

EDUC 1510: Foundations of Moral and Religious Education
Faculty of Education, University of Manitoba
Educational Administration, Foundations, and Psychology (EAFP)

PROFESSOR:

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COURSE TIME & LOCATION:

Term 2: Monday evenings: 5:30-8:30 p.m. St. Paul's College, Room 258

COURSE DESCRIPTION:

This course (*EDUC 1510: Foundations of Moral and Religious Education*) considers the theory and practice of moral/religious/values/character/spiritual education. It begins with a study of Values Clarification, perhaps the most common technique used in public schools in North America in the 1970's and 80's.

For fifty years, structuralism and developmental psychology have influenced moral and religious education. This will be illustrated in the work of Jean Piaget (Ronald Goldman/Howard Gardner) and Lawrence Kohlberg (Carol Gilligan). Thomas Lickona will serve as a standard bearer for "character" education and Nel Noddings as representative of those injecting an "ethics of care" into the educational debate.

James Fowler's "faith [meaning] development" model and Paulo Freire's "praxis" approach to education are integral to Thomas Groome's theory/practice of religious education which we will "experience" as well as study in some detail as one way to DO moral/religious/values/character/spiritual education.

We will briefly consider the emerging areas of spiritual, holistic, and ecological education.

Finally, we will stop to consider the question as to whether or not there is a place for "religion" in Public Schools. The work of Lois Sweet, a prominent Canadian advocate for religious education in *public* schools, will be a major focus.

In general, religious references in this course will be the Abrahamic faith traditions (Judaism, Christianity, Islam), but application can readily be made to other religions, secular vocations such as nursing and counselling, and school subjects such as History and English.

Practical experience with Values Clarification exercises, Piagetian and Kohlbergian dilemmas, Fowler's "image of God" and "life tapestry" exercises, and Groome's "shared praxis" approach to religious education – and a "field trip" – form an important part of the course. Film excerpts, video tapes, and PowerPoint presentations help facilitate understanding and discussion of the various approaches considered.

READING:

Copies of assigned readings not available on the EDUC 1510 WebCT Site, or the Internet, are on **two hour reserve** in the St. Paul's College library.

REQUIREMENTS:

1. **Read the assigned readings** (BEFORE the appropriate class!)

2. **Attend and participate in class.** Class attendance is strongly recommended. You might be asking yourself, “But why?” There are several reasons. First, hearing a second presentation of information you have already read is practically guaranteed to help you learn the material (especially important for “multiple choice” tests). Second, although most of the information covered will be in the assigned “viewing” and “reading,” classes will offer examples and clarification, including an opportunity for you to ask questions about, and offer your views on, what you have read. Third, at times, classes will include material that is NOT in assigned readings, but will nonetheless appear in “multiple choice” questions. Finally, note the University’s policy on Attendance at Class (*University of Manitoba Undergraduate Calendar: 2006-2007, Section 6.1*—“**Regular attendance is expected of all students in all courses. An instructor may initiate procedures to debar a student from attending classes and from final examinations and/or from receiving credit where un-excused absences exceed those permitted by the faculty or school regulations.**” In the Faculty of Education that is *three hours* of scheduled classes in any *one term* (i.e., *one evening class*).

3. **A short Mid-Term test (in the second hour of the class), Monday, Feb 5, 2007.**

The results of this test will provide students with feedback about how they are doing prior to the last date for Voluntary Withdrawal without academic penalty from first term half-courses.

4. **One major term paper. (DUE: Monday, April 2nd, 2007)**

Essays are 12-15 pages (double spaced) in length and must conform to an appropriate style manual. TOPICS:

(a) exposition and critical review of the work of one of the moral/religious/values/character/spiritual educators we have studied, OR

(b) a review of some Moral/Values/Character/Religious/Spiritual Education Curriculum materials, OR

(c) a topic chosen in consultation with the instructor.

As well as content, papers will be graded according to style and the quality, accuracy, and creativeness of presentation. The main objective of these research papers is to have students familiarize themselves with original source material and the extensive literature available on this topic.

A starting point for researching any topic would be items on the course Bibliography and an Internet search.

5. **A synthesis question:** *How has this course influenced what you understand by moral/values and/or character, and/or religious/spiritual, education and the way it/they should be taught?*

Your answer is to take the form of a “reflection” on selected course topics and materials. A “reflection” is not just an outpouring of your gut feelings or wild speculation about a topic, nor is it just a detached analysis and critique of some theoretical concept unrelated to your own experience. A “reflection” is intended to be an authentic, thoughtful expression of your views; connecting classes and readings with your own life experience. It is to be a maximum of 1000 words and is **due on Monday, Feb 5, 2007.**

6. **Final Quiz: Monday, April 2, 2007.**

This quiz (15% of course grade) will be comprised of multiple choice and short essay questions.

EVALUATION:

Mid-term Quiz	25%
Term Paper	40%
Synthesis question	20%
Final Quiz	15%

GRADING SCHEME:

The following grading scheme (based on the ‘Letter Grade System’ in the *University of Manitoba Undergraduate Calendar: 2006-2007*) will be used in the course (Final Grades are subject to Department of EAFP Review):

94-100	A+	4.5	Exceptional	70-75	C+	2.5	Satisfactory
88-93	A	4.0	Excellent	64-69	C	2.0	Adequate
82-87	B+	3.5	Very Good	52-63	D	1.0	Marginal
76-81	B	3.0	Good	0-51	F	0.0	Failure

Incomplete Term Work: See *University of Manitoba Undergraduate Calendar: 2006-2007* for the regulations. Note that you must “apply to the instructor prior to the end of lectures for an incomplete grade and time extension for work completion.”

Academic Integrity: Acquaint yourself with the University’s policy on *Personation at Examinations* (4.2.8) in the *University of Manitoba Undergraduate Calendar: 2006–2007* and *Plagiarism and Cheating* (7.1).

Your attention is also drawn to the *University of Manitoba Undergraduate Calendar: 2006–2007*, setting forth the Faculty of Education’s Academic Regulations for All Bachelor of Education Programs.

COURSE OUTLINE**1. INTRODUCTION AND OVERVIEW**

- (a) Traditional Moral/Religious Education in Canada (Family, Church, Sunday School)
 - (i) Public schools, (ii) Catholic schools, (iii) Private schools
- (b) Compulsory Schooling: Progressive Era: John Dewey, character “building”
- (c) Overview of theories and strategies; 1960's and beyond
- (d) Moral and religious education: absolute or relative; “caught” or “taught”?
- (e) Spirituality (Post-modernism)
- (f) Moral/religious/values/character/spiritual education is going on in schools (public/private/religious) whether we want it or not!

Viewing:

Video excerpts from *The Prime of Miss Jean Brody*

Reading:

1. Stephen Bates, “A Textbook of Virtues,” *The New York Times*, January 8, 1995, Section EL, 16. [SPC LIBRARY—2 HOUR RESERVE]
2. Ryan, Kevin, “The New Moral Education,” in *Phi-Delta-Kappan*; Vol 68, No 4 (Nov 1986), pp. 228-33. at <http://www.hi-ho.ne.jp/taku77/refer/ryan.htm>

2. VALUES CLARIFICATION

- (a) Exposition of theory (Sidney Simon and others)
- (b) *Practical experience* with selected strategies
- (c) Critique

Viewing:

PowerPoint Presentation: *Values Clarification* (available on EDUC 1510 WebCT Site)

Reading:

1. Robert E. Carter, "Ethics and Moral Education," Chapter 2 in Robert E. Carter, *Dimensions of Moral Education* (Toronto: University of Toronto Press, 1984), pp. 49-53. [SPC LIBRARY—2 HOUR RESERVE]
2. Merrill Harmin, "Value Clarity, High Morality: Let's Go for Both," *Educational Leadership* 45 (May 1988), pp. 23-30. [SPC LIBRARY—2 HOUR RESERVE]
3. Sidney B. Simon, "Joy in Valuing," Chapter 16 in Robert Sornson, and James Scott, eds. *Teaching and Joy* (Alexandria, VA: Association for Supervision and Curriculum Development, 1997), pp. 92-96. [SPC LIBRARY—2 HOUR RESERVE]

3. JEAN PIAGET/RONALD GOLDMAN/HOWARD GARDNER

- (a) Genetic Epistemology of Jean Piaget
- (b) Implications of Piaget's findings for moral and religious education
- (c) Ronald Goldman's research in religious education (Bible)
- (d) Howard Gardner (Multiple Intelligences)

Viewing:

PowerPoint Presentation: *Piaget, Goldman, and Gardner* on WebCT EDUC 1510 Site

Reading:

1. Piaget/Goldman Notes on EDUC 1510 WebCT Site
2. Howard Gardner Notes on EDUC 1510 WebCT Site
3. Howard Gardner, "An Education for the Future: The Foundation of Science and Values," a Paper presented to The Royal Symposium Convened by Her Majesty, Queen Beatrix, in Amsterdam, March 13, 2001, at http://www.pz.harvard.edu/PIs/HG_Amsterdam.htm

4. COGNITIVE MORAL DEVELOPMENT

- (a) Exposition of Lawrence Kohlberg's stage theory of moral development
- (b) *Practical experience* with Kohlbergian moral dilemmas
- (c) Is there a Stage 4.5 and/or a Stage 7?
- (d) Religious Judgment (Oser & Gununsen)
- (e) Carol Gilligan's (feminist) critique of Kohlberg
- (f) Kohlberg's legacy to moral/religious education and the 'helping' professions
Neo-Kohlbergian approach; (i) Elliot Turiel's Domain Theory, (ii) Richard Shweder's Cultural Psychology

Viewing:

PowerPoint Presentation: *Kohlberg (Gilligan)* on EDUC 1510 WebCT Site

Video excerpt from *Judgment at Nuremberg*

Reading:

1. Mary Sykes, "The Untold Story: Carol Gilligan on Recapturing the Lost Voice of Pleasure," *Psychotherapy Networker* (May/June 2004). This Review of the *Birth of Pleasure* and the following Interview by Richard Simon are found at:

<http://www.psychotherapyworker.org/interviews.htm>

5 (a). CHARACTER EDUCATION

- (a) Thomas Lickona and Character Education
- (b) Character Development and Sports (Norma Haan's "interactional" morality)
- (c) Character Education in Canada

Viewing:

PowerPoint Presentation: *Thomas Lickona: Character Education* on EDUC 1510 WebCT Site

Reading:

1. Andrew Wilson, "Affirming Public Meaning in a Pluralistic World," a paper presented at the Symposium: "Moral Development, Emotional Intelligence and Meaning" Conference, 2000; at http://www.meaning.ca/pdf/2000proceedings/andrew_wilson.pdf
2. Thomas Lickona, *Educating for Character: How Our Schools Can Teach Respect and Responsibility* (New York: Doubleday, 1992), Part One, Educating for Values and Character. [SPC LIBRARY—2 HOUR RESERVE]

5 (b). NEL NODDINGS

- (a) The 'ethics of care' and education
- (b) Conflict Resolution: in areas such as values, morality, we avoid conflict; why not teach conflict resolution strategies (CMU, Meno Simons, Mauro Centre) and traditional Aboriginal healing circle.

Reading:

1. Nel Noddings, "Care, Justice, and Equity," in Katz, Michael S., Nel Noddings, and Kenneth A. Strike, eds. *Justice and Caring: The Search for Common Ground in Education* (New York: Teachers College Press, 1999), Chapter One. [SPC LIBRARY—2 HOUR RESERVE]
2. Michael Slote (University of Maryland), "Caring versus the Philosophers," at: <http://www.ed.uiuc.edu/EPS/PES-yearbook/1999/slote.asp> (From PES Yearbook, 1999)
3. Nel Noddings (Teacher's College, Columbia University), "Two Concepts of Caring," at: <http://www.ed.uiuc.edu/EPS/PES-yearbook/1999/noddings.asp> (From PES Yearbook, 1999)

6. "FAITH" DEVELOPMENT THEORY

- (a) The "Image of God" and "Life Tapestry" exercises
- (b) James Fowler's theory of "faith" (i.e., "meaning") development
- (c) Contribution of "faith" development research to moral and religious education

Viewing: PowerPoint Presentation: *James W. Fowler: Faith Development* on EDUC 1510 WebCT Site

Fowler Video on "Life Tapestry" Exercise

Video excerpt from *Fiddler on the Roof*

Video excerpt from *To Kill a Mockingbird*

Reading: "Part III: Toward's A Critical Spiritual Education" in Andrew Wright, *Spirituality and Education* (London: Routledge/Falmer, 2000), pp. 93-139. [SPC LIBRARY—2 HOUR RESERVE]

7. “SHARED PRAXIS” APPROACH

- (a) Thomas Groome and the “shared praxis” approach
- (b) Paulo Freire (“conscientization,” “praxis”)
- (c) What are the implications of taking Freire seriously?
- (d) EXPERIENCING Groome’s theory/method
- (e) Critique

Viewing:

PowerPoint Presentation: *Paulo Freire* on EDUC 1510 WebCT Site

Video excerpt from *Romero*

Reading:

1. Paulo Freire article on the “Informal Education” website at <http://www.infed.org/thinkers/et-freir.htm>
2. Thomas H. Groome: “Introduction” and “The Movements of Shared Christian Praxis” on the “Shared Christian Praxis” website of the Catholic Diocese of Parramatta, Australia at <http://www.ceo.parra.catholic.edu.au/re/introreparra/scp.htm>

8. HOLISTIC EDUCATION

- (a) Peace and justice education
- (b) Ecological education

Reading:

1. Nel Noddings, “Is Such a Program Possible in Schools?,” Chapter 8 in Noddings, Nel. *Educating for Intelligent Belief or Unbelief*. New York: Teachers College Press, 1993. [SPC LIBRARY—2 HOUR RESERVE]
2. Thomas Berry, “The New Story: Comments on the Origin, Identification, and Transmission of Values,” in Arthur Fabel and Donald St. John, eds. *Teilhard in the 21st Century: The Emerging Spirit of Earth* (Maryknoll, NY: Orbis Books, 2003), pp. 77-88. [SPC LIBRARY—2 HOUR RESERVE]
3. Bernard Lonergan, “Self-transcendence: Intellectual, Moral, Religious,” in Robert C. Croken and Robert M. Doran, eds., *Philosophical and Theological Papers: 1965-1980. Collected Works of Bernard Lonergan*, Volume 17 (Toronto: University of Toronto Press, 2004), Chapter 17, pp. 313-331 (Lecture first delivered on October 10, 1974).

9. RELIGION IN PUBLIC SCHOOLS?

- (a) Lois Sweet: Is there room for teaching (about) “religion” in Public Schools?
- (b) “Religious” Public Schools (Creationism v Evolution)
- (c) Fundamentalism and Religion in Schools
- (d) schools maintained by religions other than Christianity/Judaism
- (e) Religious “practice” in schools
- (f) Home Schooling, Charter Schools
- (g) Manitoba Association for Multicultural Education (MAME)

Viewing:

1. PowerPoint Presentation: *Scopes “Monkey” Trial* on EDUC 1510 WebCT Site
2. Video: Final Courtroom scene from 1960 Award-winning film *Inherit the Wind*, and Lois Sweet from CBC news.
3. In February there will be a “field trip” to a Hindu Temple, Sikh Gurdwara, Synagogue,

Orthodox Christian Church, and a Mosque. Someone at each location will explain the worship space and offer an opinion the role of religion in public schools.

Reading:

1. Clive Beck, *Better Schools: A Values Perspective* (New York: The Falmer Press, 1990), "Religious and Spiritual Education," pp. 157-174. [SPC LIBRARY—2 HOUR RESERVE]
2. Lois Sweet, *God in the Classroom: The Controversial Issue of Religion in Canada's Schools* (Toronto: McClelland & Stewart, 1997), "Public and Plural," pp. 232-253. [SPC LIBRARY—2 HOUR RESERVE]
3. Robert J. Nash, "A Letter to Secondary Teachers: Teaching About Religious Pluralism in the Public Schools," Chapter 6 in Nel Noddings, ed., *Educating Citizens for Global Awareness* (New York: Teachers College Press, 2005), pp. 93-106. [SPC LIBRARY— 2 HOUR RESERVE]

10. SUMMATION & FINAL QUIZ

How has this course influenced what you understand by moral and/or religious education and the way it/they should be taught?

The Course WebCT Site contains an Extensive Bibliography of Books and Articles on Moral/Values/Character/Religious/Spiritual Education