# Chapter 10: Developing Values

|  |  |  |  |
| --- | --- | --- | --- |
| **Ideas for Instruction and Instructor Training** | **Videos and CD-ROMs** | **Media Resources for Instructors** | **Media Resources for Students** |
| **Instructor’s Manual (IM)**  Includes a brief lesson plan for Chapter 10, chapter objectives, lecture launchers, commentary on exercises in the book, and case studies.  **Test Bank (in IM)**  Multiple Choice, True/False, Short Answer and Essay Questions. Also available in ExamView® electronic format, which can be customized to fit your needs. | **ExamView® CD-ROM**  Computerized version of the Test Bank items for Chapter 10. | JoinIn™ Hand-held audience response device allows students immediate response to multiple-choice questions, polls, and interactive exercises.  **Multimedia Manager 2007 CD-ROM**  PowerPoint presentations, video clips, images, and web links help with assembly, editing, and presentation of multimedia lectures. | **iLrn® Pin-Coded Website**  Contains self-assessments, electronic journals that encourage students to reflect on their progress, essay questions and exercises, and Test Your Knowledge interactive quizzes for Chapter 10.  **InfoTrac**® **College Edition**  May be bundled with text.  *Keywords:* college success, liberal arts, goal setting, values, colleges, universities. |

## A. Chapter Objectives

1. To define values and learn how to make distinctions between types of values
2. To recognize how societal values are in conflict
3. To illustrate how changes in American society have forced changes in societal values
4. To discover how to put values to the test through service learning
5. To recognize that the way you manage your money relates to your values
6. To introduce ways to maintain financial health in college

## B. Timing of Chapter Coverage

The subject matter of this chapter is such that you can teach it at any time during the semester. This argues for delaying this chapter until they have understood the chapters devoted to subject matter mastery. On the other hand, Nevitt Sanford, perhaps the foremost scholar of college student development in the 20th Century, once said that the importance of a sense of community is that you can challenge students more in the context of a supportive community environment. This chapter will be more stimulating when there is an existing sense of community.

## C. About This Chapter

Authors who write about values use the term to convey different meanings in both the popular and the scientific literature. Therefore, in constructing definitions and exercises, we’ve made a conscious choice to provide very specific definitions, tangible examples, and exercises where the student is in the role of investigator.

In the library, the usual search engines turned up thousands of largely non-comparable studies, a circumstance we felt would overwhelm first year students (or their instructors trying to help them make sense of the disparate information). Even going to the dictionary did not prove to be very helpful. We compiled a table of dictionary definitions that provided some assistance. See Table 15.1.

The topic of moral values has been politicized: there is pressure on first year students to adopt the “right” moral values. One of the books in the bibliography makes this point, but does so in a manner that can be very helpful as a teaching tool: *American Values: Opposing Viewpoints*. There are six chapter topics for this book, all with spirited excerpts:

1. What values should America uphold?
2. How are American values changing?
3. Is America in decline? (with specific readings by William Bennett “Moral Conduct is in Decline” and “Moral Conduct is Not in Decline” by Jeffrey W. Hayes and Seymour Martin Lipset)
4. How important are family values?
5. How do religious values influence America?
6. How does materialism affect America?

The point is that there are rich resources in the arena of moral values for stimulating assignments using the Web or examples from current events in the newspaper.

Our suggestions on teaching about intrinsic (ends) and instrumental (means) values involve using two tables from the pioneering research of Milton Rokeach (1973, 1979). He believed that there were finite lists of both ends values (he called them terminal values) and instrumental (means) values. He had different groups rank-order those values. The tables we provide show how two samples from the 1960s rank-ordered values (see Tables 15.2 and 15.3).

Our suggestion is to have your students rank the same lists as they would do it and as their parents would do it. This will be a very rich exercise for discussion as there will be the two historical rankings by the Rokeach samples and current rankings.

**Table 15.1**

**Definitions of “Values”**

|  |  |
| --- | --- |
| **Definition** | **Source** |
| Beliefs of a person or social group in which they have an emotional investment (either for or against something). | The DICT Development Group:  www.dict.org/bin/Dict  WordNet (r)1.6 |
| Principles considered most important; moral codes. | Wordsmyth  [www.wordsmyth.net](http://www.wordsmyth.net) |
| The ideals, customs, institutions, etc., of a society toward which the people of the group have an affective regard. These values may be positive (cleanliness, freedom, or education), or negative (cruelty, crime or blasphemy). | Learning network/infoplease  www.infoplease.com |
| Ideals, standards of a society | The Newbury House Online Dictionary  nhd.heinle.com  Heinle & Heinle Publs.  © 1999 Monroe Allen Publishers, Inc. |
| Beliefs of a person or social group in which they have an emotional investment (either for or against something). | Ultra Lingua  www.ultralingua.net/dictionary |
| Standards or qualities considered worthwhile and desirable. | Encarta Enquire  ® Online concise  Encarta.msn.com |
| Beliefs of a person or social group in which they have an emotional investment (with or against something). | Dictionary.com  www.dictionary.com  © 2001 Lexico LLC |
| The principles you have which control your behavior. | Cambridge Dictionaries Online  Dictionary.cambridge.org  © Cambridge University Press 2000 |
| The principles or standards of a person or society, the personal or societal judgment of what is valuable and important in life. | Oxford English Dictionary  © Oxford University Press 2001  dictionary.oed.com |
| Something (as a principle or quality) intrinsically valuable or desirable. | www.m-w.com  © Merriam-Webster Inc. 2001 |

**Table 15.2**

**Terminal Individual Values (Ends Values)**

(Beliefs or conceptions about ultimate goals or desirable end-states of existence that are work striving for, Rokeach, 1979, p. 48)

|  |  |  |
| --- | --- | --- |
| **Terminal Values**  (Rank order of importance by a national sample) | **1968**  (n=1409) | **1971**  (n=1430) |
| A comfortable life  (A prosperous life) | 9 | 13 |
| An exciting life  (A stimulating active life) | 18 | 18 |
| A sense of accomplishment  (Lasting contribution) | 10 | 11 |
| A world at peace  (Free of war and conflict) | 1 | 1 |
| A world of beauty  (Beauty of nature and the arts) | 15 | 15 |
| Equality  (Brotherhood, equal opportunity for all) | 7 | 4 |
| Family security  (Taking care of loved ones) | 2 | 2 |
| Freedom  (Independence, free choice) | 3 | 3 |
| Happiness  (Contentedness) | 4 | 6 |
| Inner harmony  (Freedom from inner conflict) | 13 | 12 |
| Mature love  (Sexual and spiritual intimacy) | 14 | 14 |
| National security  (Protection from attack) | 12 | 8 |
| Pleasure  (An enjoyable, leisurely life) | 17 | 16 |
| Salvation  (Saved, eternal life) | 8 | 9 |
| Self-respect  (Self-esteem) | 5 | 5 |
| Social recognition  (Respect, admiration) | 16 | 17 |
| True friendship  (Close companionship) | 11 | 10 |
| Wisdom  (A mature understanding of life) | 6 | 7 |

(Adapted from Rokeach, 1979, p 133)

**Table 15.3**

**Instrumental Values (Means Values)**

(Beliefs or conceptions about desirable modes of behavior that are instrumental

to the attainment of desirable end-states)

|  |  |  |
| --- | --- | --- |
| **Instrumental Values**  (Rank order of importance by a national sample) | **1968**  (n=1409) | **1971**  (n=1430) |
| Ambitious  (Hard-working, aspiring) | 2 | 3 |
| Broadminded  (Open-minded) | 5 | 5 |
| Capable  (Competent, effective) | 9 | 9 |
| Cheerful  (Lighthearted, joyful) | 12 | 13 |
| Clean  (Neat, tidy) | 8 | 10 |
| Courageous  (Standing up for your beliefs) | 6 | 6 |
| Forgiving  (Willing to pardon others) | 4 | 4 |
| Helpful  (Working for the welfare of others) | 7 | 7 |
| Honest  (Sincere, truthful) | 1 | 1 |
| Imaginative  (Daring, creative) | 18 | 18 |
| Independent  (Self-reliant, self-sufficient) | 13 | 12 |
| Intellectual  (Intelligent, reflective) | 15 | 15 |
| Logical  (Consistent, rational) | 17 | 17 |
| Loving  (Affectionate, tender) | 11 | 8 |
| Obedient  (Dutiful, respectful) | 16 | 16 |
| Polite  (Courteous, well-mannered) | 14 | 14 |
| Responsible  (Dependable, reliable) | 3 | 2 |
| Self-controlled  (Restrained, self-disciplined) | 10 | 11 |

(Adapted from Rokeach, 1979, pp. 133-134)

## D. Suggested Outline for Addressing Topics in Chapter 10

**STEP I:** BEGIN WITH A LECTURE LAUNCHER OR ICEBREAKER ACTIVITY

**STEP II:** EMPLOY A VARIETY OF CLASSROOM ACTIVITIES

* 1. Use PowerPoint presentation from ***Multimedia Manager 2007*** resource
  2. Expand on key lesson themes
  3. Involve peer leaders
  4. Use chapter exercises
  5. Engage students in learning through case studies

**STEP III**: REVIEW & PREVIEW

a. Address common questions and concerns about the topic

b. Writing reflection

c. Prepare for next class

## Expanded Lesson Plan

### STEP I: Lecture Launchers and Icebreakers

* Students often think that they know exactly what their values are. Since they were asked to complete the Shared Values exercise on page 168, have them pair up and share their lists. Tell them to note any differences in their lists. You can then ask for partners to volunteer to share their lists along with differences and similarities. This can be an excellent starting point for introducing some of the main concepts of this chapter, such as the different usages of the term “value,” definition of a value, types of values, and conflicts in societal and personal values.

### STEP II: Classroom Activities

**a.** **Use the PowerPoint presentations in *Multimedia Manager 2007*** **to complement your mini**

**lecture.**

**b. Key Teaching Themes**

* **Civic Engagement**

Take advantage of this time to highlight service learning opportunities available to students.

Maybe invite someone from the community to describe to students some volunteer projects

that your students can work on.

* **Take a Value Stand**

This exercise is designed to help students learn how to disagree, or agree to disagree and to show students how to open their minds to an opposing point of view.

*Suggestions:*

1. The time required is about one hour. The setting required is an open room large enough to hold the class (unobstructed by tables and chairs). The instructor uses masking tape on the floor (or posts signs on three of the walls) to designate areas for students to stand if they Agree (A), are Uncertain/Unclear(U) or Disagree (D).
2. Participants may stand anywhere in the beginning. Ask them to move towards **A**, **U**,or **D** in response to the statements that the facilitator will read. They have no option but to take a stand. If they are uncertain, they may stand in the center, but in doing so, they are committing themselves to explain why. Several issues are grouped and discussion doesn’t need to take place until the entire group of issues is read. For example, read all of #1s lines before asking for feedback and ask participants to change their positions as the statement is altered. At this point the facilitator will ask the participants to sit and will request that they explain their point-of-view.
3. Because of time, choose only those statements that are relevant to the demographics of the class. You may want to add some new ones that include current events and news headlines.
4. After a statement is read, give students 30-45 seconds to decide which section best fits their response. The leader can then give the signal for everyone to move to the section they chose. This encourages students to think on their own and minimize peer pressure (“Where are my friends standing?”).
5. Remember, this is not a debate exercise! Some folk are tempted to give a feedback rebuttal after someone has expressed an opinion different than their own. Try to avoid this. A good way of avoiding a rebuttal-debate is by allowing a person to speak only once per issue.
6. Some people are quieter than others and vice versa. The more vocal people tend to always voice their opinions. While this is the way most classes run, it is imperative that in “Take a Value Stand,” the more quiet folk get their opinions heard. To encourage these folk, try saying, “Let’s hear from someone we haven’t heard from yet.” This usually works like a charm. If it doesn’t, pick someone.
7. With people who haven’t been in a situation where their views are directly challenged, there is a tendency to avoid making decisions. As a result, a group of people may insist on sitting in the Uncertain/Undecided area. A good trick is to make it a rule that all those who chose to stand in the middle MUST voice their opinions. In doing this, the quiet ones that chose to stand there know they will be picked on and will prepare themselves.
8. “Take a Value Stand” is about differences, and history has shown us that differences and the ignorance of the “other” are what people fear the most. Because of this, opinions are sometimes met with tension and friction, especially when people begin to make whispered comments while others are talking, or make shocked remarks at someone’s opinion. How you handle this is up to you, but it is imperative that you deal with it. Be prepared for it to come up.
9. Different people define the statements differently. Try to avoid defining it for them. For example, in the statement, “Women make good secretaries on committees,” avoid defining whether you mean “only women” or “all women” or “women but not men” ...etc. Let them work it out.

**The Statements**

1. I believe in the commandment “Thou shalt not kill.”

* I would not kill in defense of my country.
* I would not kill in defense of my family.
* I would not kill in defense of my own life.

1. I do not believe in euthanasia (mercy killing). I would not pull the plug on the machine keeping my great grandmother of 96 years of age alive if she had a terminal disease and was in pain.
   * if she asked me to.
   * if she asked me to three times.
   * if she asked me to every time I visited her.
2. When a friend is doing something illegal or dangerous to himself or herself and it makes me feel uncomfortable, I would
   * shrug it off and do nothing.
   * joke about it.
   * ask him or her to stop.
   * get mad at him or her.
   * just leave.
3. I believe that athletes who have contracted HIV/AIDS should be barred from playing contact sports.
4. If I were assigned a roommate who was HIV-positive, I would ask for a roommate change.

6. I believe that women should be permitted

* + to serve in the military.
  + to serve as pilots, naval officers, and support staff to front line roles.
  + to serve in combat roles.

1. I believe that gays and lesbians should be permitted to serve openly in the armed services.
2. I believe that if a close friend of long standing confided in me that she or he was homosexual, it would not affect our friendship.
3. It is okay with my parents for people of different races (including you) to
   * date occasionally.
   * have a steady relationship.
   * get married.
4. When it comes to relationships, the opposite sex thinks only about sex.
5. For women, money is an extremely important thing when they are looking for a relationship.
6. Birth control is the woman’s responsibility.
7. It is okay for a woman to initiate sexual activity during a date. A woman can be bold and up front about her sexual needs.
8. Initially, I am attracted to someone because of his or her personality.
9. I would date someone who had a terrific personality but who was obese.
10. It is okay and appropriate for a woman to call a man for a date.
11. I would date someone who has a terrific personality but is physically disabled.
12. Women who initiate a dating relationship tend to be overbearing.
13. After a break-up, the two people involved can remain friends.
14. Women are more sensitive than men.
15. Single parents should be able to adopt.
16. Homosexuality is wrong.
17. Gay couples should be permitted to adopt children.
18. Women should have the ultimate decision-making responsibility with respect to whether to have the child or have an abortion.
19. Sex before marriage is wrong.
20. It is okay and in fact expected that men will sleep around.
21. A woman who sleeps with two different men is sleazy.
22. I believe in not using racial slurs.
23. I see nothing wrong with telling or laughing at ethnic jokes.
24. A person’s religion is his or her own business, and a person is free to believe whatever he or she wants as long as it does not infringe on other people’s rights.
25. I would date people who are of a different religion than I am.
26. We are all created equal. The color of a person’s skin should not affect how people are treated.
27. When I come in contact with a large number of people from a different ethnic group, I become anxious.
28. When I hear the word “gang,” I usually associate it with ethnic groups.
29. When I hear the term “terrorist,” I usually associate it with Middle Easterners.
30. Bilingual education should be eliminated from public schools.
31. Able-bodied students should be given prior notice if their roommate is disabled.
32. It is harder to relate to someone who is physically disabled than to someone who is not.
33. Disabled students should have special priority for admission to college.
34. I would not have a problem if my R.A.
    * + was hearing impaired.
      + was deaf.
      + had a learning disability.
      + had cerebral palsy.
      + was mobility impaired.
35. Smoking dope should disqualify a candidate for consideration for a Supreme Court position or for the Presidency of the United States.
36. I believe the California coast should be opened to oil drilling.
37. Voter ballots should be printed in languages other than English.
38. The legal drinking age should be lowered to 18.
39. Flag burning should be illegal.
40. Grades are a fair indicator of
    * + who I am as a person.
      + how much I learned in that class.
41. People who only belong to ethnic clubs or groups on campus limit themselves.
42. Affirmative action policies shouldn’t have an effect on college admissions.
43. Students who are caught plagiarizing should be expelled, no questions asked.
44. Students should be allowed to date their professors.

**Debriefing the “Take a Value Stand” Exercise**

*Suggestions:*

1. Debrief students in small groups or pairs.
2. Begin by asking for general feedback about the exercise.
3. Ask them the following specific questions:
   * + Were there any surprises?
     + Did you find yourself making assumptions and stereotypes about a person on the other side before you heard what they had to say?
     + Is this exercise designed for you to learn more about other people or yourself?

**c. Group Activities**

* Generate a discussion on the pros and cons of credit cards

**d. Peer Leader Assistance**

* See the activity above.

1. **Case Studies**

**Jessamine**

Jessamine has made new friends with a small group since coming to college. She is really getting to know them and even has class with a few of them. They have been spending time before class in the cafeteria and working together in the library. Jessamine likes them because they are good students, serious about their education, and really seem to support each other even through tough times. Recently, though, Jessamine started going out socially with a new group of friends. She finds that they are really into partying, both at clubs and at one friend’s apartment. While she likes to party and dance, Jessamine is beginning to see a different side of her new friends. Lately, after their course work is done, all they want to do is drink until they puke. She has tried to suggest some other activities like going to the movies or attending an on-campus event, but no one seems interested.

**Discussion Questions:**

What suggestions do you have for Jessamine?

What values seem to be in conflict here?

What campus or societal value dualisms can you identify here?

How are Jessamine’s values different from those of her friends?

**Mitchell**

Mitchell has recently started college after working and living at home for a year and a half. He just got a part-time job in a law firm to help pay for his extra expenses. Mitchell is doing clerical work, mostly filing and some courier tasks within the office building. The job has flexible hours and excellent pay. He seems to have found a good balance of work and school. After a couple of weeks on the job, the attorney who manages the office asks to speak to Mitchell. He tells Mitchell that he is doing an excellent job, but strongly suggests that Mitchell cut his hair a little shorter. Mitchell has been growing his shoulder-length hair for years and when he goes to work, he puts it in a neat ponytail. The lawyer also asks that Mitchell not wear his baggy cargo pants and oversized shirts to the office. Mitchell’s clothes are always clean and he thought his dress was appropriate for the work setting. After all, he is hardly in the public eye for the firm.

**Discussion Questions:**

What should Mitchell do?

What values are in conflict here?

What institutional values can you identify in this situation?

What value dualisms are present here?

How can Mitchell approach the values conflict with his employer?

**f. Chapter Exercises**

* **Exercise 10.1: Friends and Values**

Part A of this exercise should be completed out of class. After completing Part B in small groups, consider asking students to write a response to the question, “How is it possible to be friends with someone whose values differ greatly from your own?” They can do this as a short paper or an extra journal assignment.

* **Exercise 10.2: Your Values and Your Family’s Values**

This exercise should be completed out of class, if only to give students an opportunity to chew over their questions and perhaps consult their families for opinions.

* **Exercise 10.3: Assessing Your Financial Health**

This is a great exercise to use near the beginning of the chapter. You may also want to integrate this exercise into coverage of material from other chapters.

* **Exercise 10.4: Creating a Monthly Budget**

The purpose of this exercise is to start thinking about developing a budget. This exercise should be done outside of class due to the personal nature of spending and debt. This can be a difficult exercise so encourage your students to review how they have spent their money and to begin thinking ahead for the future. If they are able to look ahead toward expenditures like a spring trip or traveling abroad, they might be more motivated to follow a budget.

### STEP III: Review and Preview

**REVIEW**

**a. Address Common Questions and Concerns of First-Year Students:**

* ***Why is learning about values so important?***

Answer: From the global, national, community, and individual perspectives, these are challenging and confusing times in American society. Help students understand that values are a central element in determining the purpose of their learning and the utilization of their knowledge (for instance, their career). An important outcome of college is that students will learn to identify the values that will enhance their lives.

* ***Why do you say this literature on values is confusing?***

Answer: There are two reasons. The first reason is that the term itself has so many different meanings when it is used in the popular literature that is difficult to understand what an author or speaker is trying to say. This makes comparisons between articles, newspaper stories, or other media coverage problematic. The second reason is that scientists use the term at different levels of meaning. This means that one scientist may investigate different cultures from an anthropological viewpoint and measure values within a cross-cultural context, while a sociologist can look at societal values from a social-class perspective. The viewpoint to emphasize is the necessity to look beyond the words to discern someone’s underlying meaning.

* + ***Why is such an emphasis placed in this chapter on societal values?***

Answer:The reason for this emphasis is that American society itself has changed dramatically over the past half-century, and changes in values have followed from those structural changes. Further, with the explosion of information technology and the effects of globalization, the pace of change will likely accelerate. The society as a whole and its basic institutions smuggle (try to impose in hidden or deceptive ways) values. Since those values are changing, it is even more difficult for students to define their most enduring values.

* + ***Why was the specific format for classifying values chosen for his chapter?***

Answer: The first reason is that moral values are central to the fabric of civil society. There is no way that a humane society can be constructed based on law alone. Moral values are also the crucible for significant family relationships where there are such shared obligations for mutual welfare. Aesthetic and performance values are hallmarks of individual difference. The college years are a time where the very institution of higher education challenges students to expand their horizons on both types of values. Instrumental and Intrinsic value categories are very credible contributions from the science of value research to understanding the functions of values in people’s lives. It is also possible to compare these values across generations i.e. to understand the “generation gap.” The vignette from actor Russell Crowe and his father emphasizes this gap.

* + ***What is the biggest pitfall college students face when dealing with “cash” money?***

Answer: Defining and limiting their spending money. Pizza, snacks, beverages, fast food, clothes—if you do not clearly define what you will spend your cash on, you will spend your cash on almost anything. This can have you running to the ATM machine and leave you broke before you know it.

* + ***What is the best advice you can give a student concerning credit cards?***

Answer: Obtain at the most only one (you may not need one at all, but statistically speaking, most students do get a credit card). Define specifically what you will use it for (i.e. clearly defined emergencies or only for specific goods). Always pay off the balance at the end of the month.

* + ***What is the best one thing I can do to better manage my money?***

Answer: Be informed! Read and talk to people who know how to do it. Your parents may be a very good resource. Also see the resources in this chapter.

* ***This chapter seems to suggest that I try to put some money into a savings account every month. If I only have $20 a month to save, and I have college loans, what good will $20 a month do me?***

The valuable part about saving $20 dollars a month is the habit that you have developed. This money management skill will provide you with much greater rewards as you use this discipline with the paycheck you receive when in the national work force.

**b. Writing Reflection**

* + Have students write their answers to the questions on page 170.

**PREVIEW FOR NEXT CLASS**

Divide the class into small groups and ask them to complete the Working Together: Reflections on Identity exercise on page 184.

## E. Test Questions

**Multiple Choice - choose ONE answer per question.**

1. According to the text, values are important attitudes or beliefs that we
2. accept by choice.
3. affirm with pride.
4. express in action.
5. all of the above
6. Moral values

a. justify our behavior toward others.

b. should be imposed on others.

c. are something everyone inherits from their parents.

d. separate means from ends.

* + - 1. Aesthetic values
  1. justify our behavior toward others.
  2. apply to a broad set of judgments about beauty.
  3. refer to values on performing to a set standard.
  4. have a relationship to ethical standards.

1. Means values are to instrumental values as ends values are to
   1. performance values.
   2. external values.
   3. intrinsic values.
   4. societal values.

5. Which of the following is NOT a form of civic engagement?

a. volunteering for community service

b. helping to register voters

c. engaging in service learning

d. focusing on a career

6. The way you manage your financial resources relates to values and

* 1. those of your family.
  2. credit rating.
  3. recurring monthly expenses such as phone charges.
  4. the amount of taxes taken out of your paycheck.

7. During the past decade, credit card companies have

a. become an ineffective way of establishing a credit history.

b. decreased their marketing to college students.

c. increased their marketing to college students.

d. suckered hundreds of thousands of college students into debt.

8. A good rule of thumb is to not have more credit available to you than you can pay off in

a. one month.

b. two months.

c. three months.

d. none of the above

**True/False**

9. The word “values” has a definitive meaning.

10. Service learning is the same thing as community service.

11. Fixed expenses are predetermined, recurring expenses, such as rent.

**Short Answer**

12. Give an example of a moral value, an aesthetic value, and a performance value.

13. Give two examples of value dualisms.

14. What’s a simple way to help protect your credit card?

**Essay**

15. Imagine you are a parent. How would you plan to teach your child healthy money management skills? Describe specific lessons you would teach and specific ages you would teach these lessons. Topics should include, but not be limited to, allowance, work, checkbooks, bills, savings, and credit cards.

16. Analyze how the media affect college students’ spending habits and attitudes towards money.

17. Describe the three components of service learning.

18. Drawing on the insights from Shaver, Strong and Rokeach, what legacy do you want your generation to leave in terms of better actualizing society’s values?

**Chapter 10 Answer Key**

1. d, p. 153
2. a, p. 153
3. b, p. 153-154
4. c, p. 154
5. d, p. 158-159
6. a, p. 159
7. c, p. 161
8. b, p. 161
9. false, p. 152
10. false, p. 156-157
11. true, p. 160-161

## F. Web Resources

**CollegeValues.org –** <http://www.collegevalues.org/>

CollegeValues.org is a web site for the Journal of College and Character and the Character Clearinghouse published by the [Center for the Study of College Student Values](http://collegevalues.org/center.cfm) at Florida State University. It focuses on character development in college, and how colleges and universities influence—intentionally and unintentionally—students’ moral and civic learning and behaviors.

**Ethics and International Affairs –** <http://www.cceia.org/>

The Carnegie Council on Ethics and International Affairs is an independent, non-profit organization. It offers programs and publications that provoke thinking and dialogue about the urgent and complex ethical dilemmas involved in international decision making.

**Personal Responsibility –** <http://www.heritage.org/Research/PoliticalPhilosophy/HL515.cfm>

You can find this lecture on “The American Tradition of Personal Responsibility” on the website for The Heritage Foundation, a conservative organization. The essay, while pushing a specific agenda, raises several questions for your students to chew on while reading this chapter.

**National Service-Learning Clearinghouse –** <http://www.servicelearning.org/>

This is the homepage of the Learn and Serve America National Service-Learning Clearinghouse (NSLC), which supports the service-learning community in higher education, kindergarten through grade twelve, community-based initiatives and tribal programs, as well as all others interested in helping schools and communities with service-learning techniques and methods.

**Campus Compact –** <http://www.compact.org>

Campus Compact is a national membership organization of college and university presidents committed to helping students develop the values and skills of citizenship through participating in public and community service.