

Cluster	Course Title	Instructor	Credit	Semester
A	<b>Moral Education of Yang Children in China</b>	JINGBO LIU	2	<b>2015 Summer</b>
<b>Course Description</b>				
<p>Today, both educator and children are confronted with an onslaught of mixed messages about Morality, and uniquely modern moral crises and challenges along with rapid social change in china. The purpose of this course will examine and evaluate the complex interaction between agents involved in moral education of children and various social forces using perspectives and multiple theoretical frameworks within philosophy, sociology, and social psychology. Topics will cover typical social context in which formal and informal moral education take place, including school, family, mass media, literature, small groups and community.</p>				
<b>Course Aims:</b>				
<p>Students will learn key aspects of:</p> <ol style="list-style-type: none"> <li>1. Traditional and modern thinking on the moral education for child;</li> <li>2. Social influences on children’s moral development, including family, school, religion, peers, literature, and the media.</li> <li>3. social structures and the educated-educator interaction that may influence or account for moral knowledge and behavior; and</li> <li>4. potential differences in moral principles between cultures, and the debate over cultural relativism and human rights.</li> </ol>				
<b>Leaning Method</b>				
<p>Student will be able to:</p> <ol style="list-style-type: none"> <li>1. <b>Review, integrate and discuss</b> various theoretical perspectives on moral education;</li> <li>2. <b>Demonstrate an understanding</b> of how psychological, social factors contribute to children’s moral growth;</li> <li>3. <b>Further develop and demonstrate</b> critical thinking and reasoning in class discussions, response papers, and essays; and</li> <li>4. <b>Work together to use</b> what is known already about the values and norms in a local context as a means to understand and reflect on their own moral experience and understanding.</li> </ol>				

<b>Contents</b>
<p><b>Session 1.</b> Introduction to concepts of moral education</p> <p><b>Session 2.</b> Chinese views of childhood: Confucian principle and its implications</p> <p><b>Session 3.</b> Chinese views of childhood: modern perspectives</p> <p><b>Session 4.</b> Western theories of moral development and its cultural and religious roots</p> <p><b>Session 5.</b> The moral life of classrooms: 'good' student</p> <p><b>Session 6.</b> The moral life of classrooms: 'bad' student</p> <p><b>Session 7.</b> Learning Values through special occasions : event, festival and ritual</p> <p><b>Session 8.</b> Morality in Daily Life Experiences I.: Moral moments at home</p> <p><b>Session 9.</b> Morality in Daily Life Experiences II. :Moral moments with friends</p> <p><b>Session 10.</b> The moral reader: ethics and morality in stories for children.</p> <p><b>Session 11.</b> Cultural icons and media influences.</p> <p><b>Session 12.</b> In the name of morality: educational , environmental and social justice</p> <p><b>Session 13.</b> The impasse of moral education: fundamentalism or relativism, integrity or differentiation.</p> <p><b>Session 14.</b> Globalizing Moral Education: The Importance of Culturally Diverse Perspectives.</p> <p><b>Session 15:</b> Conclusion and reflection.</p>
<b>Requirements</b>
<p>1 Students are expected to participate actively in all class sessions and to demonstrate familiarity with the content of the assigned readings during class discussions.</p> <p>2 Students will complete 12 assigned response papers (one to two page) correlating with each session noted in the syllabus above. Response papers will have two parts: the first section regarding the prior lecture, and the second one regarding the readings completed for the upcoming class. These assignments will demonstrate students' abilities to reflect on the material, ensure that reading is completed prior to class meetings.</p> <p>3 In the final paper (5-7 pages), students will integrate the information from assigned readings, lecture, and class discussions to create and present a 'story' related to their own moral development or moral education, examining the companions who provided moral moments in their own lives. Students will then be asked to critically assess the case on the theoretical perspectives basis taught in the class.</p>
<b>Evaluation</b>
<ul style="list-style-type: none"> <li>• Class participation (20%)</li> <li>• Response papers (40%)</li> <li>• Final Paper (40%)</li> </ul>
<b>Textbooks and Papers</b>

## BOOKS

- 1 Menglin Jiang (蒋梦麟) ,Tides from the West: A Chinese Autobiography.Foreign Language Teaching And Research Press,Beijing 2012 ;
- 2 Noddings, Nel , The Challenge to Care in Schools :An Alternative Approach to Education. Teacher's College Press, Columbia University, New York ,USA,2005.
- 3 Suming Liang (梁漱溟), Has Man A Future: Dialogues With The Last Confucian. Foreign Language Teaching And Research Press,Beijing 2010 ;
- 4 Sheila Riddall-Leech, Managing Children's Behavior.Heinemann Educational Publishers, 2003.
- 5 Radest, Howard B. ,From Clinic to Classroom : Medical Ethics and Moral Education. Greenwood Press, 2000.

## PAPERS

- 6 Moral education trends over 40 years: A content analysis of the Journal of Moral Education (1971 - 2011). Lee, Chi-Ming (Angela), Taylor, Monica J.Journal of Moral Education, Dec2013, Vol. 42 Issue 4, p399-429.
- 7 Educational policy and the responsibility of the school for promoting students' social-emotional, character, and moral development and preventing bullying: Introduction to the special issue. Elias, Maurice, KEDI Journal of Educational Policy; 2013 Special Issue, p3-5.
- 8 The meaning of role modelling in moral and character education. Sanderse, Wouter. Journal of Moral Education; Mar2013, Vol. 42 Issue 1, p28-42, 15p.
- 9 No Child Is An Island: Character Development And The Rights Of Children. Newman, Olivia, Educational Theory; Feb2012, Vol. 62 Issue 1, p91-106, 16p.
- 10 Moral education in changing Chinese societies, Li, Maosen, Taylor, Monica J. Yang,Shaogang, Journal of Moral Education. Dec2004, Vol. 33 Issue 4, p405-606, 202p.
- 11 Some implications for moral education of the Confucian principle of harmony: learning from sustainability education practice in China. Feng, Ling , Newton,Derek. Journal of Moral Education;Sep2012, Vol. 41 Issue 3, p341-351, 11p.
- 12 Changing ideological-political orientations in Chinese moral education: some personal and professional reflections. Maosen, Li, Journal of Moral Education; September 2011, Vol. 40 Issue 3, p387-395, 9p