

## **Books by AME members**

**Listed below are books, authored or edited by AME members, directly relevant to moral cognition, development, and moral education.**

*Note. The list does not include journal articles or book chapters. There is a limit of two titles per current member (except in the case of the late Lawrence Kohlberg) and, in the case of multiple authors or editors, member-authors (in bold) are listed first. A brief annotation of 30 words or less is provided for each book.*

**Brabeck, Mary.** (Ed.) (2000) ***Practicing feminist ethics in psychology.***

Washington, DC: American Psychological Association. (Feminist ethical perspectives on the practice of psychologists in contexts of teaching, research, forensics, therapy and cyberspace, multiculturalism, self disclosure in therapy, and contested memories.)

**Brabeck, Mary** (Ed). (1989). ***Who cares? Theory, research and educational implications of the ethic of care.*** New York: Praeger. (Essays examine the ethics of care from philosophical, theological, empirical and educational perspectives and in historical context.)

**Brown, Lyn Mikel, Lamb, Sharon, & Tappan, Mark.** (2009). ***Packaging boyhood.***

NY: St. Martin's Press. (From a survey of 600 boys across the US, information on stereotypes about what it means to be a boy, including messages about violence, risktaking, and perfecting an image of just not caring; advice for parents.)

**Colby, Anne,** Ehrlich, T., Beaumont, E., & **Stephens, J.** (2003). ***Educating citizens: Preparing America's undergraduates for lives of moral and civic responsibility.*** San Francisco: Jossey-Bass. (Presents case studies of a diverse group of American colleges and universities that take seriously their students' moral and civic development; discusses strategies for ensuring that undergraduate education fosters that development.)

**Colby, Anne,** Beaumont, E., Thrllich, T. & Corngold, J. (2007). ***Educating for democracy: Preparing undergraduates for responsible political engagement.*** San Francisco: Jossey-Bass. (Addresses the current dearth of education for responsible political engagement for American young people and discusses the legitimacy, aims, and methods of education for political development at the college level.)

**DiBiase, Ann-Marie, Gibbs, John C., & Potter, G.B.** (2005). ***EQUIP for educators: Equipping youth (grades 5-8) to think and act responsibly.***

Champaign, Illinois: Research Press. (Psychology, education, educational psychology, counselling; psychoeducational prevention/intervention program designed for working with students in grades 5-8.)

**Flanagan, Frank M.** (2005). *The greatest educators ever*. London: Continuum International Publishing Group Ltd. (Introductory philosophy of education presenting pioneers of educational theory and practice; for the general reader, upper-division undergraduates, higher teacher education.)

**Frisancho, Susana.** (2004). *Entre el sí mismo y los otros: Carácter y comunidad en la pedagogía Ignaciana*. Lima: Universidad Antonio Ruiz de Montoya. (Addresses the psychology of moral development and Jesuit education; for psychology, philosophy and education scholars.)

**Frisancho, Susana, Mejía Arauz, R., & Rivera, H.** (Coords.) (2006). *Investigar la diversidad cultural. Teoría, conceptos y métodos de investigación para la educación y el desarrollo*. Guadalajara, México: ITESO/Universidad de Colima/IBERO. (Constructivist/sociohistorical psychology of diversity and education; for psychology and education scholars.)

**Garrod, Andrew, & Kilkenny, R.** (Eds.) (2007). *Balancing two worlds: Asian American college students tell their stories*. Ithaca, NY: Cornell University Press. (Themes surrounding the creation of Asian American identity; fourteen first-person narratives by college students, most of whom have graduated during the first five years of the twenty-first century.)

**Gibbs, John C.** (2003). *Moral development and reality: Beyond the theories Of Kohlberg And Hoffman*. Thousand Oaks, CA: Sage. (Explores the nature of moral development, social behavior, and human interconnectedness.)

**Gibbs, John C., Basinger, K. S., & Fuller, D.** (1992). *Moral development: Measuring the development of sociomoral reflection*. Mahwah, NJ: Erlbaum. (Provides a method for assessing maturity of moral judgment.)

**Goodman, Joan, & Lesnick, H.** (2001). *The moral stake in education: Contested premises and practices*. New York: Longman. (Based on the struggles of two fictional teachers, with a good deal of moral theory; for graduate students in education, psychology, philosophy.)

**Goodman, Joan, & Balamore, U.** (2003). *Teaching goodness: Engaging the moral and academic promise of young children*. Boston: Allyn and Bacon. (Explores the teaching projects, methods and philosophy of a master educator; for students in education and psychology.)

**Heinrichs, Karin.** (2005). *Urteilen und Handeln - ein Prozessmodell und seine moralpsychologische Spezifizierung*. Frankfurt/Main: Peter Lang. (Action theoretical perspective on moral judging and acting, critical reflection on moral development, delivering a special view on moral motivation; for moral education and vocational education researchers.)

**Higgins-D'Alessandro, Ann & Jankowski, K. (Eds.) (2002). *Science for society: Informing policy and practice through research in developmental psychology*.** New Directions for Child and Adolescent Development, Number 98. Chicago, IL: Jossey-Bass. (Examines how research in developmental psychology can and should be used to inform social policies in education and welfare. Intended for graduate students and professionals in psychology and education.)

**Higgins-D'Alessandro, Ann. (2006). *Mobilizing for evidence-based character education*.** (Monograph.) U.S. Department of Education, Office of Safe and Drug Free Schools, Office of Character Education and Civic Engagement. (A resource for conducting evaluations of character and moral education programs.)

**Ingall, Carol K. (1997). *Metaphors, maps, and mirrors: Moral education in middle schools*.** Greenwich, CT: Ablex. (Curriculum and instruction -- how teachers use heroes and role models in their teaching.)

**Ingall, Carol K. (1999) *Transmission and transformation: A Jewish perspective on moral education*.** NY: Melton Center: Jewish Theological Seminary of America. (Curriculum and instruction: creating a vision of moral education for Jewish schools.)

**Johnston, D. Kay. (2006). *Education for a caring society: Classroom relationships and moral action*.** New York: Teacher's College Press. (Intended for teacher educators and teachers, this book asks how we can create classrooms in which relationships are a central focus and explains why this is important for teaching social justice.)

**Johnston, D. Kay, Bjork, C., & Ross, H. (Eds.). (2007). *Taking teaching seriously: How liberal arts colleges prepare teachers to meet today's educational challenges in schools*.** Boulder, CO: Paradigm Press. (Intended for teacher educators and policy makers, this book demonstrates that certification programs as exemplified are the kind of preparation teachers need to be critical thinkers and democratic citizens.)

**Kohlberg, Lawrence. (1981) *Essays on moral development, volume one: The philosophy of moral development*.** New York, NY and San Francisco, CA: Harper & Row. (See below.)

**Kohlberg, Lawrence. (1984) *Essays on moral development, volume two: The psychology of moral development*.** New York, NY, and San Francisco, CA: Harper & Row.

(The two volumes immediately above are the classic collections of essays by the single most influential moral education researcher and a foundational figure in

the history of the AME. Volume one focuses on the philosophical foundations of moral stages and the idea of justice. Volume two focuses on the nature and validity of moral stages.)

**Kohlberg, Lawrence, & Higgins, Ann.** (1986). *Moral stages and moral education*. Tokyo: Uni Publishing Co. In Japanese, trans. N. Iwasa. (Not a duplicate of any of Kohlberg's books but describes his theory of moral development and discusses the educational just community approach.)

**Kohlberg, Lawrence, Anne Colby, Anat Abrahami, John Gibbs, Ann Higgins, Kelsey Kauffman, Marcus Lieberman, Mordecai Nisan, Joseph Reimer, Dawn Shrader, John Snarey, & Mark Tappan.** (1987). *The measurement of moral judgment, volume 1: Theoretical foundations and research validation*. NY: Cambridge University Press. (See below.)

**Kohlberg, Lawrence, Anne Colby, Betsy Speicher, Alexandra Hower, Daniel Candee, John Gibbs, & Clark Power.** (1987). *The measurement of moral judgment, volume 2: Theoretical foundations and research validation*. NY: Cambridge University Press.

(The above two-volume set, *The Measurement of Moral Judgment*, was developed by Kohlberg and a team of 14 developmental psychologists working together at Harvard's Center for Moral Education during the late 1970s and early 1980s. These volumes represent the definitive operationalization of Kohlberg's stages of moral judgment as coded from responses to hypothetical moral dilemmas in the semi-structured Moral Judgment Interview. The first volume presents the theoretical assumptions underlying the construct of moral judgment stage and its assessment through the MJJ, along with data on the instrument's reliability and construct validity. Also includes instructions for administering and coding the interview and annotated practice cases. The second volume presents detailed criteria, along with examples of each criterion drawn from cases, used to code responses to each of nine hypothetical moral dilemmas at each of Kohlberg's five moral judgment stages.)

**Kohlberg, Lawrence.** (1987). *Child psychology and childhood education: A cognitive-developmental view*. NY: Longman. (In this often missed volume, Kohlberg and his colleagues discuss educational theory and practice, the young child as a philosopher, development as the aim of education, psychometric and Piagetian measure of intelligence, language and the development of thought, developmental social-self theories, ego development and education, and play.)

**Koops, Willem, Brugman, Daniel, Ferguson, T.J., & Sanders, A.F. (Eds.)** (2010). *The development and structure of conscience*. Florence, KY: Psychology Press. (First section focuses on the cultural conditions that create the context for the development of

conscience; other chapters cover issues including the development of shame, self regulation and moral conduct, social cognition, and models of guilt.)

**Kristjánsson, Kristján.** (2007). *Aristotle, emotions, and education*. Aldershot, UK: Ashgate. (Aristotelian insights brought to bear on a number of current issues in moral education, especially issues concerning emotional intelligence and emotion education; for philosophers, psychologists and educators.)

**Kristjánsson, Kristján.** (2010). *The Self and Its Emotions*. New York: Cambridge University Press. (Proposes a realist, emotion-grounded conception of selfhood; argues for a closer link between selfhood and emotion.)

**Kuhmerker, Lisa., Gielen, U., & Hayes, Richard L.** (1993). *The Kohlberg legacy for the helping professions*. Birmingham, AL: Religious Education Press. (This widely used textbook, available in English, Chinese, and German editions, provides a road map for understanding the significance of Kohlberg's work and its applications to education, counseling, and clinical practice.)

**Kurtines, William, & Jacob Gewirtz (Eds.)** (1991). *Handbook of moral behavior and development* (Three volumes). Hillsdale, NJ: Erlbaum. (This multivolume handbook includes extensive attention by leading scholars to theory [Volume 1], research [Volume 2], and application [Volume 3]. The editorial board was thoroughly international, which allowed the *Handbook* to be unusually inclusive of diverse perspectives.)

**Kurtines, William & Jacob Gewirtz (Eds.)** (1995). *Moral development: An introduction*. Boston, MA: Allyn & Bacon. (This usable introduction to moral development includes two to five articles written from each of the following perspectives: cognitive-developmental, behavioral-learning, personality, socialconstructivist, and integrative.)

**Lapsley, Daniel K., & Narvaez, Darcia (Eds.)** (2004). *Moral development, self and identity: Essays in honor of Augusto Blasi*. Mahwah, NJ: Erlbaum. (Intended for academics, senior undergraduate and graduate courses in psychology.)

**Lapsley, Daniel K., & Power, F. Clark (Eds.)** (2005). *Character psychology and character education*. Notre Dame, IN: University of Notre Dame Press. (Intended for academics, senior undergraduate and graduate courses in moral philosophy, moral education and psychology.)

**Lerner, Bernice.** (2004). *The triumph of wounded souls: Seven Holocaust survivors' lives*. Notre Dame, IN: University of Notre Dame Press. (Recounts the stories of Holocaust survivors who overcame obstacles to earn advanced degrees and become college and university professors. Their accounts are inspirational, and hold relevance for the fields of psychology, philosophy,

education, and history.)

**Lerner, Bernice, & Bohlin, K. E. (Eds.). (2005) *Great lives: Vital lessons*. NC: Character Development Group. (Primary source documents and lessons that can be integrated into social, language, or science units as a way of incorporating character education into existing curricula; primarily for middle school students.)**

**Lind, Georg, Hartmann, H.A. & Wakenhut, R. (Eds.). (1985). *Moral development and the social environment: Studies in the psychology and philosophy of moral judgment and education*. Preface by L. Kohlberg. Chicago: Precedent Publishing. (Presents research combining the Kohlbergian perspective with modern philosophical, sociological, pedagogical and psychological perspectives; presents Lind's Dual Aspect Theory of moral behavior and development and his cognitive-structural *Moral Judgment Test*.)**

**Lind, Georg. (2007). *La moral puede enseñarse. Manual teórico-práctico de la formación moral y democrática*. México: Trillas. Available also in German, *Moral ist lehrbar* (Munich: Oldenbourg) and an English edition is in preparation. (Theoretical-practical handbook introduces the Konstanz Method of Dilemma Discussion, which grew out of the Blatt-Kohlberg method; for teachers in all subject areas; thorough training prior to use is strongly recommended.)**

**Maxwell, Bruce. (2008). *Professional ethics education: Studies in compassionate empathy*. Dordrecht: Springer. (Critical and multi-disciplinary treatment of the emotional aspects of moral functioning in professional ethics education.)**

**Narvaez, Darcia, & Lapsley, Daniel K. (Eds.) (2009). *Personality, identity, and character: Explorations in moral psychology*. Cambridge: Cambridge University Press. (A diversity of theoretical perspectives and methodologies in moral psychology; integrative possibilities.)**

**Naval, Concepción, & Herrero, M. (Eds.). (2006). *Educación y ciudadanía en una sociedad democrática* (Education and citizenship in a democratic society). Madrid: Encuentro. (Focus on civic education, from an interdisciplinary approach.)**

**Nucci, Larry, & Narvaez, Darcia (Eds.) (2008). *Handbook of moral and character education*. NY: Routledge. (Applications of developmental and cognitive psychology to moral and character education from preschool to college.)**

**Power, F. Clark, Higgins, Ann, & Kohlberg, Lawrence. (1989). *Lawrence Kohlberg's approach to moral education*. New York: Columbia University Press. (Presents the just community approach to moral education. Also describes the development of the moral culture of the school and addresses issues in school discipline and governance.)**

**Power, F. Clark & Daniel Lapsley** (Eds.) (1992). *The challenge of pluralism: Education, politics, and values*. South Bend, IN: University of Notre Dame Press.

**Radest, Howard B.** (2009). *Bioethics: Catastrophic events in a time of terror*. Lanham, MD: Lexington Books. (Treats the catastrophic event as both a category and a genre; connects to aesthetics and ethical inquiry.)

**Reimer, Joseph, Paolitto, D. P., & Hersh, R. H.** (1990). *Promoting moral growth: From Piaget to Kohlberg* (2<sup>nd</sup> Ed.). Waveland Press. (This widely used textbook helps educators translate Kohlberg's theory into educational practice. Provides answers to questions about the theory and examples of the full range of teaching strategies.)

**Rest, James R., & Narvaez, Darcia** (Eds.) (1994). *Moral development in the professions: Psychology and applied ethics*. Hillsdale, NJ: Lawrence Erlbaum. (Intended for professional educators, researchers, academics.)

**Rest, James R., Narvaez, Darcia, Bebeau, Muriel, & Thoma, Stephen.** (1999). *Postconventional moral thinking: A neo-Kohlbergian approach*. Mahwah, NJ: Erlbaum. (Intended for academics, senior undergraduate and graduate courses in psychology and ethics.)

**Siddle Walker, Vanessa, & Snarey, John.** (2004). *Race-ing moral formation: African American perspectives on care and justice*. New York, NY: Columbia University Teachers College Press. (Developmental/cultural psychology and education; incorporates the experiences of African Americans into the discourse on moral education and moral development theory; textbook.)

**Skoe, Eva E. A., & von der Lippe, A.** (Eds.) (1998). *Personality development in adolescence: A cross national and life span perspective*. London: Routledge. (Morality, identity, gender, family contexts, and social change are examined in a cross-cultural study of personality development in adolescence. For graduate/undergraduate courses and for professionals in the social sciences.)

**Snarey, John, Fowler, J., & DeNicola, K.** (Eds.) (1988). *Remembrances of Lawrence Kohlberg*. Atlanta, GA: Center for Research in Faith and Moral Development. (Biography; essays from the memorial service for Lawrence Kohlberg held at Harvard University)

**Snarey, John.** (1993). *How fathers care for the next generation: A four-decade study*. Cambridge, MA: Harvard University Press. (Developmental psychology, ethic of care among men, Eriksonian perspective on generative care.)

**Stengel, Barbara, & Tom, Alan.** (2006). *Moral matters: Five ways to develop*

***the moral life of schools.*** NY: Teachers College Press. (Explores in a philosophical framework the ways K-12 educators have attempted to make the moral visible in American schooling over the past 25 years; for graduate and undergraduate courses and for teachers, administrators, policy-makers and parents.)

**Tan, Charlene, & Chong, K.C. (Eds.) (2007).** ***Critical perspectives on values education in Asia.*** Singapore: Pearson Prentice Hall. (Perspectives on moral, civics, and religious education written by academics in Cambodia, China, Hong Kong, India, Singapore, South Korea and Malaysia; for trainee teachers, teachers, school leaders, and policymakers.)

**Tan, Chuanbao. (1998).** ***On belief education and moral education.*** Beijing: Educational Science Publishing House. (Research on the relation between belief (spiritual) education and moral education. For professionals interested in the moral dimensions of educational theory and practice.)

**Tan, Chuanbao. (2006).** ***Aesthetic outlook of moral education.*** Beijing: Educational Science Publishing House. (Aesthetic perspective on and aesthetic model of moral education. For professionals interested in the moral dimensions of educational theory and practice.)

**Vokey, Daniel. (2001).** ***Moral discourse in a pluralistic world.*** South Bend, IN: University of Notre Dame Press. (Draws on Mahayana Buddhism and neo-Aristotelian virtue ethics to reconstruct and extend Alasdair MacIntyre's work as a conceptual framework for moral education in liberal democratic pluralistic societies.)

**Westenberg, P.M., Blasi, Augusto, & Cohn, L. (Eds.).** ***Personality development: Theoretical, empirical, and clinical investigations of Loevinger's conception of ego development.*** Mahwah, NJ: Lawrence Erlbaum. (This four-part *festschrift* for Jane Loevinger includes 20 first-rate chapters on [1] the nature of ego development, [2] construct validity, [3] related developmental models, and [4] clinical applications.)

**Zimmermann, Jens, & Klassen, N. (2006).** ***The Passionate intellect: Incarnational humanism and the future of university education.*** Grand Rapids: Baker Academic Press. (Christian humanism as a vision of the university as the integration of faith and the intellectual life; for undergraduates.)

**Zimmermann, Jens. (2004).** ***Recovering theological hermeneutics.*** Grand Rapids: Baker Academic Press. (Combines the pre-critical hermeneutical Christian tradition with postmodern philosophy, particularly Emmanuel Levinas' understanding of transcendence; a theological hermeneutics for those interested in questions of philosophy, theology, and self-understanding.)