

**Author:**         Jeffery L. Pratt, University of Illinois, Chicago/Bishop Union High School

**Abstract:**         A questionnaire of vignettes involving high school age students who lie to a school authority in order to prevent access to certain information was given to three age groups: 6th grade, 9th grade and college/adult.  The content of the vignettes was written to reflect three domains outlined by social-cognitive domain theory.  Additionally, two vignettes reflected a pro-social domain. It was hypothesized that participants would rate lies told to protect exposure of information related to the personal domain and social conventional domain as less wrong than lies told to protect exposure of information involving something related to the moral domain.

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| Location: | **Lantern 3 Meeting Room** |

**2:15 – 2:30     Break**

**2:30 – 3:45     PLENARY SESSION**
                  **Plenary Speaker:     Benjamin Barber**
                  **Topic:               Moral Education in a World of Terrorism and**
                  **                      Interdependence**
                  **Location:            Ballroom IV**

**3:45 – 4:00     Break**

**4:00 – 5:15     FRIDAY AFTERNOON WORKING SESSIONS**

| Type Session:  **Plenary Address Follow-up** |
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| Session Topic/Domain:  **Follow-up Discussions** |
| **Follow-up discussions & conversation**<br>**With Benjamin Barber (Tentative)** |
| Location:  **Dana 1 Meeting Room** |

| Type Session:  **Paper Presentations / Demonstration** |
| --- |
| Session Topic/Domain:   **Christian Education and Conservatism** |
| *I.    "The Christianization of Civic Virtue in*<br>*Early American Political Education Rhetoric."*<br><br>**Author:**          Christopher H. Anderson, University of Hartford<br><br>**Abstract:**          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.<br><br>*II.     "Evaluating the Political Content of the DIT-2 without Faking."*<br><br>**Author:**          Charles D. Bailey,  The University of Memphis<br><br>**Abstract:**          Emler 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 development or political orientation. As hypothesized, subjects scoring higher on the DIT-2 ranked other persons more accurately as to ethical judgment, not as to political position. Findings support the validity of the DIT-2. |
| Location:  **Dana 2 Meeting Room** |

Type Session:  **Paper Presentations**

Session Topic/Domain:   **Religious Studies**

### I.   *"Mel Gibson's 'Passion': Stereotype Confusion."*

**Author:**       Lawrence Blum, University of Massachusetts, Boston

**Abstract:**       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.

### II.   *"The Vatican, Sexuality, and Homosexuality"*

**Author:**       Donald B. Cochrane, College of Education, University of Saskatchewan, Canada

**Abstract:**       The Vatican has published four major documents since 1976 in attempts to clarify, reaffirm, and strengthen its 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**

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| Type Session:  **Paper Presentations** |
| Session Topic/Domain:     **Aesthetics and Moral development** |

### I.     *"An Aesthetic Approach to Moral Development."*

**Author:**       Jennifer Cole Wright, University of Wyoming

**Abstract:**       "Rationalist" philosophical and psychological theories of morality emphasize the role of rational deliberation in mature moral evaluation. Contra to these approaches, "sentimentalist" approaches emphasize the role of cultivated moral emotions and sensibilities.  This paper will explore the latter approach with an eye to moral development and education. I will argue that moral education is not the internalization of, or the development towards, a set of principles or list of virtues – rather, it is the cultivation of an imaginative appreciation of goodness akin to the aesthetic appreciation of beauty. Thus, education must facilitate the kinds of experiences that develop these sensitivities.

### II.  *"Towards a Systems-based Theory of Morality and Aesthetics: Implications for Education."*

**Author:**       Glen J. Cotton, University of North Carolina

**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.

### III.   *"Relations between Aesthetic and Ethical Development."*

**Author:**        Albert Erdynast, Antioch Southern California at Los Angeles

**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.

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| Location:  **Dana 7 Meeting Room** |

## 4:00 – 5:15  FRIDAY AFTERNOON WORKING SESSIONS, Cont'd.

Type Session:  **Paper Presentations**

Session Topic/Domain:  **Philosophy, Human Rights and Citizenship**

### I.  *"Are We All Anonymous Revolutionary Aristotelians?*
### *Moral Education After MacIntyre."*

**Author:**       Roger Bergman,  Justice & Peace Studies Program, Creighton University

**Abstract:**       This paper will present MacIntryre'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.

### II.  *"Character Education from the Left Field."*

**Author:**        Dwight Boyd,  Theory and Policy Studies , University of Toronto, Canada

**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.

Location:  **Dana 8 Meeting Room**

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| Type Session:  **Symposium** |
| Session Topic/Domain:   **Moral Development** |

***"Analyzing Media Influence on Moral Development"***

**Authors:**      Darcia Narváez, 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 Narváez, 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**

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| 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 Kessel, 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/accomplishment) and communion (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 process, 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**

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| Type Session:   **Paper Presentations** |
| Session Topic/Domain:   **Cross Cultural Studies** |
| *I.  "The network of interdependence as a basis for moral education."*<br><br>**Author:**        Nobumichi Iwasa,  Reitaku University, Japan<br><br>**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.<br><br>*II.   "Assessment of Racial Tolerance Judgments and Justifications*<br>*of Six to Seven Year Old Children."*<br><br>**Author:**        Rivka Witenberg, University of Melbourne, Australia<br><br>**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 occasionally empathy. Further, children who were able to reflect on the story content with relevant justifications were more tolerant.  Educational implications will be discussed. |
| Location:  **Lantern 1 Meeting Room** |

## 4:00 – 5:15   FRIDAY AFTERNOON WORKING SESSIONS, Cont'd.

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| 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**

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|---|---|
| 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**

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| Type Session: **Symposium** |
| Session Topic/Domain: |
| **Los Amigos** <br> **Abstract:** Forthcoming |
| Location: **Lantern 3 Meeting Room** |

**5:15 – 6:30          Break**

**6:30 – 10:30          AME President's Reception (Sponsored by Antioch University, Los Angeles), Poster Session & Entertainment / Music / Dance**
                    **Location: Ballroom IV**

**7:15 - 9:15          Journal of Moral Education: Editorial Board meeting**
                    **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."*<br><br>**Authors:**   Robert W Howard, University of Washington<br>John Potter, England coordinator, Impetus Awards,<br>    Institute for Global Ethics UK Trust<br>Mary Riley, Development Associate,<br>    SAVE (Small Animal Veterinary Endowment)<br>Max Riley,  Lawrence Township Schools, New Jersey<br>Susan Root,  RMC Research Corporation, Colorado<br>Mark Tappan, Colby College, Maine<br>Mary E. Van Verst,  Program Development and Evaluation Coordinator<br>    Washington Commission for National and Community Service<br>Emily Wolk, Pio Pico Elementary School, Santa Ana Unified School District<br>    Santa Ana, California<br><br>**Abstract:** (Symposium A)<br>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** |

| Type Session:  **Paper Presentation** |
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| Session Topic/Domain:  **Student Access / Fairness, Equity, Voice** |
| *"Student Access to Moral Action Through the PK-12 Curriculum"*<br><br>**Authors:**       Linda Young, Asbury College<br>Anna McEwan, Asbury College<br><br>**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:   **Dana 6 Meeting Room** |

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

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

**Authors:**      Melba Schneider, Ed.M., Stanford University,
           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.

**Transcultural Social/Self Mirroring:**
**Latina/o Youth Empowerment via Principals of Democratic Engagement**
**Melba Schneider**

**Hybridity, Citizenship, and Identity Formation**
**Melissa Moreno**

| Location:   **Dana 7 Meeting Room** |
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| Type Session:   **Symposium** |
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| Session Topic/Domain:   **Democratic Education** |

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

 **Authors:**    Penny S. Bryan, School of Education, Chapman University
     Christyne A. Byron, Elementary School Teacher
     Elyse Froelich, 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** |
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| Type Session:   **Paper Presentation** | |
| Session Topic/Domain:   **Peer Networks** | |

***"Delimiting 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 8 Meeting Room**

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

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

### *"Escaping Auschwitz"*

**Author:**      Ruth Linn

**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 out 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.

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| Location: | **Catalina Meeting Room** |

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| 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.

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| Location: | **Lantern 1 Meeting Room** |

| Type Session: | **Guest Presentation** |
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| Session Topic/Domain: | |

**ALL DAY FOR CREDIT**
**CO-SPONSOR – California Association for Bilingual Education**
<u>**English Learner Institute**</u>

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

**Presenters:**   Dennis Parker, UCLA; María Quezada, executive director of the California Association for Bilingual Education (CABE); Magaly Lavadenz, Loyola Marymount University; Elizabeth Jiménez, Lobbyist; Ralph Arroyo, community activist, parent, student; Diane Materazzi, Melinda Rader Project Connect, Orange County Dept of Education, Anaida Colón-Muñiz, 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 sound 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 Jiménez and Ralph Arroyo. As part of the experience, participants will attend the plenaries by Alma Flor Ada, Donaldo 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 Anaida Colon-Muñiz. 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 1-2 ($50 per unit)extension credits 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 CABE 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). Attendance for this outstanding day is only $30 plus the cost of the unit/s. Teachers may also inquire about financial support through Project Connect, Chapman University.

<u>**Saturday Schedule**</u>

Moderators for the Seminar- Gigi Brignoni and Anaida Colon-Muniz

9:00- 10:15-     Presentation Dennis Parker (Dana 1)
10:30-11:45-     Plenary Alma Flor Ada (Ballroom)
12:00 - 1:00-     Lunch with Dennis Parker (Dana 1)
1:00- 2:15-     Panel Maria Quezada, Magaly Lavadenz,  Elizabeth Jimenez , and Ralph Arroyo (Dana 1)
2:30- 5:15-     Plenary with Donaldo Macedo and Peter McLaren (Ballroom)
5:30- 6:00-     Project Connect- Diane Materazzi, Melinda Rader, Anaida Colon-Muniz  and closure

| Location: | **Dana 1 Meeting Room** |
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| Type Session:   **Guest Presentation** |
| Session Topic/Domain: **Critical Pedagogy** |

**"Literary Studies:  An Exercise in Social Consciousness"**

**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.

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| Location:  **Capistrano Meeting Room** |

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| Type Session: |

**SHOWCASE:**
**Orange County Department of Education**
**Orange County, California**

**Project Connect**

**Authors:**    Diane Materazzi, Melinda Radar, Orange County Department of Education
Anaida Colón-Muñiz,  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.

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| Location:   **Pacific Meeting Room** |

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| Type Session: **Guest Presentation** |

**"Developing a Critical Perspective with Young Students in Conservative Times"**

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

**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.

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| Location:   **Lantern 3 Meeting Room** |

**10:15 – 10:30   FIRST MORNING BREAK**

**10:30 – 11:45   PLENARY SESSION**
                           **Plenary Speaker:      Alma Flor Ada**
                           **Location:                  Ballroom IV**
          **"Educational Justice: Language Access, Participation and Critical Reflection**
                   **to Create a World of Equality, Solidarity and Peace"**

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

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

| Type Session:   **Symposium** |
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| Session Topic/Domain:     **Truth and Forgiveness** |
| *I. "Truth, Forgiveness, and Storytelling"*<br><br>**Authors:**      Sharon Lamb, Saint Michael's College<br>            Peter Zachar, Auburn University Montgomery<br>            Christian Perring, Dowling College<br><br>**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.<br><br>*II.      "A Review of the Empirical Literature on Forgiveness"*<br><br>**Authors:**      Júlio Rique, Educational Psychology and Foundations DeKalb<br>            Cleonice Camino, Universidade Federal da Paraíba<br>            Hayal Kackar, Northern Illinois University<br><br>**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** |

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|---|---|
| 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:** (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**

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| Type Session:    **Paper Presentations** | |
| Session Topic/Domain:    **Religious Studies** | |

### I.  "Adolescent Religious Identity: Parents and Friends."

**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 statuses 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.

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| Location:  **Dana 6 Meeting Room** |

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| 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.

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| Location:  **Lantern 1 Meeting Room** |

Type Session: **Paper/Discussion Presentation**

Session Topic/Domain: **Studies in Special Education**

### I. "Moral Judgment and Special Education Children with Behavior Problems."

**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 …

**Authors:**    Don Cardinal, Dean, School of Education, Chapman University
Dawn Hunter, School of Education, Chapman University

Location:   **Catalina Meeting Room**

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Type Session: **Paper Presentation**

Session Topic/Domain:

### "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.

Location:   **Capistrano Room**

### 1:00 – 2:15   SATURDAY AFTERNOON WORKING SESSIONS, Cont'd.

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| Type Session: |
| Session Topic/Domain: Democratic Educaiton |
| **Rosie Cater, EL SOL Charter Elementary School, Santa Ana, CA**<br>(Forthcoming) |
| Location:   **Dana 7 Meeting Room** |

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|---|
| Type Session:   **Guest Presentation** |
| Session Topic/Domain:   **Democratic Education and Critical Pedagogy** |
| ***"Students For Cultural And Linguistic Democracy"***<br><br>**Author:**  Bill Terrazas and students, Chanel Islands High School, Oxnard, CA (Forthcoming) |
| Location:   **Lantern 2 Meeting Room** |

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|---|
| Type Session: **Guest Presentation** |
| Session Topic/Domain: **Democratic Education** |
| ***"Rebuilding Afghanistan"***<br><br>**Authors:** Students, International  Polytechnic Charter High School, California State Polytechnic University, Pomona, CA (Forthcoming) |
| Location:   **Dana 8 Meeting Room** |

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| Type Session: **Guest Presentation** |
| Session Topic/Domain: |
| ***"Hear our Roar; Challenging Standardized Testing"***<br><br>**Presenters**:      Olga Salce, Student, Chapman University<br>              Nikki SooHoo, Student, Orange County High School for Performing Arts, CA<br><br>**Abstracts:**       Two students ages 16,21examine 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** |

### 2:15 – 2:30          Break

### 2:30 – 4:45          Interactive Plenary: Donaldo Macedo and Peter McLaren
  **"Literacy, Morality and a Pedagogy of Justice"**
   **Location: Ballroom IV**

### 4:45 – 5:00          Break

**5:00 – 6:00**        **AME Community Meeting**

**6:00 – 7:00**        **Break**

**7:00 – 9:00**        **Plenary: Daniel Ellsberg with Peter McLaren**
                        **"The Intersection of Politics, Critical Pedagogy and Arts"**
                        **Location: to be Decided**

**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-Munoz, Faculty, Chapman University

**Committee Members:**

Gigi Brignoni, Faculty, Chapman University

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…**

**Tag … You're It!**