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**28th Annual Conference  
Association for Moral Education**

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# **Conflict, Contradiction, and Contrarian Elements in Moral Development and Education**

Larry P. Nucci  
Conference Organizer

This conference is sponsored by the College of Education of the University of Illinois at Chicago and its Office for Studies in Moral Development and Education, and the UIC Department of Psychology Collaborative for Academic and Social Emotional Learning (CASEL).

# AME 2002 Conference Program

November 6-10, 2002

Holiday City center, Chicago, Illinois

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# Program Overview

## Wednesday, November 6

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| 18:00-19:00 | President's Reception (no host bar) .....                      | 41 |
| 19:00-22:00 | Awards Banquet .....   | 41 |

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| 14:45-15:00 | Break   |    |
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## Sunday, November 10

|            |                                   |    |
|------------|-----------------------------------|----|
| 9:00-11:30 | AME Executive Board meeting ..... | 51 |
|------------|-----------------------------------|----|

## Program Highlights

### **Kohlberg Memorial Lecture: Elliot Turiel, University of California, Berkeley ..... Saturday AM**

Professor Elliot Turiel of the University of California, Berkeley will provide this year's Kohlberg Memorial Lecture. Professor Turiel was one of Kohlberg's first collaborators and is widely acclaimed for the development of social cognitive domain theory. His address will draw from ideas presented in his recent book, *The Culture of Morality: Social Development, Context and Conflict*. One reviewer's response to reading this book was "William Bennett had better beware! The claim that Bennett and other neoconservatives have made so much of—that America is in moral decline—has attracted a relentless new critic. Challenging the key terms in this widely accepted claim, Turiel argues that an authentic morality not only can survive breaks with communal traditions but often demands such ruptures."

### **Plenary Speakers**

In addition to Professor Turiel's keynote, the conference theme will be addressed through four plenary sessions.

### **Plenary Session I: William Ayers, UIC & Wolfgang Edelstein, Max Planck Institute, Berlin.... Thursday AM**

Dr. Ayers will focus upon issues of moral development among urban youth. Bill Ayers, perhaps best known for his work in civil rights and resistance to the Viet Nam war, has been a significant player in Chicago school reform and has been instrumental in the formation of the "small schools movement." Dr. Ayers is the author of *To Teach: The Journey of a Teacher*, *Teaching for Social Justice: A Democracy and Education Reader* and *A Kind and Just Parent: The Children of Juvenile Court*.

Dr. Edelstein will discuss issues of adolescent identity and social values conflict as they relate to the rise of neo-Naziism among the youth of the former DDR (East Germany). Dr. Edelstein has been heavily involved in the reconstruction of educational systems within the former East Germany since the fall of the Berlin wall and German reunification.

### **Plenary Session II: William Damon, Stanford University ..... Friday AM**

Professor Damon will address issues of moral development and character formation among contemporary American adolescents. Dr. Damon has written a number of influential books on moral development and education including *The Moral Child: Nurturing Children's Natural Moral Growth*; *Bringing in a New Era in Character Education*; and *Greater Expectations: Overcoming the Culture of Indulgence in Our Homes and Schools*.

### **Plenary Session III: Judith Smetana, Univ of Rochester & Cynthia Lightfoot, Penn State..... Friday PM**

Dr. Smetana will draw from her extensive research with middle class white and African-American families to discuss the bases of adolescent-parent conflict. Her work clarifies the relationship between moral and non-moral elements in such values conflicts.

Dr. Lightfoot will continue the theme of adolescent "normal" resistance to authority through her narrative studies of "good kids" who engage in "bad behaviours." Dr. Lightfoot is the author of *The Culture of Adolescent Risk-Taking*.

### **Plenary Session IV: Diana Baumrind, University of California, Berkeley ..... Saturday PM**

Dr. Baumrind is best known for her work on permissive, authoritarian and authoritative parenting. Her talk, however, will draw from her recent theoretical writing in which she develops "standpoint theory" as a basis for challenging the immoral practices directed at lower status members of society sanctioned by the social hierarchical structure. Dr. Baumrind's plenary will offer an additional perspective on issues that will have been opened up in the Saturday morning session by Elliot Turiel.

## Program Highlights

### Workshops .....Thursday PM

The following workshops will be offered on Thursday evening November 7 from 6:30 – 9:30 PM. Refreshments will be provided. See page 30 for descriptions of individual workshops.

- A. Fostering Competencies of Moral Reasoning and Discourse through Dilemma Discussion  
*Presenter: Dr. Georg Lind, University of Konstanz, Germany*
- C. Moral, Conventional, and Personal Considerations of Anti-gay Violence Work in Schools: A Model for Making Schools Safe from Anti-gay Violence  
*Presenters: Dr. Stacey Horn, University of Illinois at Chicago, and Laura McAlpine, LCSW, Coalition for Education on Sexual Orientation*

### Receptions

The conference will feature two receptions with light snacks and a no-host bar. The first is on Thursday afternoon at 18:00 in LaSalle Ballroom II in conjunction with the **poster session**.

The **President's Reception** is Friday afternoon at 18:00 in State Room I just prior to the Awards Banquette.

### Annual Awards Banquet ..... Friday PM

This annual event is an opportunity to come together as a community in celebration. Please join us for this special occasion. The excellent buffet will offer a range of options to accommodate the diversity in food preferences and diet of our membership. Individuals wishing to have wine with dinner may purchase it from the cash bar or during the reception that precedes the dinner. Entertainment will be provided by the Charlie Johnson jazz quartet.

### Other Highlights

In addition to the plenary sessions and the Kohlberg memorial lecture we would like to point to a few other program highlights.

- William Watkins (UIC), Enora Brown (DePaul University), Robert Jagers (Howard University) will present a symposium "Race and Morality: Shaping the Myth."
- Stacey Horn (UIC), Melanie Killen (University of Maryland), Cecilia Wainryb (University of Utah) will present a symposium "Conflict, Contradiction, and Contrarian Elements of Tolerance for Others: Implications for Education"
- Roger Weissberg (UIC), Marvin Berkowitz (UM SL) and Robert Selman (Harvard) will present a symposium in which they will explore different perspectives on what makes for effective moral and character education.
- Don Hellison, (UIC), Dave Walsh (UIC) & Tom Martinek, (UNC Greensboro) will present the symposium: "Teaching underserved youth personal and social responsibility through sport: Forces of resistance."

These sessions are simply a taste of the rich presentations included within the program.

## Acknowledgements

We would like to acknowledge the contributions made by the following individuals and the organizations they represent to preparing a wonderful conference.

### Program Sponsors

University of Illinois at Chicago (UIC) College of Education  
Dean, Victoria Chou

UIC Office for Studies in Moral Development and Education  
Director, Larry Nucci

UIC Dept. of Psychology Collaborative for Academic & Social Emotional Learning (CASEL)  
Director, Roger Weissberg

### Conference Support Structure

UIC Office of Conferences and Institutes

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### Program Committee

Donald Hellison, University of Illinois at Chicago  
Stacey Horn, University of Illinois at Chicago  
Roger Weissberg, University of Illinois at Chicago  
Julio Rique, Northern Illinois University

### Program Outreach

Madonna Murphy, College of St. Francis  
Nancy Nordmann, National Lewis University  
Julio Rique, Northern Illinois University

### Program Reviewers

Lawrence Blum  
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Stacey Horn  
Maria Cristina Moreno Gutierrez  
Don Reed  
Julio Rique  
Kimberly A. Schonert-Reichl  
David Shields  
Bryan Sokol  
Lawrence J. Walker

07:30 Foyer CONFERENCE REGISTRATION

*Concurrent Session I*

08:45- La Salle **William James Symposium I: Empirical Connections between Moral Stages,**  
10:00 Ballroom I **Religious Saintliness, and The Varieties of Religious Experience (Paper**  
**Symposium)**

*John Snarey (Emory University)*

*Kurt Keljo, Tom Christenson (Kerns Religious Life Center, Capital University)*

*Lawrence J. Walker (University of British Columbia, Canada)*

To honor the 100th Anniversary of the publication of William James's classic volume, *The Varieties of Religious Experience* (1902), this symposium brings together three empirically oriented papers that approach religious formation and moral development from the perspective of James's ideas in *The Varieties*. James's devoted more attention to "saintliness" than to any other single topic in *The Varieties*, and these three papers also give significant attention to the idea of saintliness as the mature end point of moral and religious formation. The symposium will conclude with a brief PowerPoint biography of William James.

**Saints, Exemplars, and Kohlberg's Stage Seven**

*Kurt Keljo, Tom Christenson (Kerns Religious Life Center, Capital University)*

In his classic work, *The Varieties of Religious Experience*, William James explores multiple dimensions of the world of religious experience. Among those dimensions is the notion of "saintliness." In common parlance, saintliness is often associated with moral perfection or exemplariness. This paper will explore the relationship between saintliness as discussed by William James and more recent studies of moral exemplars, concluding by revisiting Kohlberg's discussion of a Stage Seven. In doing so, it will examine the relationship between religion and morality, particularly as it is explored in the context of these works.

**Morality, Religion, Spirituality: The Value of Saintliness**

*Lawrence J. Walker (University of British Columbia, Canada)*

This presentation provides an empirical exploration of the value of saintliness, particularly the relationships among morality, religion, and spirituality, as expounded in James's *The Varieties of Religious Experience*. In the first study, participants generated attributes for three person-concepts (a highly moral, highly religious, and highly spiritual person), which were analyzed in terms of five dimensions of personality. In a second study, participants rated the unique and shared attributes of these person-concepts that were compared to reveal the relations among them. In a third study, participants sorted the attributes of these person-concepts that were analyzed to reveal the implicit typology underlying their understanding of these concepts. Discussion focuses on James's insights regarding the "fruits of religion."

**Relations between Stages of Moral Development and Varieties of Religious Experience**

*John Snarey (Emory University)*

This empirical study explores the relationship between stages of moral development and varieties of religious experience. Subjects completed the Moral Judgment Interview, the Ethic of Care Interview, an objective measure of mystical experiences, and a faith development interview. The analysis considers religious experiences both as possible precursors and consequences of moral and faith development.

*Concurrent Session I (cont'd)*

08:45-  
10:00 State  
Room I

**Empathy and Forgiveness**

**Chair:** Gillian Wark (*University of British Columbia*)

**K-12 Classroom Exercises for Developing Student Empathy (Paper)**

*David A. Shapiro (University of Washington)*

In this presentation, I describe a number of classroom exercises that I believe are effective in getting students to not only understand what it means to feel empathy for others and why having such feelings is important to moral development, but also to develop their own feelings of empathy for other people. While I am not claiming that these exercises alone are all kids need to become fully-fledged moral agents I think they play an important and effective role in assisting in the ongoing moral development of young people, especially in classroom settings.

**Psychological and Physiological Effects of Forgiveness Education with Cardiac Patients (Paper)**

*Marjan Waltman (University of Wisconsin - Madison / W.S. Middleton Memorial Veterans Hospital)*

*Douglas C. Russell (W.S. Middleton Memorial Veterans Hospital / University of Wisconsin), Robert D. Enright (University of Wisconsin - Madison)*

Male cardiac patients seem to benefit from a ten week forgiveness intervention on an individual base. Patients, emotionally hurt in the past reduced their anger and increased their levels of forgiveness significantly compared to patients with similar feelings of hurt, following a ten week support program. 99mTc-Tetrofosmin psychological stress SPECT cardiac imaging revealed myocardial perfusion defects in the group as a whole during anger recall, focusing on the specific incident in which the patients were emotionally hurt. Repeated heart scans after the intervention point to a small decrease of these defects in participants who followed the forgiveness intervention.

**Gender Differences in Empathy: Interview versus self-report (Paper)**

*Ann Cale Kruger (Georgia State University)*

*Peter L. Samuelson (Georgia State University)*

Girls evidence more empathy development than boys subsequent to an arts intervention (Kruger, Samuelson, Kapsch, Flanigan, & Love, 2001), possibly because boys are less comfortable reporting empathic feelings in an interview (Strayer's Empathy Continuum or EC). The present study tested this interpretation by replication of the prior study, using the Davis Interpersonal Reactivity Index (IRI), a written empathy test, and the EC. Results indicate that boys and girls responded similarly to the intervention when using the IRI. The implication for the measurement and interpretation of gender differences in empathy is discussed.

08:45-  
10:00 State  
Room II

**Emergent Theoretical Models of Moral Psychology (Paper Symposium)**

*Dan Lapsley (Ball State University)*

*Darcia Narvaez (University of Notre Dame), Jonathan Haidt (University of Virginia), Daniel P. Cervone (University of Illinois at Chicago)*

The field of moral development is at an important crossroads. It is absent a dominant paradigm, it has neglected a range of relevant topics, and it has become isolated from advances in other fields. In this symposium we explore integrative linkages with literatures that are rarely invoked for insights about moral functioning, and identify a set of findings that hold promise for both extending the explanatory reach of moral psychology. Participants will address the social-cognitive bases of moral personality, the implicit, intuitive, tacit and automatic features of moral cognition, and the educational implications of a expertise approach to character education.

*Concurrent Session I (cont'd)*

08:45- Huron **Pluralism, Democracy and Civic Responsibility**  
10:00 **Chair: TBA**

**Preventing Conflict through Contradiction and Contrarian Elements: The moral impact of liminal education (Paper)**

*James C. Conroy (University of Glasgow, UK)*

*Doret J. de Ruyter (University of Glasgow, UK)*

One of the main reasons for violent conflicts is the lack of respect for other people's rights to have other worldviews than oneself, which is often based on the lack of insight into other people's worldviews and the lack of self-criticism. Our claim is that liminal education, which consists of the presentation of contesting views and contrarian elements present in every society, assists children to learn about other views as well as their own, which will contribute to their moral development towards respectful global citizens.

**Dissent as a Civic Responsibility: A conceptual model for followers/citizens (Paper)**

*Geri Perreault (University of Northern Iowa)*

"...ceding all power to the powerful is perilous."—Janeway, *Powers of the Weak*, p. 105 The current crisis has shown the ongoing necessity for thoughtful dissent as a civic responsibility of citizens in a democratic society. This paper will assist educators in educating students/citizens about dissent in a leadership context by discussing the powers and responsibilities of followers/citizens; outlining 10 different types of followers, including pseudo-dissenters and principled dissenters; and applying Rest's four components of an ethical decision as a framework for working through the stages of a decision to dissent.

**Diverging Self-Concepts and Cultural Pluralism (Paper)**

*Ben Spiecker (Free University, the Netherlands)*

*Jan Steutel (Free University, the Netherlands)*

According to many liberal philosophers, the different ethnocultural minority groups are offered the best possibilities to keep their own identity in a society that is conceived after the views of liberalism. Surely as citizens they indeed must acquire certain qualities, in particular the so-called political virtues that are required for a well-functioning liberal polity, like tolerance, non-discrimination and a democratic attitude. One of the early criticisms against liberalism is that it conceives the person as an 'unencumbered self' (Sandel, 1982), a self that has no commitments with and finds no shelter in cultural traditions. Although liberal philosophers in various ways have answered this criticism, we will raise the question whether these philosophers have given sufficient attention to more substantial cultural-psychological analyses of the self. After all, by defending a liberal arrangement of a multicultural society the psychological feasibility of such an arrangement must be taken into account too (Flanagan, 1991).

*Concurrent Session I (cont'd)*

08:45- Ohio **Substance Abuse and Morality**  
10:00 **Chair: Kim Schonert-Reichl (University of British Columbia)**

**Do College Students Consider the Use of Tobacco to be a Moral Decision? (Paper)**

*Jennifer M. Shultz (Ohio State University)*

*Mary Ellen Wewers (Ohio State University), Lance C. Garmon (Ohio State University at Newark)*

The present study examines the topic of adolescent and young adult smoking by incorporating levels of moral reasoning development. One hundred ninety-eight college students completed the SRM-SF (Gibbs, Basinger, and Fuller, 1992) measure of moral reasoning development and responded to a question assessing daily tobacco use. An overall relationship was found suggesting that while lower level moral reasoners are equally likely to be smokers or non-smokers, higher level moral reasoners are three times as likely to be non-smokers. The findings will be discussed in relation to theories from the fields of both Moral Development and Public Health.

**Recovering Integrity: Moral, religious & ego development in addiction treatment (Paper)**

*Charles David Blakeney (Director, Institute for Clinical Developmental Psychology)*

*Ronnie Ann Blakeney (University of Fribourg, Switzerland)*

Paper examines the recovery of moral reasoning, religious reasoning, and ego development among adult men and women with chronic substance abuse problems. Research suggests that alcohol and drug addicts lack a feedback loop among the three domains. Participation in a faith-based community recovery program facilitates development in the ego and religious domains, and the development of integrity, a feedback loop, among all three domains.

10:00-  
10:15

**BREAK**

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**Plenary Session I**

10:15-  
12:00

La Salle  
Ballroom I

**WELCOME AND CONFERENCE INTRODUCTION**

**Who In the World Am I?: Reflections on the moral heart of teaching**

*William Ayers (University of Illinois at Chicago)*

All students bring a powerful, expansive question into their classrooms: Who in the world am I? Largely unstated and implicit, it is nonetheless an essential question, opening to the moral in surprising ways on several dimensions. It is a question on one level of identity in formation, but it is as well a question that can reveal issues of social ethics as opposed to rule-following, convention as opposed to moral reflection, misbehavior as sometimes a productive form of resistance. Educators who are animated by this and related questions can find ways to resist the arid, half-language that dominates so much of the educational discourse, to activate the intellectual and ethical aspects of classroom life more fully.

**The Rise of a Right-Wing Youth Culture in Germany: Reflections on moral deprivation and some suggestions for prevention (PLENARY SESSION)**

*Wolfgang Edelstein (Max Planck Institute for Human Development, Germany)*

In the years since the downfall of the (East) German Democratic Republic and the reunification of Germany a xenophobic, racist and anti-Semitic youth movement has become increasingly, and at times, murderously active, especially, but not uniquely, in Eastern Germany, where it spans an age range from 13 years to young adulthood. Social and historical development of anomic response to economic and social change is taken to lead to a state of moral deprivation. Together with the social psychological sequelae these processes are described as a multicausal system affecting the development of youth, especially vulnerable low achieving adolescents who tend to be of lower class origins. The dynamic of humiliation and recognition is taken to play a special role as a trigger mechanism, and the dynamic of peer group affiliation in adolescence to

serve as a mechanism of maintenance and amplification. A description of socio-educational policy measures designed to address these mechanisms will round off the talk.

12:00-  
13:30

**BREAK**

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### **Concurrent Session II**

13:30-  
14:45

La Salle  
Ballroom I

**Learning from Mistakes: Biographical and educational research (Paper Symposium)**

*Fritz Oser (University of Fribourg, Switzerland)*

*Nina M.J. Barske, Wolfgang Althof (University of Fribourg, Switzerland)*

This symposium introduces data from recent studies on the biographical and educational significance of learning from mistakes. Fritz Oser gives an overview of his theory of "negative knowledge" or "negative morality", respectively. This theory claims that the potential of learning from mistakes has been widely underestimated so far. The contribution will further report on three empirical studies in the context of schooling. - Nina Barske reports data from a narrative study in which subjects were asked to describe what they understand as the sources of their moral belief system and their moral self. - Wolfgang Althof summarizes and compares two studies on mistakes in life-history, one conducted in Switzerland, the other in Cameroon, Africa.

**When the Bad Precipitates the Good: Aspects of negative morality**

*Fritz K. Oser (University of Fribourg, Switzerland)*

**Learning from Moral Mistakes: Talking about one source of morality**

*Nina M.J. Barske (University of Fribourg, Switzerland)*

**Learning from Mistakes in Life History: Biographical Interviews in Switzerland and Cameroon**

*Wolfgang Althof (University of Fribourg, Switzerland)*

13:30-  
14:45

State  
Room I

**Measuring Moral and Ethical Sensitivity**

**Chair: Barbara Applebaum (OISE-University of Toronto)**

**The Racial Ethical Sensitivity Test: An overview (Paper)**

*Mary M. Brabeck (Boston College)*

*Rachel E. Latta (Boston College)*

The Racial Ethical Sensitivity Test (REST) was developed by Brabeck, et. al. (2000) to measure ethical sensitivity to acts of racial and gender intolerance in school settings. The REST is theoretically based in the literature of professional ethics and James Rest's theory of ethical development. The measure consists of five scenarios involving acts of intolerance that indicate ethically insensitive behavior in schools. Two completed studies on the REST and the computerized version of the REST (REST-CD) have shown that the REST-CD is a reliable and valid measure of ethical sensitivity to instances of racial and gender intolerance.

**The Construction of Moral Education Indicator System in Taiwan (Paper)**

*Chi-Ming Lee (National Taiwan Normal University, Taiwan)*

The purpose of this paper is to develop and construct "moral education indicator

system"(MEIS) that could provide accurate and precise information to illuminate and to improve the condition and the quality of moral education. MEIS is based on the CIPP (context-input-process-product) model developed by Daniel L. Stufflebeam and constructed through literature review, focus symposium and case study. MEIS is composed of four sub-systems, which are " context factors"(22 items), " input indicators "(10 indicators), " process indicators"(15 indicators) and " product indicators"(21 indicators). The results of this paper will provide the comparable and control system of moral education. Moreover, this paper will apply Taiwan's experiences to offer other countries some possible suggestions on how to develop their own MEIS.

*Concurrent Session II (cont'd)*

13:30- State **Moral Education in the Context of Cultural Diversity**  
14:45 Room II **Chair: TBA**

**How to Do Moral Education Given Our Moral Diversity (Paper)**

*Joan F. Goodman (University of Pennsylvania)*

A glance at current character education programs suggests that their preferred virtue-education approach masks, but does not eliminate, the inherent controversies. But these become apparent once we ask how a virtue, say Respect, is displayed in daily life. Does a student respect his teacher by following without question all her demands? Even if we agree on the meaning of the virtues, it is unclear how best to teach. Finally, how do we define the scope of the school's responsibilities particularly when they overflow into the home—as moral issues inevitably will? The presentation will address how tensions can be transcended through moral education programs that balance an ethic-for-all with an ethic-of-disagreement.

**Facing the Facts, Bridging the Gap (Paper)**

*Howard Lesnick (University of Pennsylvania)*

If there ever was agreement as to moral education, that consensus has shattered. Disconcerting though this may be, it is a mistake to paper over the strains in the field. Rather, we need to understand the sources of the conflicts. This presentation will review three categories of conflicts in moral education programs - their objectives, moral priorities and methods- and suggest how an understanding of the ways in which the conflicts are embedded in more fundamental, and usually unacknowledged, disagreements can lead us to take a more integrative approach to moral education.

**Moral Education at the Crossroads: The case of Macau's primary and secondary school curriculums (Paper)**

*Thomas Kwan-choi Tse (Chinese University of Hong Kong, Hong Kong)*

Macau is a multi-ethnic society with Chinese as the dominant group. Since the mid-1980s, Macau has underwent significant political changes in terms of decolonisation and change of sovereignty. Accordingly, the development of moral and civic education became an official goal of education. From 1995 onwards, the Government subsequently published its first official moral and civic education syllabuses at both primary and secondary levels. This paper analyses these syllabuses in terms of their general aims, contents of subjects, guidelines on teaching, number of lessons, assessment, as well as teaching-learning organization plan.

*Concurrent Session II (cont'd)*

13:30- Huron **Media, Technology, Consumerism and Moral Education**  
14:45 **Chair: TBA**

**Character Education to Enhance Moral Capital in the Information Age (Paper)**

*Geon-Young Yoon (Chonju National University of Education / University of Georgia)*

The purpose of this articles is to suggest that civic virtue in the information age is moral capital, and main goal of character education is to enhance moral capital, which is subdivision of social capital and play a role of immune body. First, characteristics of the new paradigm shift are explained, from the industrial society to the information society. Second, it is considered that what social capital is, how it functions in the information era, and that social capital is a new core resource of production. Third, it is suggested that moral capital is the further concept of social capital and is the core resources of survival strategy to immunize against corruption of institutions and destroy of community. Lastly, it is proposed that civic virtue as moral capital is essential to character education, and a example of civic virtue is illustrated.

**Consumerism and Demoralizing Education (Paper)**

*Shenghong Jin (Nanjing Normal University, China)*

In the development of Market Economy, the liberation and production of personal consuming desires are regarded as priority of the social development. This rationalizes and popularizes consumerism, which influences personal moral behavior deeply in everyday life. The social structure, the economy system and mass media produce and reproduce the desires and seeking for the pleasure of satisfactions of the personal desires is the most important things rather than caring ,sharing and cooperating. This brings about self-centralism, public blindness, political apathy, de-moralizing life and the collapse of moral integration. Consumerism demolishes the autonomous moral agency and removes personal virtues and social responsibility. Education in this situation is only concentrated on training of future consumers who will have certain qualities and will be consumed by the social economy systems. Therefore education becomes demoralizing. The key task of Chinese education is to develop children's civic virtues as well as personal virtues and to form the public reason and public spiritedness, that is, to create liberal and equal citizens.

*Concurrent Session II (cont'd)*

13:30- Ohio  
14:45

**Moral Development in College and Adulthood**

**Chair: TBA**

**Relationships among Moral Judgment Developmental Phases and Moral Actions (Paper)**

*W. Pitt Derryberry (Western Kentucky University)*

*Stephen J. Thoma (University of Alabama)*

In the last decade, various efforts to clarify the nature of moral judgment development were seen. Researchers such as Walker and Taylor (1991) and Thoma and Rest (1999) advanced Snyder and Feldman's (1984) consolidation/transition model of cognitive development within a framework of moral judgment development. More recent research efforts have continued to address this area and have begun to address the various contributions of such phases. The purpose of the present study is to continue to better understand such these contributions by examining the varying relationships among various moral judgment developmental phases and three indices of moral action.

**Learning Environment at the University Level (Paper)**

*Marcia M. Agati (University of Konstanz, Germany)*

*Georg Lind (University of Konstanz, Germany)*

The first version of the ORIGIN/u questionnaire (Lind, 1996) was created in order to investigate the relation between moral development and education. Particularly, to study the influence of the learning environment at the University-level on the development of moral competence. The instrument involves the learner as a source of information, but focuses on objective assessable attributes of the learning environment in four domains, including curricular and non- curricular activities. Through the conduction of a cross-

cultural study on this topic, Agati and Lind (2002) further developed and validated the ORIGIN/u to the Brazilian and German reality. In this paper we will present the German, Portuguese and English new versions of the ORIGIN/u and discuss first findings of our comparative study between Brazil and Germany. The questionnaire was well accepted by the university students in both countries and showed to be appropriate to be administered together with the Moral Judgement Test.

**Do Action Choices in College Faculty Index Moral Maturity? (Paper)**

*Steven P. McNeel (Bethel College)*

*Elizabeth C. Vozzola (Saint Joseph College)*

Cognitive developmental theorists suggest that, along with postconventional reasoning, recommended moral dilemma action choices partially reflect moral maturity. However, in existing data, "moral expert" groups tend to favor "liberal" action choices, raising the question whether action choices index moral maturity or a liberal perspective. Faculty samples from two conservative Christian liberal arts colleges, a state university and a community college took the Defining Issues Test. Postconventional reasoning was highest and the correlation between postconventional reasoning and action choice agreement with "moral experts" was strongest in the conservative Christian faculty sample; it seems unlikely that "choice maturity" merely reflects a liberal bias.

**Moral Judgement Development in Higher Education (Paper)**

*Patricia M. King (University of Michigan)*

*Matt Mayhew (Center for the Study of Higher and Postsecondary Education)*

This article reviews 172 studies that used the Defining Issues Test to investigate the moral development of undergraduate students and provides an organizational framework for analyzing collegiate educational contexts. Findings suggest that dramatic gains in moral judgment are associated with collegiate participation, even after controlling for age and entering level of moral judgment. Although many studies use gross indicators of collegiate context (e.g., institutional type), those that examine specific collegiate characteristics and educational experiences are better suited to identifying factors that contribute directly or indirectly to changes in moral judgment during the college years. Implications for future research are discussed.

14:45-  
15:00

**BREAK**

**Concurrent Session III**

15:00-  
16:15

La Salle  
Ballroom I

**Integrating Character Education, Moral Development and Social and Emotional Learning (INVITED SYMPOSIUM)**

*Roger Weissberg (University of Illinois at Chicago)*

*Marvin Berkowitz (Sanford N. McDonell Professor of Character Education, University of Missouri-St. Louis), Robert Selman (Harvard University)*

The development of positive youth characteristics such as character and social-emotional competencies are addressed in different ways by different groups of educators and psychologists. Organizations like the Character Education Partnership (CEP), the Collaborative for Academic, Social, and Emotional Learning (CASEL), and the National Service Learning Partnership (NSLP) tend to have overlapping developmental goals but often differing pedagogical strategies. This session will address both the overlap and differences between some of these initiatives, focusing predominantly on the character

education (CE) and social and emotional learning (SEL) movements. Marvin Berkowitz and Roger Weissberg will focus conceptual and design issues for CE and SEL programming. Robert Selman will discuss strategies for overcoming barriers to CE/SEL integration and quality implementation in public schools. He will address three such barriers: a focus on instructional issues; internal debate within the character and moral education movement; and the deeply held conceptual biases we have about the design and especially the evaluation of such programs. He will provide an example of how research in the heart of the practice of character education can help educators to hurdle these barriers, design the kinds of approaches that fit local conditions, and help foster the debate about what CE and SEL are and should be.

15:00-  
16:15

State  
Room I

**Issues of Development and Moral Education of Adolescents and Young Adults**  
Chair: *TBA*

**Moral Education for Whole People (Paper)**

*Alex Rodger (Independent Consultant on Values Education, UK)*

In educating young people for lives of human flourishing, we need both a richer understanding of the moral life and a more coherent approach to curriculum provision than has been common. Unless moral values are seen in their multiple relationships to other types of human values, the moral life is impoverished. The failure even to attempt to provide a genuinely inter-disciplinary approach to values education transmits and perpetuates a distorted view of the integrity of a human life. This paper explores these issues in the context of the 'Great Debate' on school education initiated by the Scottish Executive in 2002.

**The Development of Moral Competence and Religious Commitment in Brazil (Paper)**

*Patrícia Bataglia (UNIBAN, Brazil)*

*Marcia M. Agati (University of Konstanz, Germany), Simone da Silva Torres Marques, Daniela Bazzani Zanoni Crivelaro, Deise Daiane de Oliveira, Thelmeisa Lencione Quevedo (UNIBAN, Brazil)*

The Moral Judgement Test (MJT, Lind) as a moral competence measure, has been widely used in many different countries. It is composed of two dilemmas: the worker's and the euthanasia dilemma. Recent studies conducted in Brazil by Bataglia (1998, 2001) and Agati (2001) showed particular characteristics so far not observed in the previous studies in Europe and North America. Both dilemmas, which are supposed to be equivalent in the measure of the moral competence, appear to trigger a different phenomenon in the Brazilian sample. The subjects, university students, presented much lower scores in the Euthanasia dilemma, when compared to the Worker's one. Our hypothesis refers to a possible relation between lower levels of moral competence and religion involvement. Objective: we conducted a new study to investigate the phenomenon of dilemma type and moral competence and its possible relation to religious commitment in Brazil. Instruments: Moral Judgement Test, (MJT) by Lind, validated to Portuguese by Bataglia (1998). Subjects: 54 subjects, not actively involved in their religion, and 60 subjects, actively involved.

**The Expectation of Limits in Adolescents' Construction of Autonomy (Paper)**

*Clary Milnitsky (Universidade Federal of RGS, Brazil)*

Different approaches in Adolescence have shown that adolescents' major issue constitutes their struggle for autonomy. In Piagetian and post-Piagetian research, autonomy comprises moral reasoning and perspective taking. It is also warranted by overcoming the heteronomous position of obedience to authority. However, autonomy in sociomoral reasoning does not necessarily encompass autonomy of action, mainly, concerning societal matters. Results of partial analysis of the ongoing project:

## Thursday, November 7

"Adolescents' Concepts of Personal Choice in Conflict with Authority and Parental Regulation", which we co-author, suggest that the gap between thought and freedom of action originates not only generational conflicts but the expectation for limits by the adolescents.

### Concurrent Session III (cont'd)

15:00- State  
16:15 Room II      **Children's Social and Emotional Development**  
Chair: TBA

#### **Contrarian Characters: Developmental perspectives on Harry Potter and his potions master (Paper)**

*Elizabeth Vozzola (Saint Joseph College)*

*Mary Whitney, Joan Hofmann (Saint Joseph College)*

Expert/novice differences between adult and middle school readers' understanding of the moral sensitivity, judgment, motivation and character of two protagonists in the Harry Potter books were explored using a measure derived from the Rating Ethical Content Scale (Narvaez & Endicott, 1999). Participants rated both Harry Potter, the hero of the books and Professor Snape, the unpleasant potions master. The study hypothesized that children's level of moral development would preclude understanding the novels' clues about his morally ambiguous character.

#### **Children's Moral and Emotional Knowledge: Making sense of the happy victimizer phenomenon (Paper)**

*Bryan W. Sokol (University of British Columbia, Canada)*

*Michael J. Chandler (University of British Columbia, Canada)*

The research to be presented explores the relationship between children's conceptions of agency and the so-called "happy victimizer" phenomenon. We argue that children who attribute positive (or "happy") emotions to characters engaged in immoral activities do so because they possess a truncated view of human agency that leads them to over-emphasize "ends" at the expense of "means." By contrast, children with a richer understanding of ways and means avoid falling prey to such happy victimizer attributions because they see beyond the simple behavioral outcomes of actions and evaluate the "whole agent."

#### **Socialization in the Elementary Classroom: Implications of attachment theory (Paper)**

*Marilyn S. Watson (Developmental Studies Center)*

This presentation will outline the basic principles of attachment theory, provide a summary of its research base, relate it to other constructivist theories of child development, and draw out its implications for the teacher/child relationship and for classroom practices supportive of children's moral, social and emotional development. In particular, using concrete examples from an elementary classroom, it will contrast an approach to discipline based in attachment theory with the more common individualistic, coercive approaches based in learning and humanistic theory.

### Concurrent Session III (cont'd)

15:00- Huron  
16:15      **Justice and Care Revisited**  
Chair: TBA

#### **Learning to Care: Nel Noddings's feminist philosophy of moral education (Paper)**

*Roger Bergman (Creighton University)*

Although Carol Gilligan is credited with introducing care into our discourse about the

nature of morality, moral development, and moral education, it is Nel Noddings who has most fully articulated such a perspective and its implications for education. This paper will present a comprehensive review of Noddings's philosophy of moral education from its foundation in her analysis of natural caring, ethical caring, the ethical self, and of evil as natural, cultural, and moral, through her critique of liberal education, character education, and the Western canon, to her alternative vision of education as learning to care from infancy through higher education.

**The Co-Occurrence of Justice and Care: Revisioning Gilligan & Piaget (Paper)**

*Kaye V. Cook (Gordon College)*

*Dan Larson, Maren Oslund, Liz Hillman*

Gilligan's moral dilemma interview, which identifies ethics of justice and care, is being used to explore the self-ethics of a sample of Christian college and secular university students. Christian college students primarily show ethics of justice and mature into an ethic that combines justice and care. Students at a secular university exhibit similar ethics, but more show an ethic of care and more show the combined ethics of justice and care. Findings are interpreted in light of Piagetian concepts of morality and an alternative model of the development of self and morality.

**Care, Guilt and Religion: Individual differences in the consistency of moral judgment in everyday life (Paper)**

*Gillian Wark (Simon Fraser University, Canada)*

This paper presents the results of two studies examining individual differences in perception of real-life moral dilemmas and in moral judgment consistency. Participants were young women and men who responded to (a) the SRM-SF, (b) different types of moral dilemma, and (c) measures assessing shame and guilt, and identity. In Study 1, consistent individuals tended to make Stage 3 moral judgments, viewed the dilemmas as more care-oriented, and reported feeling more guilt about the dilemmas than inconsistent individuals. Women reported feeling more guilt about the prosocial dilemma and viewed the social pressure dilemma as more care-oriented than did men. Identity-achieved scores were negatively related to feeling guilty about social pressure dilemmas involving parents. In Study 2, highly religious individuals discussed dilemmas considered to be more moral and evaluated them more in terms of justice than less religious individuals. Discussion focuses on the relevance of personality, gender, and family influences for a model of real-life moral reasoning, with implications for development and education.

*Concurrent Session III (cont'd)*

15:00- Ohio  
16:15

**Research Reports on Moral Education Programs**

**Chair: TBA**

**The Effect of Critical Thinking Methodology on Students' Moral Judgment (Paper)**

*Jeanette Hagelskamp (University of San Francisco)*

The study investigated the extent to which critical thinking methodology affects students' moral judgment and critical thinking. A two-group quasi-experimental design with pretest and posttest was employed. A treatment group was taught critical thinking in the context of U.S. History, with explicit instruction in critical thinking processes and with deliberate efforts to effect transfer of those skills to other domains. The control group learned critical thinking in traditional ways. After twelve weeks, those who had been given explicit instruction in critical thinking performed significantly better on tests of moral judgment and critical thinking than did the control group.

**Enhancing Respect for Self/Others through the Community of Inquiry (Paper)**

*Eric Marx (University of Southern Queensland, Australia)*

*Peter Czislowski (Education Queensland / Bulimba State School, Australia)*

This study measured changes in respect for self and others in 90 Australian children age 9 -12 after participation in a 6-week pedagogical process based on the Community of Inquiry (COI) (Cam, 1995), or participation in a control group. COI implements group-learning activities that help develop higher-order thinking and decentration. Experimental participants exhibited greater pre-post changes than did controls on higher-order thinking, decentration, student-reported conceptual/global levels of respect, teacher-reported student behavioural indicators of self-esteem, and teacher ratings of student conceptual/global levels of respect. Cam, P. (1995). *Thinking together: Philosophical inquiry for the classroom*. Sydney: Hale & Iremonger.

**An Evaluation of a Multi-Component Cognitive-Developmental Program: The EQUIP-Revised program (Paper)**

*Ann-Marie DiBiase (University at Buffalo / The State University of New York)*

The EQUIP-Revised Program (EQUIP-R) is a comprehensive approach to concretize multi-channel thinking for children at risk for antisocial behavior. In this study, EQUIP-R was implemented in an educational context to assist children in developing strategies to resolve social conflict. Forty-five grade 5 students participated in this 15-week study. A quasi-experimental 2 x 2 x 2 repeated measures MANOVA design was applied. Qualitative methods were conducted to analyze clinical teacher and student interviews as well as teacher anecdotal records. Results showed that the EQUIP-R program was effective in imparting social skills, anger management and socio-moral reasoning strategies to those students exposed to the program. Qualitative findings supported the claim that the EQUIP-R program could be practically and efficiently implemented in the educational context.

16:15-  
16:30

**BREAK**

**Concurrent Session IV**

16:30- La Salle  
17:45 Ballroom I

**William James Symposium II: Theoretical Reflections on Moral and Religious Education and The Varieties of Religious Experience (Paper Symposium)**

*John Snarey (Emory University)*

*Phyllis Curtis-Tweed (Judge Baker's Children's Center, Harvard Medical School), Ann Higgins-D'Alessandro, John J. Cecero (Fordham University), Siebren Miedema (Vrije Universiteit, the Netherlands)*

To honor the 100th Anniversary of the publication of William James's classic volume, *The Varieties of Religious Experience* (1902), and to expand the theoretical and philosophical perspectives included within the psychological study of morality, this symposium brings together three papers that address moral and religious education in light of James's ideas in *The Varieties*. The symposium will conclude with a PowerPoint visit to the site of James's original lecture series in Scotland.

**Agency and Moral Development in the Context of Religious Experience**

*Phyllis Curtis-Tweed (Judge Baker's Children's Center, Harvard Medical School)*

In *The Varieties of Religious Experience*, William James discusses the effects of religion on the self as agent. According to James, individuals who are religious are more agentic in living than individuals who are not religious. This position presupposes consistency and commitment in the application of religious experiences to living that may be more ideal than real. Moreover, does the enhanced agency of the religious life translate into a greater sense of morality and, consequently, moral behavior? This paper compares James's self-theory and a new approach to understanding the development of

agency as they relate to moral development in the context of religious experiences.

**How Heart and Mind Inform Religious and Moral Dialogues**

*Ann Higgins-D'Alessanaro, John J. Cecero (Fordham University)*

The focus of this paper is human decision-making and action in the moral domain. Because James understood discernment, and Kohlberg understood moral judgment as informing moral action, this paper first considers the ways in which Kohlberg's idea of moral judgment and James's idea of discernment enrich each other. Second, it suggests that individual moral decision-making and individual religious experiences can be qualitatively and positively changed by real dialogue, consultation, and communion among people. Third, it considers how these conversations transform the development of the individual qualities of discernment and moral judgment. These points are illustrated using the Ignatian practice of consulting the church and the moral education practice of democratic governance.

**James's Metaphysics of Experience and Religious Education**

*Siebrren Miedema (Vrije University, the Netherlands)*

From my interest in William James's philosophy of religion, I see James's vision centered in a metaphysics of experience that James called 'radical empiricism'. In my opinion this integrated interpretation of James's work helps prevent us from characterizing his religious writings as dealing with the subjective and privatized domain of personal experience so that we can see implications for the public domain. In arguing against Rorty's privatizing James and religion, I present a reconstruction of James's philosophy as vital for reforming the current situation in religious education in the United States as well as in Western Europe. Exploring historical as well as philosophical perspectives, I conclude along Jamesian lines that religious education in all schools could be an important catalyst for the formation of personal identity.

*Concurrent Session IV (cont'd)*

16:30- State  
17:45 Room I

**Socio-moral Domain Theory: Research and critique**

**Chair: TBA**

**Moral Reflection and Moral Judgment: A critical approach to socio-moral domain theory (Paper)**

*Zsuzsanna Vajda (Szeged University, Hungary)*

The purpose of my paper is to present empirical research which can shade some of the basic assumptions of the socio-moral domain theory of making moral judgments and its development from childhood. A critical point of socio-moral domain theory is tied to the method: children are asked to rank situations of moral, conventional and personal transgressions by seriousness. In fact, seriousness and morality cannot be separated in their answers. In my research I tried to make a difference between "seriousness" and "moral character" of a situation. My starting point was the moral dilemma set for children of Larry Nucci. I also widened the age of the investigated persons to include adults. My results suggest that for a better understanding of people making moral judgments we need to learn a deeper sociological and anthropological meaning of "seriousness" of an act.

**Understanding the Objectivity of Moral Values: The importance of conventions and contingent social practices (Paper)**

*Matthew Keefer (University of Missouri - St. Louis)*

In this paper presentation I will argue that recent arguments stemming from classical or Neo-Aristotelian theory have important implications for understanding the objectivity of moral values. Moral values, I will argue, are both objective and yet dependent on contingent social practices and conventions. They must be universal if they are to be

intelligible, but their intelligibility is dependent on the appropriation of (and education into) the relevant and appropriate social practices. The presentation will conclude with some implications for a few long enduring dichotomies in moral theory - e.g., morality v. self-interest and morality v. convention.

**Judging Social Issues: The influence of domain and developmental phase indicators (Paper)**

*Stephen Thoma (University of Alabama)*

*Darcia Narvaez (University of Notre Dame), Leilani Gjellstad Endicott (Institute of Child Development / University of Minnesota), Larry Nucci (University of Illinois at Chicago)*

Fifty-three college students responded to items representing the moral, conventional, and mixed domains—as described by Turiel and his colleagues—in terms of whether the described action is right or wrong. The task was completed on a computer and the time it took participants to make the right/wrong determination was recorded. In addition, subjects also completed the Defining Issues Test (DIT) of moral judgment development. Findings indicate that the mixed domain items were processed significantly faster than moral and conventional items. Further, participants labeled as consolidated on moral judgment development processed items from all domains faster than those participants labeled as transitional. Results are discussed in terms of the controversial nature of the mixed items and the role of developmental phase in the decision-making process.

*Concurrent Session IV (cont'd)*

16:30- State  
17:45 Room II

**Marginalization and Silence: Social justice in the classroom**

Chair: TBA

**Homosexuality as Moral Issue: Facts and values in classroom discussion (Paper)**

*Stephen A. Sherblom (University of Missouri)*

Dealing with homosexuality in classroom discussion is difficult. My presentation will prepare teachers by: discussing ground rules, emphasizing respect and freedom of thought; presenting a clear brief distinction between facts and values in which teachers can situate this public discussion of a private subject; highlighting how facts bear on questions of value, in that values often presuppose a certain reality; reviewing the latest psychology and sexuality research bearing on the facts of homosexuality as a "normal" human condition; and relating classroom engagement of this issue to the values espoused by the character education movement and participants' teaching philosophy.

**Social Justice, Democratic Education and the Silencing of Words that Wound (Paper)**

*Barbara Applebaum (Syracuse University)*

Is all silencing unjustified? This paper examines the controversy around the censorship of public school teachers who believe that portraying homosexuality in a positive light undermines their moral integrity. Two crucial considerations that the aforementioned debate overlooks will be highlighted. First, the discursive power of words that support unjust social systems will be underscored. Second, I argue that elucidating the power of discourse requires understanding the social and political context in which such discourse occurs. Reducing issues of sexual orientation to just another form of cultural diversity risks concealing the political and social dynamics of oppression and obscures the norm against which "difference" is created. The implications for teacher education programs will be discussed.

**Moral Development and Education for an In-Between Time (Paper)**

*Rosalie M. Romano (Ohio University)*

*Sharon G. Thornton (Andover Newton Theological School)*

This paper examines a classroom case where conflict and pain emerge as students confront issues of marginalization and silencing. We propose that there is a need to begin articulating an ethic that "rises to the occasion" more than one that comes with a ready application. It is an ethic formed in an interlude; that place in-between moral certainty and occasions that call for new understanding. There is no guarantee that you will be right in your response, for indeed the situation of conflict and contradiction can be answered in more than one way. But, to rise to the occasions means you respond in spite of ambiguity and the certainty that you act in the right way.

16:30-  
17:45

Huron

**Fostering Moral and Democratic Competencies (Paper Symposium)**

*Georg Lind (University of Konstanz, Germany) Jackeline Gonzalez (University of Monterrey, México), Julia Szekszárdi (University of Veszprém, Hungary), Marvin Berkowitz (University of Missouri), Rosario Jaramillo (Javeriana University, Colombia)*

*Discussant: Fritz Oser (University of Fribourg, Switzerland)*

Almost a quarter of a century ago, Moshe Blatt and Lawrence Kohlberg (1975) have suggested the moral dilemma discussions as a means for stimulating moral growth. Since then, this methods has been submitted to extensive empirical studies. It has shown to be the most effective and versatile method in moral education in many projects across the world. These studies have lead to refinements regarding its structure, application, and teachability. In addition, its theoretical underpinning and its benefits for the individual learner have been considerably advanced. In this symposium, findings will be presented from many different countries with students of various grade levels, college students and adults in continuing education programs.

*Concurrent Session IV (cont'd)*

16:30-  
17:45

Ohio

**Political Engagement, Media, and Moral Education**

**Chair: TBA**

**The Allocation of Public School Resources as a Moral Dilemma (Paper)**

*John C. Pijanowski (Tompkins Cortland Community College)*

*Dawn Schrader (Cornell University)*

This paper examines moral dilemmas in the process of deciding how school resources are allocated. We will identify the moral components of each level of the decision making process, common strategies employed, and the outcomes of how scarce resources are allocated. Our analysis includes questions such as: What are the principles (moral or otherwise) that guide legislators, judges, superintendents, principals and teachers charged with deciding how much is enough for each child and defining a just and equitable division of educational goods? What moral questions drive this process and which moral questions are commonly overlooked or ignored?

**The Meaning of Political Engagement: Gender and generativity in midlife (Paper)**

*Sean Cameron (Wilfrid Laurier University, Canada)*

*Michael Pratt (Wilfrid Laurier University, Canada)*

Survey research has raised concerns over recent declines in political participation (Putnam, 2000). However, there has yet to be much research examining reasons for this from a narrative, life history perspective. In the current study, we examined intensive interviews of 94 midlife adults from the MacArthur Foundation Study on Successful Midlife Development, for levels of generative concern on the Loyola Generativity Scale, political behaviours, values and beliefs, and life histories. This exploratory analysis focused on the accounts that men and women gave of political involvement, as well as predictors of these patterns. Generativity was expected to be differentially predictive of traditional political engagement in males and females.

**Media's moral message: Exploring (Paper)**

*Rebecca J. Glover (University of North Texas)*

This project explores the role of television as moral educator by examining "moral messages" (i.e., messages of how individuals ought to treat each other) displayed in popularly viewed programs shown on "prime time" network or cable television. Using the perspectives of Piaget, Kohlberg, Gilligan, Turiel, and Nucci, questions explored include: What are the moral messages demonstrated on popular television? Are these messages more reflective of heteronomous or autonomous reasoning, more focused on issues of individual rights and responsibilities or on matters of interdependence and connectedness? Are messages demonstrated more reflective of social convention or messages of moral obligation?

17:45-  
18:00

**BREAK**

*Poster Session / Reception*

18:00-  
19:00 La Salle  
Ballroom II

**POSTER SESSION AND COCKTAIL RECEPTION**

Join us for a drink and before dinner snack while perusing a wide array of poster presentations of empirical and reflective work on moral development, character formation and education.

**Mad Scientist, Hero Scientist?: The moral dimensions of our images of science (Poster #1)**

*Helen Haste (University of Bath, UK)*

For a hundred years the cinema has reflected vivid and over-simplified images of science and scientists, contrasting the 'hero' scientist who will save the world through incredible singlemindedness and dedication, with the 'mad' or 'evil' scientist who irresponsibly pursues his (usually his) greed or ambition, with terrible consequences. These images reflect our cultural myths about science and permeate public beliefs and trust. This paper will explore the moral dimensions of images held by a sample of British adolescents, of science and scientists, and consider their implications for current concerns about public trust in science, and the role of the scientist.

**An Analysis of the General Population's Understanding of the Psychology of Forgiveness (Poster #2)**

*Suzanne Freedman (University of Northern Iowa)*

Forty-eight individuals (18 years and over) were interviewed about their understanding of the psychology of forgiveness. Approximately 25 questions were asked to each interviewee and in-depth answers were obtained. In this paper, data will be presented to illustrate how a sample of the general population defines and understands forgiveness, whether they view it as beneficial, their experiences with forgiving and forgiveness, and how their definitions and understanding compare to those given by academics and researchers in the field.

**The Conceptions of Body According to Physical Education Teachers (Poster #3)**

*Silvia M. Agatti Lüdorf (Federal University of Rio de Janeiro, Brazil)*

Physical Education is a privileged area to discuss the body. Particularly through the work of the teachers. Although they might work in different contexts, they are always dealing with the human being in an educational context. Traditionally, the body in Physical Education has been viewed in a fragmentary way. Recently, however, the area incorporated some critical approach. We conduct a preliminary study to investigate the

conceptions of body presented by teachers at a Physical Education undergraduate program in Rio de Janeiro, using questionnaires. Our results indicate an evolution regarding the conception of the body in the field of Physical Education.

**Adolescents' Perceptions of Animal Mentation and Opinions on Animal Use (Poster #4)**

*Carol Midori Okamoto (Ontario Institute for Studies in Education of the University of Toronto, Canada)*

This study explored the relationship between adolescents' perceptions of animal mentation and liking of animals with agreement on animal use in medical research and entertainment. It was found that high animal mentation scores were correlated significantly with low agreement on animal use for the older adolescents but not for younger ones. Liking scores correlated negatively only with agreement in medical use. Older adolescents agreed more to animal use than the younger adolescents, especially for medical research. Younger adolescents agreed more to animal use in entertainment than medicine. Overall, cognitive-developmental differences occurred between older and younger adolescents concerning animal perceptions and opinions on animal use.

**Intra-Individual Variability of Adolescents' Moral Judgments about Euthanasia (Poster #5)**

*Caroline Aris (Université Paul Valéry, France)*

This work concerns intra-individual variations in adolescent's moral judgments and takes place in a frame of research which tries to explain this variability by contextual variations present in moral dilemmas. Then, these studies clearly try to identify variables able to produce variations. We personally decided to study the variable "Personal Concern" (With-Without) in different contexts : in the present research, we varied this factor in dilemma concerning euthanasia. The two versions of the dilemma were presented to adolescents from two age levels in the frame of individual interviews. As in previous studies, we hope to observe intra-individual differences in subjects' responses.

**A Study of Social and Moral Health in DuPage County (Poster #6)**

*Matthew L. Davidson (University of Notre Dame)*

*Vladimir T. Khmelkov (University of Notre Dame), C. Kennon Fisher (Director, Healthy DuPage Character Development Coalition)*

This session shares instruments and data from the pilot year in a three-year study of character development in DuPage County (IL). Focus groups were conducted in four communities leading to the creation of a "Global Measure of Social and Moral Health." These survey measures were implemented with youth (grades 5, 8, and 10), teachers, parents, and community members. The "Global Portraits" attempt to gather information in four key areas (1) Values, motivation, and pro-social competencies, (2) Experience of caring community, (3) Community health and safety, (4) Character development experiences/practices.

**Assessing Difference in Behavioral and Value-Based Character-Related Dimensions (Poster #7)**

*William H. Hendrix (Center for Character Development, USAF Academy)*

*Julie A. Chesley (Deputy Director of Staff, Space and Missile Systems Center), Scott Hopkins (President, Executive Information Services)*

This research involved two studies to assess character differences and relationships to organizational outcomes using a survey-based character development process. The first study (n = 2901) assessed character differences for U.S. Air Force Academy Cadets, Academy graduates three years after graduation, and Air Force Generals. The second study (n = 279,100) investigated the relationship of a behavioral-based character

rating scale (Coefficient Alpha = .97) and a transformational leadership scale (Coefficient Alpha = .97) with the outcome variables of employee satisfaction, organizational commitment, organizational citizenship behavior, intent to leave the service, and work group performance.

**An Outline of Treatise on Moral Science by Chikuro Hiroike (Poster #8)**

*Nobumichi Iwasa (Reitaku University, Japan)*

Chikuro Hiroike (1866-1938), known as a historian and a pioneer in the field of the historical and comparative study of oriental laws, published *Treatise on Moral Science: A First Attempt to Establish Moralogy as a New Science* in 1928 in Japanese. As a monumental work in the field of life-long moral development by a Japanese scholar I once reviewed it in *Journal of Moral Education* (Vol. 27, No. 3, 1998). Its English translation, *Towards Supreme Morality: An Attempt to Establish the New Science of Moralogy* has been recently published in three volumes. This poster tries to introduce Hiroike's intention in this book and its main contents.

**Undermining the Tropes of Opinion and Domination in Ethics Classes (Poster #9)**

*Gregory B. Sadler (Southern Illinois University at Carbondale / Southeastern Illinois College)*

In contemporary classrooms, one prerequisite to moral education is assessing and critically analyzing students' preconceptions and habitual modes of inference and argument. Two mutually supportive and ubiquitous notions in particular have to be confronted, namely the notion that everything is just a matter of individual opinion and the notion that the fundamental motivation and effect of any morality is domination and control of others. Noting contradictions involved in these is insufficient, and I suggest and develop a strategy of continually exhibiting them as rhetorical tropes, exploring students' motivations for using them, and then placing these tropes in contexts of moral theories.

**Intellectual Safety, Moral Atmosphere and Epistemology in College Classrooms (Poster #10)**

*Dawn E. Schrader (Cornell University)*

*Carolyne Call (Cornell University)*

College students talk about intellectually safe (or unsafe) classroom climates. This paper discusses such classroom experiences and analyzes these components as to their possible relationship to epistemological perspective and moral atmosphere. Parallel to the literature on moral type in which alternative schools and democratic communities foster Type B reasoning and higher moral stage, moral climate may have an influence on epistemological development. Understanding this dynamic has implications for sensitizing professors to the affective reactions of their students and a possible underlying etiology of students' reactions, and may help professors create a moral climate and an intellectually stimulating situation for the students of various epistemic perspectives.

**The Relationship Between Religion and Judgments of Fairness in Young Adults' Beliefs Regarding Homosexuality (Poster #11)**

*Anna Kurtz, Stacey S. Horn, Larry Nucci (University of Illinois at Chicago)*

[Abstract not available]

**Spinoza and Kant as Inspirers of Kohlberg's Work (Poster #12)**

*Rosa Maria F. Martini (Federal University of Rio Grande do Sul, Brazil)*

Spinoza's ethics is an effort to demonstrate by a hermeneutical process of ethical feelings that the main virtue of all being is to strive to preserve itself and to increase their power of acting. Spinoza stated that the human character could be improved by

improving the self understanding. Kant asks for a rational principle for human action the categorical imperative that can not be deduced from any being external of the own reason. Reason operates in the cognitive level and in the practical level. Only by practical reason human beings can become autonomous. This paper discusses these two trends in Kohlberg's work.

**The Structural and Situational Sources of Real-Life Moral Judgment (Poster #13)**

*Christopher S. Newitt (University of British Columbia, Canada)*

*Dennis L. Krebs (Simon Fraser University, Canada)*

These two studies were designed to compare the ability of moral judgment theories based on domain general and domain specific cognitive structures to explain real-life moral judgments as reported by adult participants. In study 1, undergraduate psychology students completed a questionnaire measure designed to evoke real-life moral judgments that corresponded to Kohlberg's Stages 1 to 4. The results of this study challenged the structured-whole assumption that underlies hard cognitive structural models of moral judgment. The second study explored the anomalous within-stage variability of aretaic judgments observed in the first study. The findings of the two studies support a structural-interactional model of moral judgment.

**An Idiosyncratic Framework for Studying the Relationship Between Ethics and Law (Poster #14)**

*Leon Levitt (Madonna University)*

This paper presents an idiosyncratic look at the relationship of ethics and the law in a democratic society. It proposes three ethical essentials in American law: justice, autonomy and veracity. Using various historic legal deviations from ethical principles, it shows, first, how the named principles are linked to American law and, second, how law nonetheless can be quixotic when it negates "the prevailing practice of the realm." Finally, the paper asks, Why law? examining arguments against law and concluding that law is essential in a modern industrial society, but with constraints against government's proclivity for contravening prevailing ethical practice under a variety of influences.

**Socio-moral Dilemmas of Teachers (Poster #15)**

*Adam Niemczynski (Jagiellonian University, Poland)*

192 men and women, who are primary and secondary school teachers were asked to give examples of social-moral dilemmas they experience in school. They were also asked to report on resolutions and the action choices they made in these situations as well as to report on reasons for their choices of actions. The aims of the protocols are three-fold; (1) what are the values over which the decisions were made, (2) whether these values are specific for the educational context, and (3) how much the issues of moral education in schools are reflected in this social-moral experience of teachers. In conclusion, the inferences are drawn for research and practice in the area of teacher development for moral education in schools.

**The Relationship between Moral Judgment Development and Reactions to Terrorist Attacks (Poster #16)**

*Jiyoung Choi (University of Minnesota)*

The purpose of this study is to look at the relationship between moral judgment development and reactions to recent terrorist attacks. There is a significant difference in

emotion between male and female. Also males tend to consider a retaliatory response while females tend to consider more moderate ways in which we can deal with terrorist situation. The statement 2 'we should not make hasty decision' is related to higher p-scores even though it is not statistically significant. Also higher p-scored students tend to respond to statement 3 'we must fight back' as being least similar to their own stances.

**Contemplative Practice as Community Health Promotion: Meditation and somatic awareness in an educational setting (Poster #17)**

*Daniel Holland (University of Arkansas at Little Rock)*

A growing number of educators have called for a greater integration of contemplative practice into academic settings for the purpose of enhancing moral education. However, few practical models for accomplishing this integration into public educational settings exist. Methods for integrating contemplative practice into public educational settings must avoid specific religious content, and must respect the students' freedom of faith and choice. This poster presentation outlines an experiential course at the University of Arkansas at Little Rock that introduces students to meditation and somatic awareness in an ecumenical manner. The course was specifically designed to welcome students with disabilities or chronic illness. This poster presentation explains the format, content, and outcome of the course.

**Beyond Absolutism and Idiosyncrasy: The contributions of Jamesian moral thought (Poster #18)**

*Stephen C. Yanchar (Brigham Young University)*

*David D. Williams (Brigham Young University)*

Debate over the question of what moral values are to be taught within moral education has long been defined by two rival positions: the "bag of virtues" approach vs. values clarification. This paper will present a Jamesian perspective on the debate, concluding that both of these positions are essentially faulty and that one viable solution to the problem stems from James's moral thought. James's position suggests a dynamic interplay between an evolving set of moral demands and continued human involvement. The paper concludes by contrasting this Jamesian position on morality with predominant approaches, and by suggesting implications for moral education.

**William James on the Prerequisites of Morality (Poster #19)**

*David D. Williams (Brigham Young University)*

*Stephen C. Yanchar (Brigham Young University)*

William James argued that for human moral experience to be genuine, humans must possess free will and thus the capacity to contribute novelty to a universe that is open and unfinished (i.e., undetermined in at least this sense). This position suggests that the classic free will-determinism issue per se must be carefully considered as it manifests in all aspects of moral education (e.g., course content, behavior management, theories of learning and instruction, research and assessment). Deterministic assumptions in any of these areas demand careful, critical examination because they may obviate the very basis of human moral life.

**Cooperative Learning as a Natural Gateway to Increased Moral Development (Poster #20)**

*Michelle L. Tichy-Reese (University of Minnesota)*

*Jiyoung Choi (University of Minnesota)*

This presentation will address the long standing overlap between moral development research and the research that has gone into the development of cooperative learning. This presentation is based on a pilot study investigating the moral reasoning and moral sensitivity of students in an experimental environment of competition compared to those

in a cooperative environment. The premise is that students who are solving moral dilemmas in a competitive environment will show fewer signs of moral sensitivity and moral reasoning skills than those who are solving the same dilemmas in a cooperative environment.

**Justice in Japan (Poster #21)**

*Fumiyuki Ohnishi (Yokohama City University, Japan)*

*Hwajeong Lee (Waseda University, Japan)*

The purpose of present paper is to analyze the justice in the case in Japan. The case is that Ms. Tanaka was dismissed from the Minister of Foreign Affairs and Mr. Nogami was also dismissed from the Vice Minister of Foreign Affairs, because they were contrary to the decision of the attendance of one of NPO to the International Conference of Help for Afghanistan. Articles on one of News Papers in Japan and the responses of undergraduate students to the case were analyzed.

**The Role of the School-Based Occupational Therapist in Children's Moral Development: A five-step method (Poster #22)**

*Deidra Holland (Little Rock School District / University of Arkansas at Little Rock)*

*Daniel Holland (University of Arkansas at Little Rock / University of Arkansas for Medical Sciences)*

Occupational therapy is a clinical discipline and profession that is frequently not fully understood by the lay public or the community of educators. In fact, school-based occupational therapists are crucial for the provision of clinical services that facilitate the inclusion of students with special needs into mainstream educational settings. The potential also exists for this clinical discipline to enhance the moral education of children who have special needs. The individualized and small group nature of school-based occupational therapy services provide an unusual opportunity to implement a number of innovative methods for promoting enhanced self-awareness, reflection, conflict resolution, and peer relationships. The promotion of these moral attitudes and skills is particularly important for students with special needs or disabilities, since they remain at particularly high risk for peer exclusion, conflict, and feelings of alienation.

**Japanese Students' Moral Judgments Concerning Euthanasia (Poster #23)**

*Shinobu Sekimizu (Waseda University, Japan)*

This study examines the moral judgments of Japanese students concerning euthanasia and relationship between the judgment and self. The students were presented with a story based on a real case of euthanasia: A cancer patient was at the terminal stage and he was not informed of the nature of his disease. His doctor killed him to ease the pain at his son's request. Students were asked to judge the case and to complete a self-report questionnaire (PAQ). Most of the students (66 of 118, 55.9%) agreed with the doctor who executed euthanasia in the case. Moreover, there was no significant relationship between the moral judgments and the self-report questionnaire results.

**College Students' Moral Beliefs about Alcohol Abuse (Poster #24)**

*Jupian J. Leung (University of Wisconsin - Oshkosh)*

A sample of 242 college students anonymously responded to a survey measuring their beliefs about the moral aspects of alcohol abuse. Results suggested that college students tended to have a morally unfavorable view of alcohol abuse and alcohol abusers. Many believed that individuals with high moral standards are less likely to abuse alcohol. Significant differences occurred between abusers and non-abusers in their responses to a number of moral issues. It appeared that many abusers are aware of the moral issues associated with alcohol abuse and such awareness could function as

an additional psychological burden to abusers.

**The Characteristics of Preschool Children's Moral Development: The effect of intention and consequence information in children's moral judgments (Poster #25)**

*Wong Mun (Hong Kong Institute of Education, Hong Kong)*

This paper reports results of a study that investigated 50 preschool children's moral judgements about an event involving accidental and deliberate damage to materials. The study aimed to re-examine Piaget's theory regarding the moral judgements of four-five year old children, particularly with regard to judgements of intentions behind an action. The design permitted systematic analysis of the effects of different intentions on children's moral judgements. Results showed that preschoolers' moral judgements are not based always on the consequence of the action as Piaget suggested, but varied across different moral content. This study also revealed that children's moral judgements would vary according to different perspective-taking (self vs parents). As young as preschool years, children understand that their perspective on moral judgement can be different from that of the moral authority (e.g. parents). The present study highlights the need for specificity with regard to the situation when discussing children's moral judgements. The results contribute to new understanding of young children's moral development and provide new insights for young children's moral education. Remarks: The study involved two experiments, the preliminary results of the pilot study for one of the experiments would be presented at the EECERA 2002 conference in August, 2002 in Cyprus. Full results of the main study will be presented in the AME 2002 conference.

**A Research Project on Moral Socialization of Adolescents in Hungary (Poster #26)**

*Julia Szekszárdi (University of Veszprém, Hungary)*

*Attila H. Horváth (University of Veszprém, Hungary), Marianna Buda (University of Debrecén, Hungary)*

The goal of our research-team was to get a general picture of some characteristics and tendencies of moral thinking among 12-16 year-olds. We administered our questionnaire in May, 1998. 3316 adolescents participated in the survey. We used two kinds of questions to investigate students' views on morality-related matters. In the first part of the questionnaire students read the descriptions of 18 situations and decided how they would act in those situations. For the questionnaire situations were chosen which were supposed to interest adolescents, to be real dilemmas and to simulate real-life decisions. In the second part respondents had to formulate opinions on general behaviour patterns. As generalisation of means a higher level of abstraction there is a certain risk that the respondent will have difficulties in imagining a specific, real content behind the description of a behaviour. On the other hand, norms formulated and undertaken at an abstract level reflect a higher state of awareness. Our standpoint is that specific decision-situations and abstract descriptions are both needed for a valid assessment of adolescents' reasoning.

**Researching Real-Life Moral Dilemmas: Exploring the impact on the researcher (Poster #27)**

*John Tyler Binfet (Loyola Marymount University)*

The purpose of this paper is to explore the relation between research involving real-life moral dilemmas and the impact of the dilemmas on the researcher's moral sensitivity. In an attempt to better understand the moral issues facing college undergraduates, 620 students attending a private, Southwestern US university were asked to write descriptions of real-life moral dilemmas. Preliminary analyses identified moral dilemmas focusing on issues such as abortion, suicide, drug use, and academic honesty. Sample dilemmas illustrate the sensitive nature of the moral issues described by students and it is hoped, will initiate dialogue surrounding the impact of real-life dilemmas on the moral sensitivity of the researcher.

**Measuring Moral Personality with Social Information Processing (Poster #28)**

*Joseph T. Grabenstetter (University of Notre Dame)*

*Scott Hagele, Rich W. Herbst, Tonia Bock, Darcia Narvaez (University of Notre Dame), Dan Lapsley (Ball State University)*

Recently, the importance of personality and virtues in the study of moral psychology has drawn more attention. Bringing in the perspectives of social cognitive science into the study of moral personality has been pioneered by Lapsley and Lasky (2001). This research tests the activation of moral personality constructs in social information processing. We describe a study in which we compare those individuals that chronically activate moral constructs with those that do not using a task that measures reaction time to moral inferences, similar to Narvaez, Mitchell, and Linzie (1999). This is a new method of examining moral personality that holds great promise for future research.

**A Comparison of Moral Reasoning of Turkish Male and Female University Students (Poster #29)**

*Nilay Kuyel (University of North Texas)*

*Rebecca J. Glover (University of North Texas)*

Using Turkish university students, this study was done to test Gilligan's claim that gender bias in favor of males' exists in Kohlberg's stages of moral reasoning. Cesur (1997) and Tolunay (2001) administered the DIT to Turkish university students and observed that female students had higher moral reasoning scores. Using the DIT, this study compares the moral reasoning of Turkish male and female university students ( $n=173$ , 56 males and 117 females) attending 3 different universities in Ankara, Turkey. Results indicate no significant ( $p>.05$ ) difference in the percent of moral reasoning in Kohlberg's moral stages between Turkish male and female participants. However, postconventional reasoning of females was significantly ( $p<.05$ ) higher than postconventional reasoning of males.

**The Study of Professional Role Concept of the Law School Students (Poster #30)**

*Yunjung Kang (University of Minnesota)*

This study was to examine how law school students perceive their role concept as a professional with the Legal Professional Role Orientation Inventory (LPROI), a 22-item Likert type instrument to be consisted of two attitudinal dimensions, authority and responsibility. The participants were total 40 law school students, 20 males and 20 females. Their responses were categorized into the four models – commercial model, guild model, service model, and agent model - based upon the various models of professionalism described in the literature. The finding showed that thirty five students belonged to the guild model and five students pertained to commercial model. Also, there was no significant gender difference in perceiving role concept as a professional.

**Transitional Stage Scoring in the Ethics in Universities Studying Using the Model of Hierarchical Complexity (Poster #31)**

*Dorothy Lynn Gilpin-Danaher*

*Michael Lamport Commons (Harvard Medical School)*

Developmental psychology as a whole has been concerned with what develops and in what sequence. Michael Commons et al General Stage Model (GSM) built on the mentalistic theory of Jean Piaget. Recent research has moved from describing the stages to discovering the transition process between stages and the name of the GSM was changed to the Model of Hierarchical Complexity. This presentation will focus on providing examples of transitional scoring including how subjects either succeed or fail at describing ideal systems (e.g., educational systems, student government systems, university government systems), either under generalize or overgeneralize, fail or

succeed at coordinating elements into a cohesive system, etc. Examples of how subjects deconstruct their previous thesis, find temporary equilibrium points and finally reconstruct a new thesis which allows them to move to a higher stage will also be included.

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## Workshops

18:30- State  
21:30 Room I &  
II

### **EVENING WORKSHOPS—*must be pre-registered to attend***

#### **Workshop A State Room I**

##### **Fostering Competencies of Moral Reasoning and Discourse through Dilemma Discussion**

*Georg Lind (University of Konstanz, Germany)*

This workshop will introduce into the Konstanz version of the method of moral dilemma discussion, which has been developed over the past 20 years on the basis of the methods of Moshe Blatt, Lawrence Kohlberg, Marvin Berkowitz and Fritz Oser, as well as on modern psychological research on learning and instruction. The method of dilemma discussion provides an integrative approach to moral and character education, by integrating both the affective and cognitive and also the technical and ethical sides of human thinking and behavior. For demonstration, a real dilemma discussion with the participants will be run. Afterwards, the rationale of this method will be explained and information will be given on how to use this method in educational contexts across all ages and subject matter. While this workshop will not suffice to become proficient in this method, it may help to make an informed judgment on its usefulness. For experienced users of this or similar methods, this workshop may give new ideas and help to make teaching more effective. For more information on the Konstanz version of dilemma discussion, see Dr. Lind's web-site: <http://www.uni-konstanz.de/ag-moral/>.

#### **Workshop C State Room II**

##### **Moral, Conventional, and Personal Considerations of Anti-gay Violence Work in Schools: A model for making schools safe from anti-gay violence**

*Stacey S. Horn (University of Illinois at Chicago)*

*Laura McAlpine (Coalition for Education on Sexual Orientation)*

This workshop will draw upon research on peer harassment of GLBT youth, as well as research on how adolescents evaluate and reason about issues of exclusion, teasing, and bullying to provide educators with a more complete understanding of the scope and nature of anti-gay violence in schools as well as the implications for positive youth development. During this workshop we will look at the different levels at which strategies can be implemented (individual, interpersonal, classroom, and institutional), and how these strategies might be infused into regular curricular or school activities and policies. We will go beyond "character education" to think, share, and discuss the ways in which anti-violence strategies can be implemented in developmentally appropriate and effective ways.

08:00 Foyer CONFERENCE REGISTRATION

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**Plenary Session II**

09:00-10:30 La Salle Ballroom I **The Search for Meaning Revisited: Finding moral purpose in a world of doubt**

**William Damon (Stanford University)**

This presentation considers the role of moral purpose in development and examines the influence of cultural conditions, supportive and contrary, in the personal search for meaning.

10:30-10:45 **BREAK**

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**Concurrent Session V**

10:45-12:00 La Salle Ballroom I **Conflict, Contradiction and Contrarian Elements of Tolerance for Others: Implications for education (INVITED SYMPOSIUM)**

**Stacey S. Horn (University of Illinois at Chicago)**

**Cecilia Wainryb (University of Utah), Melanie Killen (University of Maryland)**

In the past 20 years educators have become increasingly concerned with teaching children and adolescents to respect each other and to be tolerant of those who are different. While this is a worthy goal, recent research in developmental psychology suggests that this is not as simple as "teaching respect for all." The papers presented in this symposium provide evidence that tolerance of others and intergroup relationships are extremely complex and multifaceted issues that involve moral, social, and personal considerations. Additionally, this research suggests that children, adolescents, and adults often hold contradictory beliefs about tolerating or not tolerating others' practices and the ways in which individuals should be treated. Further, children often become concerned with group functioning and use this consideration to exclude others on the basis of gender, race, and ethnicity. The papers in this session suggest that stereotypes and individuals' informational assumptions about others influence their evaluations of intergroup relationships and the treatment of others. Implications of this research for educational interventions, curriculum development, and school structure will also be discussed.

**Fostering Tolerance of Diversity Among Children and Adolescents: Implications from developmental research**

**Cecilia Wainryb (University of Utah)**

**Exclusion from Groups: Moral evaluations and societal expectations**

**Melanie Killen (University of Maryland)**

**Living Outside the Box: The impact of social norms on adolescents' evaluations of peer exclusion and harassment**

**Stacey S. Horn (University of Illinois at Chicago)**

Concurrent Session V (cont'd)

10:45-12:00 State  
Room I

**Understanding Moral Development: Issues of Theory**

**Chair:** *Thomas Wren (Loyola University of Chicago)*

**What if Each Major Theory of Socio-Moral Cognition is Correct? (Paper)**

*Don Collins Reed (Wittenberg University)*

The four major theories of socio-moral cognition suggest that there are 6 stages, 3 domains, 3 ethics, and 2 voices. The basic insight of each is correct: the socio-moral cognition/affect of normal individuals undergoes two or three fundamental transformations (decentrations) from childhood to adulthood; more broadly, ethical cognition is tri-modular ("moral," "conventional," and "personal") by age four and throughout adulthood; there is cultural/ethno-religious variance in construals of self, society, and Spirit across domains (socio-cognitive modules); and gender socialization and identity affect the configuration of socio-moral cognition/affect and not just rate of development along a single trajectory. In this presentation, I will briefly answer three questions: How could all these theses be correct? What representational scheme could help us visualize an integrative account of ethical cognition? What interesting questions and problems could an integrative account address better than the four accounts have so far addressed independently?

**Schemas, Moral Development and Reality: Beyond Kohlberg's and Hoffman's theories (Paper)**

*John C. Gibbs (Ohio State University)*

This paper outlines a comprehensive, schema-based view of moral development and behavior, and speculatively relates profound moral perception to a deeper reality. The schema construct is recognizable in two major theories of moral development: as stages of cognitive construction in Kohlberg's (and Piaget's) theory of justice or reciprocity development; and as scripts that become affectively charged in Hoffman's theory of empathy and moral internalization. Justice- and empathy-related schemas involve an age trend from superficial to profound (inferential, subtle, veridical) perception. Profound moral perception and behavior may entail insight into the fundamentally nonlocal interconnectedness of human existence.

**Mediated Moralities: A sociocultural approach to moral development and education (Paper)**

*Mark B. Tappan (Colby College)*

This paper articulates a sociocultural approach to the study of moral development and the practice of moral education. Central to this approach is a focus on mediated action as the primary unit of analysis—i.e., a focus on the "agent-acting-with-mediational means." Thus human moral functioning is best understood as mediated action—action that is mediated by different moral voices, languages, and forms of discourse. Moral development proceeds as persons appropriate (rather than "internalize") these moral mediational means; and moral education occurs as persons are provided the opportunity both to appropriate ("master" and "own") specific mediational means, and to engage in moral action mediated by these new moral tools.

10:45-12:00 State  
Room II

**Character Education: A reappraisal**

**Chair:** *Georg Lind (University of Konstanz)*

**Hartshorne and May: A reappraisal (Paper)**

*James S. Leming (Saginaw Valley State University)*

The Hartshorne and May Studies in the Nature of Character has been one of the most frequently cited and misunderstood pieces of research in the annals of

American education. This paper will carefully examine the historical context of the study and the individuals involved in the Character Education Inquiry. The most common misconception-that the CEI was a fatal blow to the character education movement of the 1930s-will be shown to be a misreading of history. In addition, it will be shown that the data do not provide strong warrant that direct methods of character education were ineffective.

**Evaluating Character Education Initiatives: Can it be done? (Paper)**

*Madonna Murphy (University of St. Francis)*

Can character education initiatives be evaluated? Can you really tell if you are helping someone to really develop their character? Can you "test" for good character? How can you be sure they are not just correctly answering questions on a test the way they think you want them to be answered? The presenter was on a team that developed the "Character Education Quality Standards: A Self-Assessment Tool for Schools and Districts" and will report on its use to evaluate and choose Blue Ribbon Schools of Character. Efforts to develop character education standards for assessing character will also be addressed.

*Concurrent Session V (cont'd)*

10:45-12:00 Huron

**Socio-moral Development and School Moral Atmosphere**

*Chair: Kim Schonert-Reichl (University of British Columbia)*

**Moral Atmosphere in School, Moral Competence and Moral Self-Complexity as Predictors of Externalizing Behavior (Paper)**

*Daniel Brugman (Utrecht University, the Netherlands)*

*Jan Boom, Peter Heymans (Utrecht University, the Netherlands), Andrei Podolskij, Olga Karabanova, Olga Idobaeva (Moscow State University, Russia), Pavel Razinov, Nadezdah Maximova (Karelian Post-Diploma Teacher Training Institute, Russia)*

Adolescents' perception of the moral atmosphere in school was investigated in 16 secondary schools from Central and North Russia (N= 1947) and compared with the perception of the moral atmosphere in 24 secondary schools in the Netherlands of the same educational levels (N=1294). Russian adolescents perceived a much higher moral atmosphere than Dutch adolescents. Consequences of this difference in moral atmosphere will be discussed in particular for externalizing behavior. In a longitudinal study in the Russian sample the direction of the relationships between perception of moral atmosphere, moral competence, moral self-complexity and externalizing behavior were further investigated.

**Sociomoral Development and Antisocial Attitudes in an Adolescent Scottish Population (Paper)**

*Sheila A. Mohr (Glasgow Caledonian University, UK)*

*Anna McGee (Glasgow Caledonian University, UK)*

The purpose of this study is to investigate the interaction between sociomoral development and quality of peer relationships, and to further explore each as potential predictors of antisocial attitudes in an adolescent non-delinquent population. Data are currently being collected and analyzed among male and female high school students in the Glasgow area. Preliminary results indicate that attitudes towards delinquent activity may be related to quality of peer associations, which may in turn influence sociomoral development. The results are discussed in relation to sociomoral reasoning, attitudes toward antisocial acts and quality of peer associations.

**Democracy, Education and the Construction of the Moral Self (Paper)**

*Ulisses F. Araujo (UNICAMP - Universidade Estadual de Campinas, Brazil)*

During two years we helped a Brazilian public elementary school to reorganize their academic and management structure, and also the kind of interpersonal relationships kept among adults and among teachers and students, aiming the construction of a more democratic school environment. The results, demonstrated that students became more conscious about their rights and duties and established more critic, democratic and affective relationships with their teachers and peers. Teachers said to have changed the way they related to their students and the school as a whole, including the way they solve everyday conflicts, the role of school contents and education aims.

*Concurrent Session V (cont'd)*

10:45-12:00 Ohio

**Social Construction of Morality and the Moral Child**

**Chair: TBA**

**Where is Moral Development? (Paper)**

*Sayyed Mohsen Fatemi (University of British Columbia, Canada)*

This presentation will argue that univoicity may avoid a deep understanding of the moral development and may develop a shallow discourse towards moral issues. The presentation will argue that the prevalent discourses of moral development do not aptly deal with the presentation of moral principles. Utilitarianism and focus on personal interest along with the univoicity of semantics within the moral development, the paper will argue, can exacerbate the situation. The paper will argue that an earnest need to understand the polysemy of the discourse of moral development along with the understanding of psychological positions may facilitate the process of an effective realization of the moral development and its sensibility beyond the western oriented paradigms.

**Notions of Childhood from the American Pulpit: 1650-1900 (Paper)**

*Peter L. Samuelson (Georgia State University)*

*Ann Cale Kruger (Georgia State University)*

Childhood is a culturally and historically specific social construction. This paper examines sermons preached from American pulpits from the mid-1600's to the early 1900's on Matthew 19:13-15. The results of the analysis reveal two dominant ideas: (1) the child as inherently evil in need of reform and salvation and (2) the child as a gift from heaven who represents the better nature of the human being. The former dominates American preaching until the mid-1800's when it is supplanted by the later notion. The implications for contemporary notions of childhood in American culture are discussed.

**Symmetry to Seemingly Disparate Nations: Language and morality (Paper)**

*Nicole Mills (Emory University)*

Morality is commonly represented as a notion that focuses on the accepted standards of right of a society or community. Webster Dictionary's definition of morality discusses a type of "conformity" or "nonconformity" to the community's standards as well as men's necessary "duties" to these accepted societal rules. Consequently, acceptance into the moral community necessitates conformity to these recognized principles. Like morality, language development is also a way in which individuals draw themselves into communities. Baron (1992) states that "language acquisition is a community process" and that "learning language and to reflect upon language is another way in which [individuals] gain purchase on a community and their place in it." According to Baron's implications, acceptance into the language community infers that one must conform to the linguistic standards

recognized by society. Through the analysis of Kohlberg's stages and levels of moral reasoning as well as an examination of scholarly conceptions of language development, I will attempt to reveal the multiple relational similarities between these two seemingly dissimilar conceptions.

12:00-13:30

**BREAK**

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**Concurrent Session VI**

13:30-14:45

La Salle  
Ballroom I

**African Americans and Moral Education: Sources of conflict, resistance and reconciliation (INVITED SYMPOSIUM)**

**Race and Morality: Shaping the myth (Paper)**

*William H. Watkins (University of Illinois at Chicago)*

"Morality" continues to be at the heart of America's racial and racist culture. Nineteenth century "scientific racists" argued that people of color were both intellectually and morally inferior. Unable to conclusively "prove" genetic inferiority, early 20th century racist educators and eugenicists tenaciously clung to the moral argument. Moral deficiency has provided rationale for "deficit" theories and manufactured perceptions of people of color for decades. Using a socio-political/cultural analytic framework this paper shall explore significant applications of moral deficit arguments to the education of African Americans over the last 150 years.

**Beliefs about Aggressive Behavior: How children define the right thing to do (Paper)**

*Cynthia Hudley (University of Southern California)*

Children who display high levels of overt aggression represent a significant problem in schools, families, and communities. In addition to creating unpleasant social environments for classmates and family members, these children are themselves at substantial risk for a variety of negative social outcomes, including conduct disorder, substance abuse, school failure, and involvement in criminal activity. From the cognitive-behavioral perspective, aggression is the behavioral expression of internal processing of external social information. One important cognitive regulator of children's aggression is their belief about what behavior is appropriate in a given situation. Highly aggressive children as a group endorse beliefs that aggression is an appropriate response to a broader range of interactions with peers than do non-aggressive children. Thus, on average, aggressive children are more likely to favorably evaluate and enact aggressive responses to peer overtures, whether they are intentionally harmful or benign. The proposed presentation will provide both qualitative and quantitative data to explore children's thinking about when and why aggression is the right thing to do.

**Moral Competence Promotion among African American Children (Paper)**

*Robert J. Jagers (Howard University Center for the Education of Students Placed At Risk (CRESPAR))*

This paper describes an evolving effort to promote social and emotional competence development among school age African American children. A cultural psychology framework featuring four racialized cultural identities is proposed. Identities are discussed in terms of oppression, morality, community violence and liberation. The developmental implications for children's moral competence promotion in school and extended hour settings are examined. Student-teacher relationships, curriculum content and learning context are discussed as they relate to the potential contributions of low- and middle income children to the collective well being of the African American community.

Concurrent Session VI (cont'd)

13:30-14:45 State Room I **Philosophical and Empirical Explorations of Morality and Virtue**  
Chair: *Doret J. de Ruyter (University of Glasgow)*

**'Ars vitae' and 'Artes liberales': Classical inspiration for moral education**  
(Paper)

*Desiree Verweij (KMA, the Netherlands)*

The renaissance of the concept 'ars vitae' (the art of living) in present-day philosophy is caused by the inspiring way in which 'philosophy', 'ethics' and 'the art of living' were interlaced in antiquity. In what way can the classical views on these interlacing subjects contribute to moral education? In answering this question another classical 'art', the 'artes liberales' (an educational concept) will be introduced. Both 'arts' can be of help in realising a form of moral education that also focuses on how to make ones life 'flourish'.

**Moral Education through Virtue in the Context of Emotivism (Paper)**

*Maria Judith Sucupira de Costa Lins (UFRJ, Brazil)*

This study aims to investigate how is it possible to develop Moral Education programs for children in public schools in Rio de Janeiro . Moral principles were defined and based upon Alasdair MacIntyre s Moral Philosophy. During two years children were observed in real life situations and also observed in controlled activities in order to make clear how they think and behave concerning a moral perspective. At the beginning learning and integrating virtues were a difficult task for children. Results showed us the evolution of these children in two dimensions: Freedom from Emotivism and Construction of Virtue in their moral development.

**Competence in Moral Reasoning and Value Preference (Paper)**

*Ilja Krumers (Latvia)*

The interrelations between ideas in moral reasoning of a person is one of the central points in works of Kohlberg and Lind. However, in other fields of psychology, even in a relatively close field of values, such approach is rarely used. A theory of value structure by S. Schwartz allows to apply such concept, because it postulates a certain way of relations between values. On the material of n=150 study a possibility to bring the concept of individual structure into the field of values is analyzed.

Concurrent Session VI (cont'd)

13:30-14:45 State Room II **Contributions of Religion and Faith to Morality, Social Justice and Personal Development**  
Chair: *James DuBois (Saint Louis University)*

**Faith Development in Late Adolescence in Bosnia and Herzegovina (Paper)**

*Andrew Garrod (Dartmouth College)*

*Joshua M. Thomas (Dartmouth College)*

In two studies conducted in 2000 and 2001, a team of researchers examined faith development among 40 young adults ranging in age from 18 to 24 in Mostar, Bosnia and Herzegovina. Using a modified version of James Fowler's Faith Development interview, extensive interviews were conducted with Bosniacs from East Mostar, Croats from West Mostar, and Serbs in the town of Trebinje in the Republica Srpska. Participants' responses reflected the influence of ethnic conflict on conceptions of the role of faith in their lives. The study examines how young people make meaning in their lives in the aftermath of particularly difficult experiences of war and ethnic cleansing.

**Liberation Theology: By and for the disenfranchised (Paper)**

*Mary Kremer (Dominican University)*

Although liberation theology is unappreciated by many and maligned by some, it has been embraced by disenfranchised groups throughout the world. This study describes the work of four Catholic secondary religion teachers who inform their classes with liberation theology. Data comes from classroom observations in metropolitan schools in the United States, interviews, and personal reflection using Van Manen's hermeneutic phenomenological methodology. This study concluded that when liberation theology is understood and embraced, it carries the potential for self-empowerment and a desire to make the world a better place for others.

**Interpersonal Forgiveness Relation to Justice and Religion during Adolescence (Paper)**

*Jennifer S. Hood (Northern Illinois University)*

*Julio Rique (Northern Illinois University)*

This study will investigate interpersonal forgiveness in relation to sociomoral reasoning (moral, conventional and justice as equity reasoning), religious affiliation and levels of faith in three social contexts of adolescence: Family, friends, and school. Two questions will be asked: (1) Which context forgiveness more likely to be offered? (2) Which context is forgiveness less likely to be offered?

*Concurrent Session VI (cont'd)*

13:30-14:45 Huron

**Moral Education in Early Childhood and Primary Grades**

**Chair: TBA**

**Piaget's Concept of Contradiction and Preschool Children's Construction of Morality (Paper)**

*Stephanie Goloway Lazzaro (Montgomery County Community College)*

*Jeanette McCarthy Gallagher (Lehigh University / Temple University)*

The purpose of this paper is twofold: (1) to provide a meaning base for Piaget's concept of contradiction which may be implemented by teachers and parents of young children; (2) to clarify why pretend (spontaneous) play is a key setting for children's construction of morality. Transcriptions of children's play dialogues will be examined to illustrate the role of equilibration in pretend play. Resolution of social and moral contradictions will be highlighted. The theoretical necessity of including ample opportunities for pretend play in early childhood curricula will be addressed.

**Moral Education as Contextual: A qualitative research of an early childhood classroom (Paper)**

*Eunju Yun (University of Illinois at Urbana - Champaign)*

The moral education presented in this paper is an implicit one, unlike Kohlbergian or character education approach that is rather explicit. And, it is among children themselves, unlike Jacksonian hidden education that is rather on the children. The context of meaningful group work was shown to call for morality implicitly. Meaningful group work or social self-realization was thus a ground for moral growth; but it would also be the ultimate aim of morality. Implicit contextual moral education may at least be complementary, if not foundational, to the explicit moral education such as Kohlbergian or character education.

**Cyberspace and Moral Education (Paper)**

*Beong-Wan Chu (Chunchon National University of Education, Korea)*

*Byung-Chun Park (Chunchon National University of Education, Korea), Changwoo Jeong (University of Georgia)*

Young people are growing up in a society where the Internet is central to

everything from education to recreation. Though cyberspace made by the Internet is a social space where we interact for diverse purposes, a lot of young people tend to think that cyberspace is a normless space. A recent survey in the U. S. found that 48% of students in elementary and middle school don't consider hacking illegal. The purpose of this paper is to clarify the moral implications of cyberspace. The reasons why moral educators consider the moral implications of cyberspace, weak points of current character education movements in the U. S. with regard to cyberspace, new tasks of moral education in the Internet era will be suggested. In addition, teaching methods for cyber ethics in Korea will be introduced.

*Concurrent Session VI (cont'd)*

13:30-14:45 Ohio

**Moral Development in Business and Medical Education**

**Chair: Leon Levitt (Madonna University)**

**The Clinical Experience: Conflicting issues in medical decision making (Paper)**  
*Maria Cristina Moreno (Universidad de Monterrey, Mexico)*

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 pediatrician and an hematologist share their experience in decision making in a case that attracted the attention of the national press: a couple refused to accept a blood transfusion for their daughter on religious grounds. The results of in-depth interviews are analyzed in terms of the conflicting forces in moral decision making and the possible results as to generating a particular learning environment.

**Ethical Identity Development in MBAs: Contradicting a classic debate (Paper)**  
*Verna E. Monson (University of Minnesota)*

*Lori Abrams (University of Minnesota)*

A content analysis of MBA student statements (n=28) on how they envision their future role as business leaders revealed that 46% cited both business and society; 54% focused only on impact to business. They attributed leadership success to a balance of social / emotional and business competencies. The Four-Component model of moral behavior developed by Rest (1986) and a constructivist-developmental framework of identity (Kegan, 1982) were used to develop the coding scheme. Authors explore potential for using this framework and method as a means of assessing ethical identity development, both as a baseline and outcome measure.

**Moral Development Across Residency Training Programs (Paper)**

*Joy D. Skeel (Director, Ethics Consultation Service, Medical College of Ohio)*

*John H. George (Penn State College of Medicine)*

Residency in medical education is a time when new physicians have increased responsibility for patients' health and well being. Difficult moral and ethical problems are seen daily, but education related to moral reasoning remains minimal. This study used the Defining Issues Test 2 to examine moral reasoning skills of 206 residents in surgery, family medicine, and internal medicine to see if there were differences in these skills across these medical specialties during this critical period of education. The study also compared residents by years of training . No significant differences were found between surgery and family medicine programs, but internal medicine scored somewhat lower.

14:45-15:00

**BREAK**

*Plenary Session III*

15:00-16:30 La Salle  
Ballroom I

**Adolescent-Parent Conflict: Resistance and subversion as developmental process**

*Judith Smetana (University of Rochester)*

Some theoretical viewpoints have stressed the problematic nature of adolescent-parent relationships and have described adolescents as normatively rebellious and as rejecting parental and societal moral values. The present paper presents an alternative view. It is asserted that adolescent-parent conflict (particularly moderate conflict in the context of warm, accepting relationships with parents) is functional for adolescent development because it promotes the development of adolescents' greater agency and autonomy. Conflict provides a context for the renegotiation of the boundaries of parental and adult authority, transforming adolescent-parent relationships from hierarchical to more mutual forms and allowing adolescents to construct a more autonomous self. Research conducted with European American and African American families will be used to support the claim that adolescents' resistance to adult authority is selective, limited, and developmentally appropriate and that while adolescents contest adult authority in some domains, they continue to uphold parental and societal authority moral values. The implications of these claims for parenting and for authority in school settings will be discussed.

**Adolescent Risk-Taking as Moral Discourse (PLENARY SESSION)**

*Cynthia Lightfoot (Pennsylvania State University)*

After a protracted period of viewing adolescent risk involvement as singularly problematic, developmentalists are beginning to consider the possibility that it may also have some functional utility for psychosocial development. The purpose of the work to be reported is to broaden the scope of this reasoning by outlining and illustrating an interdisciplinary, theoretical perspective from which adolescent risk-taking is viewed as a moral enterprise. In particular, insights from interpretive developmental approaches, including narrative and cultural psychology and literary theory, permit an exploration of adolescent risk-taking as a meaning-making process through which different moral discourses are positioned brought into dialogical contact. Using Bakhtin's distinction between a prior, acknowledged, authoritative discourse and an emerging, experimental, internally persuasive discourse, it will be argued that adolescent risk-taking contributes directly to the further development and articulation of one's future social identity, as well as the awareness that one has a social identity of moral consequence. Interview material will be used to trace the emergent struggle between distinct moral discourses across the adolescent years.

16:30-16:45

**BREAK**

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*Concurrent Session VII*

16:45-18:00 La Salle  
Ballroom I

**Teaching Underserved Youth Personal and Social Responsibility through Sport: Forces of Resistance (INVITED SYMPOSIUM)**

*Don Hellison (University of Illinois at Chicago), Tom Martinek (University of North Carolina at Greensboro), Dave Walsh (University of Illinois at Chicago)*

This presentation will describe the ongoing development and evaluation of a youth program model that originated thirty years ago and is currently in practice in most states, several Canadian provinces, and several other countries. Forces of resistance to these programs have not, for the most part, involved the youth. Instead, the strongest forces of resistance have been the United States sport culture, the school culture (in which most but not all these programs operate), and the community subculture. These forces, and our efforts to combat them, will be described, with examples from programs in inner city Chicago and the housing project area of Greensboro, NC.

Concurrent Session VII (cont'd)

16:45-18:00 Huron

**Moral Judgment, Peace and Forgiveness: Studies by Brazilian researchers (Paper Symposium)**

*Angela M.B. Biaggio (Federal University of Rio Grande do Sul, Brazil)*

*Luciana Karine de Souza (Federal University of Rio Grande do Sul, Brazil), Cleonice Camino (Federal University of Paraíba, Brazil), Maria Teresa Lins Dyer (University of Illinois at Chicago), Julio Rique Neto (Northern Illinois University)*

In order to raise some polemics about the theme of this conference, this symposium will discuss positive aspects of moral development and education, such as moral judgment, forgiveness, peace, and development of the self. Four papers by Brazilian researchers are presented. Biaggio and de Souza present their work with Ashimizu on the translation to Portuguese of the DIT-2, which yielded good reliability indices. For construct validity, a peace scale was developed, based on degree of agreement with pacifist statements by Christ, Gandhi, King, and others. Camino discusses research on empathy and forgiveness, Rique presents his studies on forgiveness, and Dyer discusses research with Brazilian and Mexican-American adolescents on perception of parental control and development of the self, under Turiel and Nucci's domain theory.

**Moral Judgment and Peace: Studies with the DIT-2 in Brazil**

*Angela M. B. Biaggio, Luciana Karine de Souza, in collaboration with A. Ashimizu, F. Bocco, P. Goldberg, J. A. Hernandez, C. Hutz, T. M. Martinez, M. Simão (Federal University of Rio Grande do Sul, Brazil)*

This paper reports the development of the Portuguese language form of Rest's DIT-2, by Biaggio and Ashimizu. Participants were 164 undergraduate and M.S. students, of both sexes, mean age of 30.9 years. Data were scored at the Minnesota Center for the Study of Ethical Development. For construct validity, a scale to measure pacifist attitudes was developed ( $\alpha = .70$ ,  $N = 100$ ). Morally mature persons should endorse more intensively pacifist statements. Both scales were reliable, and results of a correlational study, if positive, will confirm our notion that peace education should involve justice education. Such study is under way with a new sample of 90 participants.

**Forgiveness in Delinquents and Non-Delinquents Adolescents**

*Cleonice Camino (Federal University of Paraíba, Brazil), Júlio Rique (Northern Illinois University)*

We compared groups of Brazilian youth incarcerated for index crimes with free youth on forgiveness reasoning, characteristics of injury and psychological health. Participants were interviewed on a personal situation of injury and answered a hypothetical scenario of hurt. Findings showed that adolescents incarcerated have higher degree of victimization and forgive after revenge or compensation. The groups also differ in the quality and use of defense mechanisms to deal with the injury. Discussions are to show the importance of health interventions, education and legal support to guarantee opportunities for rehabilitation.

**Reflecting on Perceptions of Parental Control among Latin Girls in the US and Brazil**

*Maria Tereza Lins-Dyer, Larry Nucci (University of Illinois at Chicago)*

This study will compare perceptions of parental control between adolescent girls in Brazil, and Mexican and Mexican-American girls in the USA. It will investigate how parents exert control on such specific topics as personal, conventional and prudential issues (safety) supported by social domain theory (Turiel, 1983, 1998a; Nucci 1981,2001; Smetana, 1994, 1995, 2001). This study will re-analyze part of

existing data from a previous study with Brazilian daughters and mothers (Lins-Dyer & Nucci, 2000) and from a recent work in progress with Mexican and Mexican-American students (Lins-Dyer). The questionnaire, The Parental Authority Index (PAI) (Nucci, Hasebe & Nucci, 1999), was administered in both populations. Results will be discussed in relation to education of values towards better adjustment for new immigrants in a foreign country.

### **Forgiveness in Relation to Equity Reasoning**

*Júlio Rique (Northern Illinois University)*

Considering previous study that indicated that family and friends are more likely to be forgiven than are strangers. I asked whether forgiveness might depend on a person's ability to process equity reasoning. Does a decision for forgiveness have to do with knowledge about reasons for the hurt, quality of relationship with offenders and sociomoral category of hurt (moral, conventional and reciprocity issue)? This is a study in progress, middle school, high school and college students, and adults will be invited to participate. Discussions will introduce forgiveness as a goal-oriented process toward merciful justice and peace education.

*Concurrent Session VII (cont'd)*

16:45-18:00 Ohio

### **Critical Moral Consciousness, Ego Development and Education**

**Chair: TBA**

#### **Conflicts and Contradictions in the Development of Philosophical Ethics (Paper)**

*Gerhard Minnameier (University of Mainz, Germany)*

This contribution is based on a new developmental hierarchy, which establishes a wider variety and different structural organization of stages than Kohlberg's approach. Yet, it not only retains the latter's chief developmental principles, but also allows for a logic to literally "(re)construct" each stage from the preceding one (by revealing and then solving inherent conflicts and contradictions). On top of this it allows us to accommodate developments in the field of philosophical ethics from the ancient Greeks to present (that are to a great extent lumped together in one stage on Kohlberg's account).

#### **Education for Critical Moral Consciousness (Paper)**

*Elena Mustakova-Possardt (State University of West Georgia)*

This paper proposes a lifespan developmental model of critical moral consciousness, and examines its implications for education in childhood, adolescence, and adulthood. This optimal mature adult consciousness, central to negotiating the challenges of the 21st century, is characterized by a deepening lifelong integration of moral motivation, agency, and critical discernment. It evolves through three levels - Pre-CC, Transitional CC, and CC, and eight chronologically ascending psychosocial themes. The paper focuses on the first two periods, and operationalizes the role of education in facilitating the formation of the four dimensions of moral motivation, the central capacity for critical discernment, and the integration of the two into optimal consciousness. Central educationally relevant tensions are examined in the context of traditional, non-traditional, and continuing education.

#### **How are Moral and Ego Development Related? (Paper)**

*Glen Rogers (Alverno College)*

*Judith Reissetter Hart, Kathleen Schwan Minik, Marcia Mentkowski (Alverno College)*

Lee and Snarey (1988) found that the relationship between moral (MJI) and ego development (SCT) changed across the life-span. Mentkowski and Associates (2000) found factorial evidence that affirmed Loevinger's position that moral

## Friday, November 8

development is an inseparable aspect of a single ego development process. Using Lee and Snarey's assumptions of scale comparability, a secondary analysis of ten years of longitudinal change observed in the Alverno Longitudinal Study did not replicate their findings for increasing moral primacy (MJ1 greater than SCT). Ego-moral difference scores are theoretically questionable. Educational effects on entangled ego and moral development appear to be mediated by post-college activities.

### *Concurrent Session VII (cont'd)*

16:45-18:00 St. Clair Boardroom **Aggression and Moral Development in Girls (Paper Symposium)**  
*Sharon Lamb (Saint Michael's College)*  
*Lyn Mikel Brown (Colby College)*

Recent writing on girls' lives has focused on the victimization of girls by other girls in junior high schools and high schools. Their focus has either been on the victims and how schools and parents can prevent girls from being hurt, or on the view that "girls are really meaner than boys," but more "relational" or indirect. While we acknowledge that girls' meanness to other girls is a problem deserving study, we take a social constructionist perspective examining what there is in the culture that supports such "meanness," whether the "meanness" represents more than what it seems to, and whether there are ways in which we can support girls' desire for power, their angry feelings, and their aggressive impulses in more constructive ways.

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### *Reception and Banquet*

18:00-19:00 Foyer **PRESIDENT'S RECEPTION**  
Cash bar and light snacks prior to Awards Banquet.

19:00-22:00 La Salle Ballroom II **AME COMMUNITY DINNER / AWARDS BANQUET**  
This annual event is an opportunity to come together as a community in celebration. Please join us for this special occasion.  
The excellent buffet will offer a range of options to accommodate the diversity in food preferences and diet of our membership. Individuals wishing to have wine with dinner may purchase it from the cash bar or during the reception that precedes the dinner. Jazz and blues music will be provided by the Charlie Johnson quartet.

**Concurrent Session VIII**

09:00-10:15 La Salle  
Ballroom I

**Effects of the 'Roots of Empathy' Program on Early Adolescents' Social and Emotional Competence: A national evaluation (Paper Symposium)**

*Kimberly A. Schonert-Reichl (University of British Columbia, Canada)*

*Marvin W. Berkowitz (University of Missouri-St. Louis), Denise Buote, Susan Dahinten, Clyde Hertzman, Veronica Smith, Anat Zaidman-Zait (University of British Columbia, Canada)*

**Discussant:** *Marvin W. Berkowitz (University of Missouri-St. Louis)*

The papers in this symposium reflect different facets of a study examining the effectiveness of the "Roots of Empathy" (ROE) program on the emotional and social development of early adolescents. ROE, a school-based preventive intervention that was developed from both theoretical and empirical literature on the antecedents and determinants of prosocial characteristics and behavior in children, has as its cornerstone a monthly classroom visit by an infant and his/her parent/caregiver. The parent-infant visits serve as a springboard for lessons designed to promote empathy and emotional understanding via discussion, activities, and storytelling. The three papers in this symposium represent data from a national study (i.e., Toronto, Vancouver, Winnipeg) evaluating the impact of the ROE by: (1) examining changes in the emotional and behavioral competence of program children relative to comparison children, from pretest to posttest, (2) delineating program implementation integrity and strength in relation to outcomes, and (3) providing qualitative data reflective of children's experiences in the ROE program.

09:00-10:15 State  
Room I

**Education for Virtue and Character: Positions and questions**

**Chair:** *Doret J. de Ruyter (University of Glasgow)*

**Politeness as an Aim for Moral Education (Paper)**

*Frank M. Flanagan (Mary Immaculate College, University of Limerick, Ireland)*

A recent book on the traditional Aristotelian virtues lists politeness as one of the virtues. This paper will address the following questions: whether "politeness" has a valid connection with virtue and whether it can serve as a meaningful educational aim. The paper will address the apparent dichotomy between an Aristotelian "virtue ethics" approach to moral education and the more "scientific" cognitive approach. It will argue that the two approaches are not mutually exclusive if account is taken of relevant aspects of human experience and social practices. In particular the way in which valued human institutions such as language and poetry are learned provides evidence that pre-rational submission to a discipline as a necessary part of learning a new field of experience is a commonplace of human development. A recent re-interpretation of Aristotle's position will be examined to provide support for the claim that the formation of the requisite dispositions (the form of morality) is necessary before the task of reflective moral education can be addressed.

**Narrative, Sensibility and Choice in the Cultivation of Moral Character (Paper)**

*David Carr (University of Edinburgh, UK)*

This paper sets out to explore the moral educational implications of a number of loosely associated communitarian and/or virtue-ethical theses that: (i) moral development is always in accordance with this or that rival conception of morality or virtue; (ii) moral character is itself a function of the voluntary choices of agents; (iii) wise practical choices turn crucially upon an appreciation of the particularities of human moral association (rather than of the application of general rules) that is no less affective than cognitive; (iv) there is (in principle) unity among the virtues. With

reference to a range of plausible moral dilemmas, the present discussion proposes to identify and address the problems which the above theses inevitably raise for any objective (or non-relativistic) notion of moral development.

**The Authority and Responsibility to Morally Educate (Paper)**

*Randall Curren (University of Rochester)*

Two common objections to moral education in public schools are: (1) The "whose values?" objection, which holds that the state or community would have to select from among competing sets of values, and would thereby arbitrarily discriminate against those whose values are not selected. (2) The objection that authorizing the state to impose moral education through public schools would be to dangerously expand its powers. Both objections can be formulated within a framework of liberal-democratic principles that oppose tyranny and protect legitimate value pluralism. I answer both of these objections, arguing that universal moral education is actually required by liberal-democratic principles.

**At the Intersection: service-learning strategies for moral education and moral education insights for service-learning (Paper)**

*Robert Howard (University of Washington, Tacoma)*

*Jeffrey Anderson (Seattle University)*

This workshop examines the relationship of academic service-learning to moral development and education. Service-learning advocates often see service-learning as promoting moral education. Moral education advocates often see service-learning as means to promoting moral development. This workshop explores the connection and creates shared understanding about the relationship. The workshop addresses the ways in which service-learning fosters the development of ethical reasoning and behavior. It will also examine how character education can help frame the ethical issues and dimensions addressed in service learning projects. Both service-learning and character education can benefit from the strategies used for reflection in the other field.

*Concurrent Session VIII (cont'd)*

09:00-10:15 State  
Room II

**Globalization and Moral Education**

**Chair: Adam Niemczynski (Jagiellonian University, Poland)**

**An Agent Oriented Moral Education (Paper)**

*Wing-Ming Chan (Hong Kong Institute of Education, Hong Kong)*

*Shu-Fun Fung (Hong Kong Institute of Education, Hong Kong)*

"We need a double standard, one for men and one for actions". Past moral theories and education were more action oriented : stressing on how to decide which action is moral. Today, we live in a time of moral conflicts : old vs new, East vs West, it is high time for shifting to an agent oriented moral education : stressing on what are responsible and mature moral agents, and how are these agents trained. The paper argues for such a shift and suggest Chinese moral training as a possible model.

\*(James Cargile : "Utilitarianism and the desert island problem", Analysis, vol 25 no. 1 [Oct 1964] pp. 23-24).

**The Decline of the 'West's' Capacity for Worldwide Moral Leadership (Paper)**

*Dieter Misgeld (Ontario Institute for Studies in Education, University of Toronto)*

The paper reflects on U.S. foreign policy. It critically examines the rhetoric of morality recently employed by the U.S. government and it shows it to be deceptive and manipulative from the perspective of cosmopolitan morality, citizenship and a concern for world-peace. I argue that a major citizen mobilization needs to take

place, in order to prevent our sliding into a series of wars. The criterion employed will be the state of misery and humiliation in which the majority of the world's population finds itself. Illustrations for profound humanitarian thinking will be provided. They will be derived from work done in India and Latin America. The claim will be presented that moral leadership is shifting away from the rich countries.

**Moral Education in the Context of Globalization and Multiculturalism (Paper)**

*Changwoo Jeong (University of Georgia)*

*Ronald VanSickle (University of Georgia)*

The purpose of this study is to examine how the field of moral inquiry is greatly enriched when we turn our attention to a global/multicultural context. This study exposes some deficiencies in traditional moral-character pedagogy from our reconstructed perspective, one that addresses about how we should think about moral education and what we should include in moral education programs. In addition, this study investigates the advantages of sustained, reflective dialogue on moral issues of globalization and multiculturalism, and then, explores dominant barriers and fertile conditions to help students reflect more deeply on global issues.

*Concurrent Session VIII (cont'd)*

09:00-10:15 Huron

**Morality, Religious Beliefs and Moral Education**

**Chair:** *Thomas Wren (Loyola University of Chicago)*

**'That Changes the Whole Thing': Religion and morality intertwined (Paper)**

*Robert Kunzman (Stanford University)*

Through an examination of Larry Nucci's (2001) recently summarized research on morality and religious rules, this essay offers a conceptual critique of moral education that would treat morality and religion as entirely separate domains. For many religious believers, the relationship between the moral good and conceptions of God is more complicated than Nucci's hypothetical interview questions and underlying assumptions can accommodate. Many students' moral lives are infused with a complex interplay between divine command and reflective moral judgments; while this reality increases the challenge of moral education, ignoring it provides a conception of morality that for many will be incoherent.

**Does Religious Orthodoxy Pose a Threat to Moral Development? (Paper)**

*Trey Buchanan (Wheaton College)*

*Arthur J. Schwartz (John Templeton Foundation)*

Drawing from Jewish and Christian traditions, this paper will explore ways religious orthodoxy sets possible limits on the development of moral reasoning and action. Reviewing research on the relationship between moral and spiritual development in emerging adulthood (18-25), it will address the role of religious particularity in articulating religiously-grounded moral visions, describe the functions of moral conflict that lie at the center of orthodox religious orientations, and consider the impact of cultural diversity in promoting individual moral development. Recommendations for moral and character education in college and university settings with individuals who hold to orthodox faith commitments will be suggested.

**The Relationship between Religious Instruction and Moral Education: Dogma reexamined (Paper)**

*Walter Feinberg (University of Illinois)*

The common view of religious moral education among secular people is that it is grounded in dogma, and that dogma is taught as truth, independent of any values that the child holds. Indeed, dogma stands as a corrective, a standard by which to judge the present values of the child. This image is most frequently applied to

Catholic education, which is often taken as the model of religious education. The paper argues for a distinction between dogma, as a place in a belief system and dogmatic, as a mode of holding and communicating a belief.

Concurrent Session VIII (cont'd)

09:00-10:15 Ohio

**Forgiveness and Compassion**

Chair: *Rosalie Romano (Ohio University)*

**Psychological Preconditions for the Forgiveness from Cross-Cultural Perspectives (Paper)**

*Makoto Kobayashi (Kyoto Koka Women's University, Japan)*

The aim of this study is to analyse the psychological processing underlying forgiveness. Japanese and German college students answered the question whether they can forgive a friend who committed moral injustice. As to the Japanese subjects, there were positive correlations between the belief in "moral causality" and the readiness for forgiveness while German students showed no such correlations. Cultural difference was found in the reason for forgiveness: The decisive factor was the "repentance" for Germans and the "compassion" for Japanese. The influence of religious belief upon such reasoning was discussed in relation to the cultural tradition of Europe and East-Asia.

**Moral Reasoning, Moral Orientation, and Attitudes Towards Forgiveness In Bosnian Adolescents (Paper)**

*Andrew Garrod (Dartmouth College)*

*Nicki Leiser, Kathleen Szilagyi (Dartmouth College)*

This study examines how adolescents from Mostar, Bosnia and Herzegovina understand the concepts of forgiveness, justice, and caring in light of their wartime experiences. In visits conducted in 1999, 2000, and 2001, 40 different adolescents from all three ethnicities (Russian Orthodox Serbs, Roman Catholic Croats, and Muslim Bosniaks) were interviewed with established moral reasoning and moral orientation interview methods, drawing on the work of Lawrence Kohlberg and Carol Gilligan. The participants were also interviewed using a hypothetical dilemma on war and forgiveness based on the writing of Simon Wiesenthal. The study examines how young people who have experienced political and ethnic violence consider dilemmas involving rights, interpersonal relationships, and the role of forgiveness in their particular context.

**Structural-Developmental Research of Conceptions of Compassion (Paper)**

*Albert Erdynast (Antioch Southern California at Los Angeles)*

*Lobsang Rappay (UCLA School of Medicine / Mind-Body Therapy Institute), Paula Smith (Antioch Southern California at Los Angeles)*

This paper presents 1) preliminary findings of a five-level structural-developmental typology of conceptions of compassion, along with 2) ethical development research protocols, and 3) a scoring manual useable for research purposes in the study of compassion, specifically, and, ethical development, more broadly. Findings of five levels of compassion are based on distinctions between subjects' responses to a battery of structured ethical dilemmas, some of which are modified moral dilemmas utilized in Kohlberg and Colby's moral judgment instrument (Colby and Kohlberg, 1974).

10:15-10:30

**BREAK**

**Kohlberg Memorial Lecture**

10:30-12:00 La Salle Ballroom I **Resistance and Subversion in Everyday Life**

**Elliot Turiel (University of California, Berkeley)**

The theme of this presentation is resistance and subversion in social life. It is maintained that resistance and subversion are part of everyday life in most cultures, and that they are integral to the process of development. As an integral part of development, it is necessary that moral education incorporate the ideas of resistance and subversion into their programs. It is also necessary that they be integrated into theories of social and moral development. Most of our theories either fail to account for resistance, and largely treat it as anti-social, or view it as unusual activity sometimes undertaken by those who have reached a high level of development. By contrast, research has demonstrated that social conflict and resistance based on moral aims occur in childhood, adolescence, and adulthood. Especially among adults, conflicts occur over inequalities embedded in the structure of social systems: the inequalities inherent in social hierarchies that allow greater power and personal entitlements to some groups (e. g., social hierarchies based on gender, socio-economic class, ethnic or racial status). In their everyday lives adults come into conflicts with others and resist moral wrongs embedded in cultural practices that serve to further the interests of those in higher positions in the social hierarchy. Resistance frequently entails hidden and deceptive actions aimed at transforming aspects of the social system judged unfair and detrimental to the welfare of groups of people. Over the long-term, conflict, resistance, and subversion are sources of the transformation of culture.

12:00-13:30 **BREAK**

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**Concurrent Session IX**

13:30-14:45 La Salle Ballroom I **Teaching to Promote Ethical and Social Responsibility in Adolescents: A symposium on research and practice (Paper Symposium)**

**Mary E. Casey (Harvard Graduate School of Education / Harvard Children's Initiative - Ethical and Social Responsibility Committee)**

**Robert Selman (Harvard Graduate School of Education), Sigrun Adalbjarnardottir (University of Iceland, Iceland), Lawrence Blum (University of Massachusetts), Margot Strom, Dennis Barr (Facing History and Ourselves)**

This symposium addresses the topic of moral development from the particular lens of promoting ethical and social awareness/responsibility among adolescents in schools. Focusing on the classroom as the setting for both research and intervention, each of these presenters will speak about challenges to a sustainable moral agenda in schools gleaned from observations, practice, and empirical study in classrooms in Iceland, rural North Carolina, and in New England.

13:30-14:45 State Room I **Social Conflict and Moral Competence: Educational support for the initiation of a peace process with the armed insurgency and faltering regimes in Colombia (Paper Symposium)**

**Dieter Misgeld (Ontario Institute for Studies in Education of the University of Toronto, Canada)**

**Georg Lind (University of Konstanz, Germany)**

**Discussant: Mary Brabeck (Boston College)**

**Educational Support for the Initiation of a Peace Process with the Armed Insurgency and Faltering Regimes in Colombia**

*Dieter Misgeld (Ontario Institute for Studies in Education of the University of Toronto, Canada)*

Misgeld will discuss the horrendous situation described with reference to the wider Latin American context and the role played by the countries such as US, Canada, Great Britain, but especially the US through support for the Colombian military, which is notorious for its human rights violations. He will discuss the reasons, historical and other, for the existence of armed insurgencies, and their proposals made during the peace negotiations. The focus will be on possible educational interventions addressing the very structural weaknesses, which the insurgency has identified as basic problems, such as state sponsored terrorism (= paramilitary massacres), growing misery and poverty which now encompass more than half of the population, absence of agrarian reform. The situation will be treated as representative of a variety of third world situations which will haunt us, citizens of the "developed world" and which the well situated members of societies such as Colombia are determined to ignore, even if they occur right at their doorstep. The history of peace negotiations in Colombia will be examined in order to determine where educational initiatives in favor of their resumption can occur and in order to establish what actions have to be taken in the "North" so that our governments rethink their attitudes and policies.

**Achieving Peace through Fostering Citizens' Democratic and Moral Competencies**

*Georg Lind (University of Konstanz, Germany)*

Lind will report on the endeavors in Colombia to achieve peace through democracy and moral competence education, which he has experienced during his recent visit to Colombia. He was invited to conduct dilemma-discussions with various groups using dilemmas with fictitious content but with real moral issues like the value of life, law-abiding, human rights, and conflicts between economy and ethics. For many participants, these issues were directly related to the conflicts which riddle the Colombia society. From a European perspective, Lind will discuss the importance of moral competencies for coping with these conflicts, and of educational programs (not only for children but also for adults) for fostering these competencies in order to facilitate a peaceful transformation of Colombian society.

*Concurrent Session IX (cont'd)*

13:30-14:45 State  
Room II

**Race, Morality and School**

*Chair: Don Cochrane (University of Saskatchewan)*

**The Moral Dilemma in the Moral Education of Black Children (Paper)**

*Donald H. Matthews (University of Missouri at Kansas City)*

*Joanna G. Farmer (University of Missouri at Kansas City)*

This paper will report on the challenges and results of working with African American children in a project on character education. The possibility of culturally normative character traits will be challenged as the presenters discuss the answers of ten and eleven year old African American children to moral education through the vehicle of moral dilemmas. We will see how their answers are affected by their cultural perspective and how character traits such as honesty must be mediated by their social environment in which virtues such as honesty may be a liability at best or life threatening at worst. Recommendations for a culturally relevant moral education program will be discussed in the light of the evidence given.

**Care in the Secret Society: Perspectives from a segregated Black high school (Paper)**

*Carla R. Monroe (Emory University)*

Care was a core component of segregated African American schools. Demonstrations of the ethic often are discussed in relation to the actions of administrators, teachers, parents, and other adults in the African American community. Examined less frequently are the ways in which students used their capacity for care. This paper is an empirical study of extracurricular activities in a segregated Black high school focusing on the years between 1953 and 1971. The findings suggest that via student-formed social clubs African American youths were active participants in creating and supporting a broad ethic of institutional and interpersonal care in their school community.

**Personality Features of the Autonomous and Heteronomous Moral Types (Paper)**

*Christopher S. Newitt (University of British Columbia, Canada)*

*Lawrence J. Walker (University of British Columbia, Canada)*

This study examined the personality features that differentiate the autonomous and heteronomous moral types. Compared to the heteronomous moral type, the autonomous moral type demonstrates a balanced perspective, more prescriptive and universalized reasoning, and a freedom from the constraints of unilateral authority. This study explores the personality features that might be associated with the moral typology. 102 undergraduate psychology students completed a package of questionnaires that provided measures of moral maturity and moral type, the Five-Factor Model of personality, ego-identity status, perspective-taking, personal strivings, and perceived control. It was found that differences between the two moral types were evident on several dimensions of personality, helping to provide a more holistic understanding of moral functioning.

*Concurrent Session IX (cont'd)*

13:30-14:45 Huron

**Philosophical Issues in Moral Development and Education**

**Chair: Tom Wilson (Chapman University)**

**Lonergan on Objectivity, Bias, and Feeling in Moral Inquiry (Paper)**

*Daniel Vokey (University of Prince Edward Island, Canada)*

This paper will critically review Bernard Lonergan's understanding that objectivity in both judgments of fact and judgments of (moral) value is a function of authentic subjectivity. The paper will summarize key elements of the larger conceptual framework within which Lonergan's understanding of objectivity can be appreciated, most particularly his account of the role of human intentionality in learning. It will consider the implications for moral inquiry of his claims that (a) objectivity is properly contrasted, not with subjectivity, but with bias; and (b) values are apprehended through feelings mediated symbolically.

**The Ideological Functions of Moral Education in Mainland China and Its Transformations (Paper)**

*Li Ping (Zhongshan University, China)*

*Zhong Ming Hua, Lin Bin, Zhang Hong Juan (Zhongshan University, China)*

DE YU is compulsory in the mainland of China and includes ideological education, political education and moral education. With the establishment of the market economy and the proceeding of modernization, the super-stable mode of the traditional DE YU is challenged greatly when China engages in the economic and

cultural dialogue in the world. Since the end of twentieth century, civic education has been the historical transformation of DE YU due to the requirements of social change and development. The definition of citizen is corresponding to natural man (with no obligation and responsibility to the others and society) and servant (as subject to the king), and distinguished from national (focus on nationality belonging) and people (focus on political attitude and attribute of class). Civic education is not the simple substitute of traditional DE YU, but the system of new educational aim of DE YU in the historical transformation. To identify civic education, we must avoid three misunderstandings: the first is linking civic education with capitalism simply; the second is that civic education is opposite to the ideological and moral education; the third is that civic education is equal to public moral education. Furthermore, there are three basic requirements in terms of civic education: citizen's autonomy is the prerequisite; the combination of right and duty is the foundation; the legality is the lowest limits. Thus, in nature, the ideal of civic education is autonomy, the basic educational orientation is the combination of right and duty, and civic education is "common people education" which is distinguished from "sage education".

**Presuppositions that Determine Moral Education (Paper)**

*David N. Boote (University of Central Florida)*

*B. Grant Hayes (University of Central Florida)*

Presuppositions determine people's views of moral education. To improve communication among the varying and frequently vying perspectives on moral education, we sketch an analytic framework to show how presuppositional differences prevent meaningful communication about moral education. We focus on 7 major traditional of moral education: character education, ethic of caring, moral rationalism, moral development, values clarification, religious education, and multiculturalism. Each tradition entails presuppositions about human nature, relationship between individuals and culture, center of values, practices that exemplify morality, orientation toward tradition and the role of reason. By enabling and encouraging articulation of presuppositions, this analytic framework will better enable people to recognize points of agreement and divergence.

*Concurrent Session IX (cont'd)*

13:30-14:45 Ohio

**Agency, Morality and Self**

*Chair: James Conroy (University of Glasgow)*

**A Process Analysis of Agency: Native and non-native adolescence (Paper)**

*Ulrich Teucher (University of British Columbia, Canada)*

*Michael Chandler (University of British Columbia, Canada)*

Theories of "agency" typically cast this concept in the dichotomy of individualism and collectivism (Bakan 1966; Hofstede 1980; McAdams 1991, 1993, 1996, 1999, 2000; Sampson 2000; Triandis 1989, 1996, 1998; Wiggins 1991). A meta-analysis of the extant research literature by Oyserman et al. (2002) has identified various methodological shortcomings but, according to Miller (2002), does not sufficiently emphasize the importance of shared practices and meanings in local contexts. Indeed, an analysis of Aboriginal adolescents' narratives questions the individualism/collectivism dichotomy, showing that responsibility for the collective does not lack agentiveness. Such insights may be helpful in the prevention of adolescent suicide.

**Moralizing Our Selves and Taking Responsibility: Personality or character? (Paper)**

*Ann Higgins (Fordham University)*

This paper presents ideas and working models of character by examining the

relationships among people's conceptions of themselves as moral beings, of when, how, and why they took or did not take responsibility in recalled incidents, and their personality strengths and weaknesses. Previous work established good inter-rater reliability for the moral self coding scheme and distinguished four moral types differentially related to taking responsibility. This study used the same set of 60 interviews and examined the relationships of moral self plus responsibility to personality as determined by the Big Five personality theory. The representative sample included United States' males and females, lower-middle to upper-middle class, majority white with Black and Hispanic, from 10 to 80 years old. Implications for moral action and moral education are emphasized.

**Defining Character through Sport (Paper)**

*F. Clark Power (University of Notre Dame)*

*Brenda Light Bredemeier, David Light Shields (Co-Directors, Mendelson Center for Sport, Character & Culture / University of Notre Dame)*

Sports can help illuminate the attributes of character. Within sport, character is often said to have both achievement and moral dimensions. While psychologists have avoided treating achievement in ethical terms, this differs markedly from Aristotle who located the striving for excellence at the heart of virtue. We draw from the theories of Nicholls and Duda to amplify on Aristotle's insight. These theorists demonstrate that individuals adopt one of two orientations toward achievement - task or ego. Nicholls further hypothesized that type of goal orientation relates to perspectives on moral behavior. We propose that the task and ego orientations and the belief systems that undergird them represent an ethic of achievement. This ethic of achievement, we suggest, is related to the moral through the construct of character.

14:45-15:00

**BREAK**

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**Plenary Session VI**

15:00-16:30

La Salle  
Ballroom I

**Taking a Stand in a Morally Pluralistic Society: Constructive obedience and responsible dissent**

*Diana Baumrind (University of California, Berkeley)*

Moral ambiguities and uncertainties affecting praxis are not resolvable by appeal to either universalizable, certain and fixed principles of justice or to cultural norms, but arise from historically and personally situated divergent worldviews that guide actual decision making as well as accepted criterion for validating beliefs. Despite these irreconcilable differences individual and groups are obliged to adopt and justify a standpoint which should then mandate their moral praxis. Deontologists fail to acknowledge sufficiently the plurality of real value systems arising from irreconcilable worldviews whereas culturalists fail to recognize the multiple conflicting standpoints within a culture arising from divergent class interests. Informational assumptions not only affect moral beliefs but are affected by them—for example the presumed harmfulness/harmlessness of spanking may be used to justify a moral belief that it is wrong/right, or informational assumptions about when life begins to justify one's stance on abortion rights. The disciplinary encounter indeed socialization itself, has limited, although essential, objectives because socialization represents the accommodative, not the dissenting, force in society: The development of optimal competence and character in children requires the cultivation of the ability to responsibly dissent and accept unpleasant consequences, as well as to constructively comply with legitimate authoritative directives. The authoritative model of childrearing was developed as a viable alternative to both the conservative (authoritarian) model and the liberal (permissive) model. All three models of authority are applicable to school-based character education programs, as these programs are described by James Leming in his chronicling of the research on moral and

## Saturday, November 9

character education.

16:30-16:45

**BREAK**

16:45-18:00

La Salle  
Ballroom I

**AME COMMUNITY MEETING**

All members of the AME community are invited to attend.

18:00

**CONFERENCE ADJOURNMENT**

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### Pre- & Post-Conference Board Meetings

**Wednesday, Nov. 6**

15:30-20:00 Michigan  
Room

**AME EXECUTIVE BOARD PRE-CONFERENCE MEETING**

Members of the AME Executive Board meet.

**Saturday, Nov. 9**

20:30-22:30 Michigan  
Room

**JME (Journal of Moral Education) EXECUTIVE BOARD MEETING**

Members of the JME Executive Board meet.

**Sunday, Nov. 10**

09:00-11:30 St. Clair  
Board  
Room

**AME EXECUTIVE BOARD ANNUAL MEETING**

The Annual Meeting of the AME Executive Board concludes the Conference.  
(Breakfast will be served.)

