



AME FORUM

Newsletter of the Association for Moral Education.

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CALL FOR PAPERS AME 2005

Association for Moral Education
www.amenetwork.org

Challenging What's "Right"

How Children and Adolescents Come to Critique Culture from an Ethical Standpoint

The 31st annual meeting of the Association for Moral Education will take place jointly at the Sheraton Commander Hotel and the Harvard Graduate School of Education in Cambridge, Massachusetts from Nov. 3-6. The conference is sponsored by Harvard Graduate School of Education & Gordon College in Wenham, Massachusetts

Co-chairs are Sharon Lamb, Ed.D. (Professor of Psychology, Saint Michael's College), Kaye Cook, Ph.D. (Professor of Psychology, Gordon College), and Mary Casey, Ed.D. (Lecturer, Harvard Graduate School of Education).

Challenging What's "Right"

As in previous years there will be a general focus on moral education and moral development. In addition, the 2005 AME conference team has chosen the theme of "challenging what's right" in order to invite attendees to reflect on how children and adolescents develop or can be taught from an ethical perspective to make judgments about their own culture. We are particularly interested in submissions that reflect on the ways race, gender, sexuality, and ethnicity contribute to the development of a moral perspective that allows children to stand apart from mainstream culture and offer ethical judgments on "business as usual." The title also puns upon current trends towards conservatism. We welcome international submissions as well as North American ones that address the development of the capacity to critique various aspects of culture such as consumerism, racism, sexism, etc.

We invite proposals from scholars and practitioners across the disciplines of psychology, philosophy, sociology, cultural studies, and education. Proposals that do not directly relate to the theme are also welcome. AME always presents a variety of research and theory on moral development, moral philosophy, and moral education across all age groups and contexts.

Special Plenary Address:

Jerome Kagan is Daniel and Amy Starch Professor of Psychology at Harvard University. His research has addressed cognitive and emotional development in children, with a special concern for the role of temperament in personality and the understanding of moral emotions. His numerous books include *The Emergence of Morality in Young Children*, *The Nature of the Child*, *Galen's Prophecy: Temperament in Human Behavior* (1997), and the brilliant, provocative *Three Seductive Ideas* (1998), which devotes a chapter to the unique moral competencies of humans and their relation to empathy and altruism. Writes Richard Shweder, in *Science*, Kagan "is a near-legendary figure in the field of child development. It is accurate, but superficial, to describe *Three Seductive Ideas* as a critique of some baneful errors committed by social scientists, which are unmasked by one of psychology's most erudite and rigorous experimentalists... Kagan offers a candid defense of the moral and spiritual nature of human beings, written in opposition to several powerful intellectual currents, including evolutionary psychology, computational neuroscience, and cognitive ethology."

Kohlberg Memorial Lecture:

This year, the Kohlberg Memorial Lecture will be given by Martha Minow, William Henry Bloomberg Professor of Law at Harvard Law School. Martha Minow has twice been the director of the Harvard University Center for Ethics and the Professions. She is the author of *Partners, Not Rivals: Privatization and the Public Good* (Beacon Press 2002), *Between Vengeance and Forgiveness: Facing History After Genocide and Mass Violence* (Beacon Press 1998), *Not Only For Myself: Identity, Politics, and Law* (The New Press 1997), and most recently, editor with Antonia Chayes of *Imagine Coexistence: Restoring Humanity After Violent Ethnic Conflict* (Jossey-Bass 2003). The topic she will speak on is "What the Rule of Law Should Mean in Civics Education."

Conference Sites and Housing

The Sheraton Commander and the Harvard Graduate School of Education will be the conference sites. The Sheraton Commander is reserving 65 rooms at the cost of \$160 per room. Anyone making a reservation after these rooms are reserved will be asked to pay a higher price. We urge you to make your reservation early if you would like to stay at the Sheraton Commander by going to <http://www.starwood-meeting.com/Book/ame2005>.

The Hawthorn Suites, 2 miles and a bus ride away, is an alternative place to stay. Their rates are \$99 a night, available until October 14 (and possibly later). Be sure to mention AME when you make your reservation by calling (781) 643-7258.

Special Invitation to Students

AME makes special effort to involve students in our conferences. If you have work in progress or completed work that you would like to present, by all means submit it. The Blasi Support Grant enables us to charge only \$36 to students for membership in AME thus reducing their conference fee.

Workshops

If interested in doing a workshop, contact Sharon Lamb directly at slamb@smcvt.edu. We are particularly looking for a proposal from someone or a group of people willing to do a workshop on moral education about the current global conflict and war.

Local Groups

If local organizations, alternative schools, activist projects around moral issues, etc., would like some format to present to our group of scholars and practitioners, please contact our Local Issues Coordinator, Bill Puka at pukab@aol.com.

Lunch Roundtables

Friday lunch roundtables will focus on "Isms" that directly relate to our theme "how children and adolescents come to critique culture from an ethical standpoint." We are looking for people to lead roundtables on homophobia, sexism, anti-globalism, materialism, classism, racism, and any intersection of these. Tables may form around issues of education, activism, philosophy, or research.

Contact either slamb@smcvt.edu or cook@gordon.edu to volunteer to lead a lunch roundtable discussion.

Facing History and Ourselves

We have the pleasure this year of joining the organization, **Facing History and Ourselves**, for their conference in collaboration with Harvard Law School. For more than 27 years, Facing History has engaged teachers and students of diverse backgrounds in an examination of racism, prejudice, and anti-Semitism in order to promote the development of a more humane and informed citizenry. Designing curricula, educating teachers, providing workshops and materials for students, they show that by studying the historical development of the Holocaust and other examples of collective violence, students are able to make the essential connection between history and the moral choices they confront in their own lives. For more information, see their website at www.facinghistory.org.

Those who register for the AME conference will be able to attend the FHAO conference at the Loeb Theatre, next to Harvard Graduate School of Education, all day Thursday. To encourage crossover between the two conferences we have only sparsely scheduled Thursday at AME. On Friday, the Kohlberg Memorial Lecture should interest members of FHAO. More information about the FHAO conference will be available by the summer or before.

Travel Subsidies

Partial travel subsidies are available. They will be awarded according to the following criteria: financial need; no other source of support; program participation; international representation. If interested, please submit a written request along with your program proposal addressing the criteria above. Students see Part 4 below.

Registration:

The opportunity to register will be available through the conference website soon.

Program Proposal

This year, if you submit two proposals, we would like you to indicate which is your preference. We may need to limit regular AME members to one presentation for various reasons. First, we have the opportunity to attend FHAO on Thursday, and so, unlike previous conferences, we only have two days for presentations. Second, we would like to limit the number of contemporaneous presentations to 8 per time slot.

The following are directions for submitting a proposal. Please wait until the webpage for the conference is complete, around March 1, to submit your proposal online. In the rare circumstance in which you can't submit online, send the proposal to ame2005@smcvt.edu and we will type it online for you. The webpage will be linked to the association's site at www.amenetwork.org. So that you may prepare in advance, we include the following outline.

PART 1

- State the title of your proposal (10 words max)
- Select the two preferred formats for your presentation in order of preference.
 - paper presentation (15-20 minutes, to be grouped with like papers)
 - symposium of 3 papers (15-20 minutes each)
 - demonstration (pedagogy / teaching methodology) 60 minutes

- lunch round table (15-30 minute talk w/discussion)

- poster presentation workshop (1-3 hours)
- Full name, title, and affiliation of first author. Postal address; e-mail address.
- Full name, title and affiliation of co-authors. Postal address; e-mail address.
- Provide an abstract of up to 100 words to be printed in program (for symposia, we will need an abstract for the symposium and for each paper within)
- Indicate your media needs. Media light presentations are encouraged given the high price this year for audio-visual assistance.

NOTE: For symposia, we will need a symposium title, an abstract for the symposium and then Part 1 and Part 3 completed for each paper.

PART 2

- For review purposes, provide a 250-500 word summary of your poster, paper, workshop or demonstration.
- Provide your primary discipline (e.g. philosophy, education, psychology, etc.)
- Age level focus of paper, workshop, etc.
- Three key words for the index
- Make sure your proposal is complete.

PART 3

For those who have a book coming out in 2005 or who had a book come out in 2002-2004 please indicate:

- Name of Book
- Author (you and who else?)
- Publisher
- Indicate whether you would like the book to be available for sale at AME
- Indicate whether you would like to take part in a book signing event

continued on page 3

PART 4

- Indicate whether this would be your first time attending AME.
- Indicate whether you are a student (graduate, undergraduate)
- Indicate if you anticipate applying for financial help to attend the conference (the fee for students will be around \$100 which includes membership to AME, the AME forum, and a subscription to the *Journal of Moral Education*). This information will not affect the review of your proposal but will help us gauge the amount of funds we need to seek to help students attend.)

PART 5

Submitting a proposal indicates your willingness and ability to come to this conference if your proposal is accepted. Please include this statement in your proposal: If my proposal is accepted, I confirm that I will make every effort to attend the conference and to let the program coordinator know far in advance if that is not possible.

Submission Deadline: May 1

Please wait until March 1 when you will be able to submit online. For additional information, please contact slamb@smcvt.edu. The conference webpage will be linked to www.amenetwork.org.

If you would like to help by reviewing submitted proposals, please e-mail Garrett Duncan at gaduncan@artsci.wustl.edu.

For requests to chair a session, please e-mail slamb@smcvt.edu and indicate the theme area of interest.

Submitters will be notified by June 1.

The 2004 Kuhmerker Award

Presented November 11, 2004 in Dana Point California to Stephen J. Thoma

The Association for Moral Education honored out-going AME President Stephen J. Thoma "for distinguished contributions to research, teaching, and service to the Association and to the field of moral education." Ceremony remarks noted Steve's scholarly contributions to the field of moral psychology and moral education "distinguished by their high levels of conceptual sophistication, empirical rigor, statistical expertise, and practical importance." He was also cited for his exemplary integration of theory and practice, his visionary leadership for the association, and a personal example that "embodies the highest standards of moral integrity and humility."

In deference to that humility, in lieu of asking Steve to submit an article about his accomplishments, the *Forum* editor asked Dr. Tim Hatfield, an AME member and chair of the Counselor Education Department at Winona State University, to interview Steve for the newsletter. Tim's questions and Steve's responses follow.

Steve, you've done so much in so many different contexts that a book length format here instead of a brief Q & A would be more appropriate, but we'll do the best we can. First, from your perspective as a long-term member of AME and having only last November ended your term as president of the AME board, what do you see as the most important directions in which the association needs to be moving?

When I first started going to AME in the early 80s an AME conference was the place to be. Almost everything presented was going to be in press and we were getting a preview! As you can imagine, this was heady stuff for a student – everyone seemed so engaged and excited to be there. Over the years we seem to have lost this edge and we need to get it back. Of course, the field has matured and as part of this process different offshoots and subgroups have found homes in other settings and organizations. This is good and healthy for all of us. However, I really think AME should take the lead and welcome other perspectives to our conferences. In so doing we could invigorate the Association and provide a true service to the field.

This is a little like loyal choir member's asking the choir director a question, but I noticed that even after the mountain of research from the DIT group over the years there is at least one person out there who is willing to say that the answer is "No" to the question "Do we use reasoning to make moral decisions?" [note: see Marion Mason's 2004 book *Taking Sides: Clashing Views on Controversial Issues in Cognitive Science*]. What's your response to that?

I find it hard to believe that someone can honestly review the evidence from a variety of sources (i.e., not just derived from the DIT) and come to the conclusion that reasoning and decisions are unrelated. This is not to say that under some conditions the link may go to zero or that other processes make significant contributions. Rather than simply rejecting established models it seems more helpful to build off and strengthen them. However, this approach doesn't always sell. As Rest told the story, Kohlberg learned quite early that being bold and controversial brings one attention. The trick is to have something worthwhile to leave the field after all the hype has subsided.

So much of your work has embodied the theory into practice ethic that is at the core of Larry Kohlberg's work. Given the state of the world today, what kinds of action and advocacy efforts would you like to see AME members vigorously pursuing?

My hope is that AME members use their skills and knowledge to educate others about the significant moral issues of the day. Whether these issues relate to social policy, educational practice, or the misuse of our terms and constructs by others, our membership can and should forcefully respond. As an association, we can have the most direct impact by soliciting from our members position papers that present reasoned arguments that are both non-partisan and data-driven. Our strength is that we can bring to the discussion some thirty years of findings and given our established expertise, we have the ability to interpret and apply these data in appropriate ways. It is true that AME has been too timid in the past and therefore has been overlooked by others to our association's disadvantage and the frustration of many of our members. However I would also hope that AME is careful not to go beyond our

mission by entering into debates where we do not have clear expertise. Such attempts can only backfire and serve to alienate our membership. The Board is mindful of this tension and should guide us well.

I know it may be impossible to identify a particular moment, but would you think out loud about when you remember beginning to feel passionate about what has become your life's work?

It is very hard to say but I always trace my interest in moral psychology to Jim Rest's moral development seminar. He was very evangelical about the field, and was able to convince us that moral judgment development was not only a powerful construct but one worthy of study. During that semester and for the first time as a student, I felt both intellectually and personally satisfied and left the class with a purpose.

At the risk of having to leave out the names of many of the outstanding colleagues and collaborators with whom you've worked, who are a couple of the most influential people in your experience, and in what ways?

Easily I would point to the Minnesota group but would echo your point that it is hard to pick out just a few names and leave out others – particularly my good and generous colleagues on the AME and JME boards as well as my students. But the Minnesota group was and is special to me. They were always welcoming, supportive, and promoted a nice blend of theory and methods. These traits suited me and helped me develop confidence in my work.

And finally, if you could write your own ticket for the next five years or so, how would you like to be investing yourself in the world?

It is hard not to sound corny here and obviously there is more outside of professional life to consider, but sticking to professional concerns, I guess I wouldn't mind spending the next 5 years in much the same way as I've been doing now. Honestly, I must say that my administrative roles here at Alabama are wearing me down a bit and I would like to find a graceful way to shed some, if not all, of them. A sabbatical would be nice as well. So, as you can see I'm not suggesting anything special since I'm not at the point where I can or want to make any dramatic shifts in plans. Such is the mid-career mindset!

Experiencing an AME Conference for the First Time

This past November, I had the opportunity to attend the 30th Annual Conference of the Association for Moral Education in Dana Point, CA. As a senior undergraduate student who is looking into pursuing a career in moral development/education, I was fortunate to spend time with so many inspiring people from around the world who shared my academic interests and to be surrounded by thoughts and ideas from the field of Moral Education.

As someone who enjoys walking, I welcomed the beauty and peacefulness of the conference location near Dana Point harbor and appreciated the quiet moments to reflect on my experiences and the insights I was gaining. I enjoyed the friendliness of the people and the informative/educational nature of the various activities, including the symposia, plenaries, and group discussions.

Through the Awards Ceremony and community meeting, I learned more about the organization and its ambitions. Specifically, I appreciated the generative spirit and receptiveness of AME members whose questions and comments about my poster will enrich my current study of biblical Christian responses to the Harry Potter Books. I had a delightful opportunity to talk more in-depth with Steve McNeel of Bethel College, whose interest in religion coincided with my current research pursuits and personal curiosities. I truly had a wonderful experience at my first AME conference, and I am thankful to the organizers for their hard-work and dedication. I look forward to being able to attend the conference again in the near future.

Amie Senland
Saint Joseph College
West Hartford, CT 06117 USA
December 2004

2004 GIFT OF TIME DISSERTATION RESEARCH AWARD WINNERS

Sam Hardy and Bruce Maxwell, 2004 GOT Dissertation Research Award winners, provided the following biographical sketches of their backgrounds and work in progress. The AME offers them both our warm congratulations. We look forward to the presentation of their results at upcoming conferences.

Sam Hardy is a doctoral candidate in developmental psychology working with Dr. Gustavo Carlo at the University of Nebraska-Lincoln. His dissertation, *Identity as a Source of Prosocial Motivation in Emerging Adulthood*, involves examining moral identity as a possible source of motivation for moral action. The project is based on Augusto Blasi's (1983) model of moral identity, which asserts that when an individual constructs his or her identity around a core of moral principles, he or she will feel a strong desire and obligation to live consistent with those principles. Thus, he is testing the hypothesis that the extent to which individuals center their identity on prosocial moral principles (e.g., kindness) will be positively associated with their prosocial behavior. Additionally, he is exploring the relative role of prosocial moral reasoning, empathy, and moral identity in predicting prosocial behavior. The study involves a sample of 90 college students. Measures include an interview measure of subjective identity (Glodis & Blasi, 1993); self-report measures of moral self-relevance (Barringa, Morrison, Liau, & Gibbs, 2001); prosocial moral reasoning (Carol, Eisenberg, Knight, 1992), empathy (Davis, 1983); prosocial behavior (Carlo & Randall, 2002; Rushton, Chrisjohn & Fekken, 1981); and a peer-report measure of prosocial behavior (Carlo & Randall, 2002). Sam expects the complete this project in May, 2005.

Bruce Maxwell is a doctoral research student, junior lecturer and researcher at the Westfälische-Wilhelms University in Münster, Germany.

Educational and relevant employment background: MA in philosophical ethics from the University of Montreal, Montreal, Quebec. Honors BA in philosophy from McGill University. Worked teaching practical ethics and related courses at the junior college level (i.e., CEGEP) in Quebec before taking the position in Germany (see institutional affiliation and title above). Also worked as a public-health research co-ordinator at the Institute for Health Promotion Research, University of British Columbia, Vancouver, Canada.

Dissertation title: *Empathy's Worth: The Promotion of Moral Motivation in Practical Ethics Education*.

Supervisors: Roland Reichenbach (Department of Education and Social Sciences, Westfälische-Wilhelms University, Munster) and Jan Stuetel (Department of Psychology and Education, Free University of Amsterdam, Amsterdam, Holland)

Project description: This dissertation is an interdisciplinary theoretical study which assesses the frequently-voiced charge that mainstream judgment-centred approaches to practical ethics education are not responsive to the widely-acknowledged fact that strong skills in moral judgment do not correspond with a propensity towards ethical practice (cf. Nunner-Winkler, 1998) and, more specifically, that the promotion of empathy is the needed corrective (Annis, 1992; Barnbaum, 2001; Beauchamp & Childress, 1994; Bevis & Watson, 1989; DeHaan, Hanford, Kinlaw, Philler, & Snarey, 1997; Hilfiker, 2001; Hosmer, 1998; Murphy, 1999; Self, Gopala-krishnan, Kiser, & Olivarez, 1995; Scholz & Groarke, 1996; Stempsey, 1999; Tong, 1997). The work can be seen as being framed by the following four questions: What is the nature of the supposed gap between moral judgment and moral motivation in connection with practical ethics? Why should empathy be singled out among other theoretical accounts of moral motivation in moral psychology? How if at all can empathy be adequately understood as explaining or accounting for moral motivation? To what extent is the empirical research on empathy as an altruistic or pro-social motive relevant to the problem of ethical practice?

Method: The study employs an approach to moral philosophy known as "ethical naturalism." The hallmark of ethical naturalism is that it considers the relevance of accumulated empirical knowledge in psychology to problems in moral philosophy (cf. Flanagan, 1996).

CALL FOR DISSERTATION SUBMISSIONS AME DISSERTATION AWARDS

The Association for Moral Education gives awards both for dissertations written in English and for dissertations written in languages other than English.

The Dissertation Award gives recognition and commendation to a doctoral dissertation in the field of moral development and/or moral education. Persons may submit their own work or be recommended by their thesis advisor or a member of the Award Committee. The dissertation must have been completed within the past three years (February 1, 2002 - February 1, 2005).

The next submission deadline for both awards is May 31, 2005. The committee's decision will be announced at the 2005 AME conference to be held in Cambridge (Boston), MA, USA in November 3-6, 2005.

Initial screening. The committee will require a letter of introduction, written in English, explaining (a) why the work offers a significant contribution to the study of moral functioning and (b) how the document falls within a program of research. An abstract of the dissertation itself and the table of contents should also be submitted.

Final review. Those dissertations that pass an initial screening will be read in their entirety by the committee members. Selected authors of dissertations written in English will be asked to submit four (4) copies for final review. Selected authors of dissertations written in a language other than English will be asked to submit two (2) copies. (If this presents a financial hardship, the candidate is requested to contact the awards committee chairperson.)

Submissions from outside North America are encouraged in both categories. One need not be a member of the Association to receive the award.

Please send dissertations, nominations, or queries to:

Dr. Terri Thorkildsen, Chair
AME Dissertation Awards Committee
College of Education, MC-147
1040 West Harrison
University of Illinois at Chicago
Chicago, IL 60607-7133 USA
E-mail Address: thork@uic.edu
FAX: 312-996-5651

If you are unsure whether the dissertation is linked closely enough to moral development theory or practice to meet the criteria of the Association, please FAX a copy of the abstract and table of contents to the chair of the committee for prior review.

CALL FOR AME DISSERTATION RESEARCH GRANTS SUBMISSIONS

*For Research Related To Moral Development
Theory and Practice*

Year 2005 Awards

Application Deadline: May 31, 2005.

Purpose

To encourage a new generation of scholars from a wide variety of fields to make a significant contribution to the field of moral development, two doctoral dissertation research grants will be given in the amount of \$2,000 each (or the international monetary equivalent). The grants will be awarded by the AME and funded by the Gift of Time Charitable Foundation. All funds can only be distributed through a not-for-profit university or educational institution.

Eligibility Criteria

Doctoral students are eligible to apply if they have completed all doctoral requirements except their dissertation. For students in the United States, this would mean that all course work and exams have been completed and their dissertation proposal has been formally approved. For students in other countries, functionally equivalent criteria may apply. For all applicants, the topic of their research must be clearly relevant to advancing moral development theory or educational practice and the applicant must be in a strong position to complete the dissertation within the next academic year. Dissertations being written in the fields of education, the social sciences, and the humanities are eligible for consideration (e.g., literacy, psychology, sociology, philosophy, theology, etc.). All theoretical perspectives and research methods are welcome.

Application Procedure

Students who wish to be considered for an AME Dissertation Grant should submit the following items:

1. A four to six page letter, which provides answers to the following questions: **(a)** What is the general problem of concern and the specific purpose or aim of your study? **(b)** What do we already know about this issue from the theoretical and research literature? **(c)** What is the specific research question you want to address or hypothesis you want to test? What specifically do you want to learn and why is this important? **(d)** What methods will you use in this investigation? How are you going to find out what you need to know? **(e)** How do you plan to analyze or make sense of what you find? **(f)** How will this grant help you? Letters longer than six pages will not be reviewed.
2. A one page time line and simple budget for the project, with justifications as appropriate. Funds may be used for any reasonable research expense, including materials, data analysis services, summer research support for the investigator, and so forth. No funds

will be provided for the purposes of indirect costs.

3. A two page curriculum vitae, which includes the applicant's complete postal and e-mail addresses.
4. A current, official graduate school transcript or, for applicants from outside of the United States, your institution's equivalent record of your course work and studies.
5. A letter from the dissertation director submitted directly to the committee, which confirms that the proposal has been approved, provides the names of all persons serving on the student's dissertation committee, comments on the proposal's strengths and limitations, and evaluates the student's ability to conduct the proposed research.

Evaluation Criteria

Applications will be evaluated according to the following criteria:

- A. Significance of the research problem for the field of moral development theory or educational practice, and clarity with which it is stated.
- B. Competence in identifying the relevant theoretical and research literature.
- C. Adequacy of conceptualization and the development of research questions.
- D. Quality of the proposed research method and design: plausibility, originality, comprehensiveness, appropriateness to the research problem.
- E. Apparent suitability of the proposed plan of data analysis or equivalent method of interpretation.
- F. Quality and clarity of writing.
- G. Strength of letter received from dissertation director.
- H. Strength of applicant's graduate transcript or equivalent record. It is not necessarily assumed that all criteria will be equally weighted and, in fact, it is assumed that each criterion may have varying relevance to research proposals from varying disciplines. In any given year, the Committee may make the determination that none of the submissions are sufficiently deserving of the award.

Deadlines

Entries may be submitted at any time, but all entries must be postmarked no later than May 31, 2005. Applications may not be submitted electronically. Awards will be publicly announced at the next annual AME meeting, which is being held November 3-6, 2005 in Cambridge (Boston), MA, USA. The requested application materials should be sent to:

Andrew Garrod, Ed.D., Chair
AME Dissertation Grants Committee
Dartmouth College
Department of Education
Hanover, NH 03755 USA
E-mail: andrew.garrod@dartmouth.edu

IMPRESSIONS AND RUMINATIONS
ASSOCIATION FOR
MORAL EDUCATION
30th ANNUAL CONFERENCE
NOVEMBER 10-13, 2004
DANA POINT CALIFORNIA
MORAL EDUCATION
ETHICS, AESTHETICS,
AND SOCIAL JUSTICE

Background:

Beyond the historical focus on moral education and development, the 2004 AME Conference attempted to examine the relationships among ethics, aesthetics, and social justice. In keeping with the Association's mission, the program solicited proposals from the disciplines of psychology, sociology, social psychology, philosophy, cultural studies, critical theory, economics, education, and the arts to name a few. An additional goal was to stimulate attention paid to the challenge of action. How could we stimulate and expand both our consciousness and conscience about the relationship of our work to the dangers that face us? How might we, as individuals and as an organization, contribute to the alleviation of the grave unfairness and injustice that characterize our times? To meet this challenge, the conference offered some 190 accepted proposals submitted in the form of plenaries, papers, symposia, posters, workshops and round tables from scholars, school educators, elementary through graduate students, and community advocacy groups representing 23 countries and 29 states within the United States.

For the past two years, the Paulo Freire Democratic Project (PFDP) within the Chapman School of Education has sponsored a small, one day Social Justice Conference (SJC) each spring. This gathering had two functions. The first was awarding the PFDP social justice award to an individual or community group which exempli-

fied the spirit and work of Paulo Freire. The second was a program drawing from the experiences of K-12 teachers and students engaged in social justice work with special emphasis upon student efforts. Rather than trying to organize two conferences this year, it was decided to combine the PFDP SJC with the AME conference. Thus, November 13, became the Educators Saturday Special Day with its own theme of "Educational Justice: Equity, Fairness, Language Access, and Accountability." Conference planners solicited proposals focusing on educators, parents, and students engaged in educational justice work with particular interest in, but not limited to, English Language Learners. In keeping with the major conference theme of Moral Education: The Intersection of Ethics, Aesthetics, and Social Justice, the sessions offered a rich opportunity for interaction between AME and K-12 participants.

Conference Impressions

Did the conference meet its expectations? The answer I imagine depends upon one's point of view: what is one person's cup of tea may be another's glass of sour milk. This possible conflict of preferences, however, should not prevent us from making some generalizations based upon information garnered from comments made to the planning committee during and after the conference, several email responses, written statements provided by teacher participants in the Educators Saturday Special Day meeting, and the written evaluation form which included two questions: What did you like about the conference? and What suggestions do you have for improving the conference?

As to the favorable ("What did you like?"), attendees appreciated the intellectual and warm atmosphere (including the weather), the quality of the presentations, the richness of the themes, the variety and quality of the plenary sessions, the inclusive, international, and multicultural gestalt, the mix of academics/scholars, teachers, students, and community social justice activists,

the emphasis on the aesthetic as made concrete through arts (e.g., murals, dance, music, and poetry), and the physical beauty of the location. A few illustrative comments hopefully give some specificity to the above generalizations.

- "The 2004 conference was the most important I have ever attended."
- "The focus on Social Justice... It's good mix to include basic research/academics with social policies/social justice issues. I think this is new in AME" and "the theme provided connections not often made."
- "I found this conference a stimulating one. I particularly enjoyed the opportunity to sit in on the Facing History workshop."
- "The entertainment was a nice touch."
- "I intend to help my students find a voice and scream (metaphorically, of course) of their experiences, needs, and dreams. I will teach them to be curious and careful of what the read and hear. I will teach them to question every thing and take nothing for granted."
- "The plenary sessions were good, a nice break from the smaller but useful breakouts."
- "Very well organized, congratulations! All the night time receptions were wonderful, poster sessions were well integrated."

The less favorable impressions ("What needs improvement?") of the conference appear mostly to center upon organizational issues rather than the quality of the content itself. A prevailing concern was having too few participants in many sessions due to the total number of sessions in relationship to overall conference attendance. Other issues focused on a perceived lack of discussion opportunities for participants to meet each other, the manner in which sessions were scheduled, the cost of the hotel accommodations and food, and the burden these placed, in particular, upon many students and international participants. Sample comments which provide further flavor to these criticisms include the following:

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AME Colleagues:

You may have noted that this issue of the newsletter has a new name, the **AME Forum**. The name change reflects the association's commitment to the interactive exchange of ideas among members. At the 2003 AME Conference in Krakow, Bill Puka and I began to talk with other members about the possibility of an on-line publication similar to the print journal of the 1980's and 90's, the **Moral Education Forum**. In assuming my new duties as Newsletter Editor, I have been encouraged to incorporate some of our ideas into the newsletter (now also published on-line at the AME web-site <http://www.amenetwork.org/>).

Accordingly, I would like to invite AME members to submit articles that, to paraphrase Bill's words, focus on putting research into practice. The goal is to solicit articles, grounded in moral development theory and research, which provide guidelines or lesson plans for classroom sessions. Such lessons would "go light on scholarly banter and citation, but focus on

Reader's Forum

conceptual substance and practicality." Articles will be peer reviewed for conceptual ingenuity, fidelity to research and practical sophistication. "In general, peer-review will mean peer-aid, not peer censure, aimed at upgrading material for inclusion."

We also invite members to submit letters for an Op Ed section which will include "well thought-out perspectives on important moral educational issues of the day, with responses to them. A forum for such dialogue will further sensitize us to the need for research and teaching on such issues, building a stronger community of concern around them. It also will help us listen and speak to the special concerns of pre-college teachers on such matters." (Puka, 2004)

Short articles (ideally 750 words or less) and letters (ideally 250 words or less) should be sent as e-mail attachments to **AME Forum** editor Elizabeth Vozzola at evozzola@sjc.edu.

Please include name, institutional title and affiliation, and e-mail and phone contact information in your e-mail.

To begin the dialog among members, this issue's Reader's Forum features a statement on moral values commissioned and authorized by the AME Executive Board. Sincere thanks to Phyllis Curtis-Tweed for drafting this statement and to numerous individual board members for providing valuable insights and suggestions during the discussion and revision process. In his remarks on the Dana Point conference, Dan Kelly quoted Paulo Freire's reminder that social action without reflection is action for action's sake, and that academic rumination without social impact doesn't change the social ground of being. Those words capture the spirit behind many board members' support for commissioning a position paper. I look forward to hearing your reactions to this piece and to publishing a selection of them in our summer newsletter.

Cordially,
Elizabeth Vozzola, Newsletter Editor

Moral Educators Speak Out on Moral Values

The Association for Moral Education (AME) is an international organization made up of educators, researchers, theorists, and practitioners from a variety of academic disciplines who inquire into the moral dimension of human life. According to its mission statement, the Association is dedicated to fostering communication, cooperation, training, curriculum development, and research that link moral theory with educational practice. It supports self-reflective educational practices that value the worth and dignity of each individual as a moral agent in a pluralistic society. Many members of AME were concerned that statements emanating from the U.S. government and the media about the 2004 U.S. election and the war in Iraq often used limited and misleading definitions of the term moral values which in no way reflected the best scholarly knowledge. Our concern was heightened by our awareness that values guide policies and, as a world superpower, the U.S. government and its policies have an impact on most countries in the world.

A Time to Take a Stand

“As an organization, we do not take stands,” noted an AME board member. “We try to foster questioning and learning from many perspectives, ensuring that we do not alienate people from various partisan or oppositional perspectives. We focus on inclusive and core morality, not on its liberal or conservative spins. But on this issue of the essence of moral values, many of our members felt that it would be irresponsible not to speak out.”

What Are Moral Values?

Moral values are standards for living that are perceived to be for the good of individuals and for communities, societies, and the world at large. Examples of moral values include, but are not limited to, respect for others, respect for life, caring for others, a commitment to justice and just practices, and religious principles. Moral perspectives influence our behavior. Opponents and proponents of social issues such as the death penalty, abortion, and war invoke moral values to support their positions. An individual's position on a given topic may vary according to diverse belief systems, including religious and cultural influences. For example, moral perspectives on abortion may differ according to religious belief systems or political beliefs.

Similarly, an individual may support or oppose war on the basis of moral perspectives. The War in Iraq has stimulated staunch support and opposition based not only on diverse understandings of U.S. foreign policy but also on core moral beliefs about the immorality of killing. We have found that even those with similar belief systems may end up on opposing sides of an issue.

Linking Moral Values and Moral Action

Can an individual or society impose a moral perspective on people or societies with differing moral views? Does how individuals in power make decisions have an influence on the effects of their decisions? Obviously, individuals in positions of power and control often do make decisions and policies that

“We focus on inclusive and core morality, not on its liberal or conservative spins. But on this issue of the essence of moral values, many of our members felt that it would be irresponsible not to speak out.”

impose their perspectives on other people. Moral development scholars analyze the justness of decision making according to the individual's goals. Moral theorists have identified a hierarchy of levels of moral judgment in which goals range from self motivation/self interest at the least sophisticated level to a focus on universal principles at the highest.

Those of us who study moral development and moral decision-making look at leaders not only in terms of the moral choices they make but also in terms of the processes by which they make and communicate decisions. Is the process by which those in power make their decisions authoritarian or democratic, to name two kinds of processes? Do they say one thing and do another? What happens when contradictions exist between stated principles and actions, when individuals in positions of power act, purely out of self-interest or make decisions that violate human

or citizenship rights? In most countries, there have been times when governments have violated human or citizenship rights, and the people have demanded, as is their right, recognition and consideration of alternative moral perspectives. Violations of citizenship rights and human rights have spurred protest and revolutions across the globe. Global events such as protests against the war in Iraq, the U.S. – backed ousting of democratically elected Haitian President Bertrand Aristide, voting fraud in the Ukraine, and terrorist bombings in Spain all reflect some level of disagreement between the perspectives of government authorities and those of the people. In short, governments whose actions violate moral values (e.g., respect for human life or commitment to just practices) open themselves to moral scrutiny as has occurred, for example, in the United States during the Vietnam War, the Watergate scandal, and current military actions in Afghanistan and Iraq.

Government decision makers need to consider the moral impact of their decisions on the individual, the nation, and the world. They need to be aware of potential contradictions between moral values and moral consequences. A challenge for all governments committed to fighting terrorism will be to reconcile their moral goals and statements with moral action.

The Association for Moral Education endorses a definition of moral values arising not from partisan politics but rather from scholarly research. We have defined moral values as standards for living that are perceived to be for the good of individuals, communities, societies, and the world at large. This definition has particular importance for pluralistic societies which affirm such moral values as the right to express minority opinions and to dissent from governmental policy. One side cannot legitimately monopolize moral values. That does not make all moral values equal nor does it negate an individual's right to seek to sway public opinion and policy in the direction of her or his moral perspective. The appeal to moral values should not restrict the public conversation as if it were a simple matter to translate values into policy in a pluralistic society. On the contrary, in any society, a vigorous conversation about moral values should enrich and sustain public life.

IMPRESSIONS AND RUMINATIONS continued from page 6

- "So many workshops (e.g., sessions)! Too many at once."
- "Organize more opportunities for people to meet each other and discuss ideas. It would be especially helpful for graduate students, young professionals, and others who are not familiar with everyone."
- "Find a way to introduce first-timers very early in the conference."
- "I would stagger the topics of the panels, paper presentations etc., so that presenters could attend relevant topics which were given at the same time."
- "Fewer plenary speakers would allow more time for the panels. I often found that I wanted to attend three panels at once" (another respondent saw the number of panels as advantageous, "many presentations to choose from.")
- "While the conference site is beautiful, I (for one) wonder whether a more modest (affordable?) site would not make the conference more accessible?"

All in all, and recognizing the largely subjective basis upon which the conclusion is reached, the AME 2004 planning group's overall impression is that the initial question "Did the

conference meet its expectations?" can be answered with a qualified yes. Our understanding is perhaps best summarized by the comments of an AME Executive Board member and two of our planning committee members, Anaida Colon-Muniz and Dan Kelly.

• In sum - most of the people I talked to had a wonderful and intellectually engaging time. (AME Executive Board Member)

• As for me, I felt that meeting and speaking in depth with other participants was an excellent opportunity for us to share our experiences and strengthen our commitment to education. I felt the sessions went well, although some were sparsely attended. I especially liked the participation of teachers and students in addition to academics. I think the Chapman team worked really well and gave a great deal of their time, talent, and effort to make this a successful event. (Anaida Colon-Muniz)

• The 30th Annual AME Conference provided a confluence between academic discourse and social activism, balancing our exploration of values, morality and ethics with social action in the community. It served to remind us, as Freire mused, that social action without reflection is action for action's sake, and that academic rumination without social impact doesn't change the social ground of being. Having

discourse between academicians and such activists as Ellsberg, Wright and others sponsored by Veterans for Peace, Inc.; artists with well grounded programs in their communities such as Judy Baca; educational practitioners from communities in Southern California demonstrating applications in the domains of K-12 education; and the plethora of other presenters inspired many to comment to me that the conference was especially dynamic, topical and rewarding. The social and professional "chat" between participants was lively, engaging and brought about a convergence of dialog and reflection which may serve all who attended, informing research, educational praxis and social activism in powerful terms as we return to our respective home communities. (Dan Kelly)

A final note. We of the Chapman planning group deeply appreciate the support given by the Association as well as the opportunity to offer the conference. Perhaps we will volunteer in another 15 years.

Tom Wilson
For the AME 2004 Planning Group
School of Education, Chapman University
Orange, CA, 92866
January, 2005

MEMBERSHIP RENEWAL FORM *IMPORTANT*

If you attended the full 2004 AME conference in Dana Point, your dues will be automatically paid for the year 2005. If you do not plan to attend the 2005 conference, then you may use this form and mail dues to renew your membership for 2006. You may also renew on line by visiting the AME website: www.amenetwork.org and clicking on the Membership section. You may use your credit card to make payment by PayPal if you use the on-line option.

Your membership includes a subscription to the quarterly, *Journal of Moral Education* and to the AME Newsletter, published twice yearly. In order for your subscription to be processed in a timely manner, please renew by September 30, 2005.

To renew your membership, please complete the following.

Name _____
Institution _____
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Mark as appropriate:

- Regular dues: \$75.00 (includes 4 issues of the *Journal of Moral Education*)
- Student dues: \$60.00 (includes 4 issues of the *Journal of Moral Education*)
- Donation to the Kohlberg Memorial Fund

Total Enclosed \$ _____**

**Make your check (or money order for those outside of the U.S. or Canada) payable in US Dollars to the Association for Moral Education. (At this time we are unable to accept credit card payments.) Mail this form and your check or money order to:

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