

MORAL DEVELOPMENT: PERSPECTIVES AND CONTROVERSIES (PSYC 4900-32782)
WEBER STATE UNIVERSITY, SPRING 2016
TR 12:00 – 1:15 P.M., SS 378

PROFESSOR	Dr. Leigh Shaw	OFFICE HOURS	TR 11:30-NOON; by appt.
OFFICE	SS 362	EMAIL	lshaw@weber.edu
PHONE	626-7429	WEBPAGE	http://weber.edu/lshaw

COURSE DESCRIPTION AND OBJECTIVES

This seminar will examine different perspectives on the psychological study of moral development and controversies in the field. Our discussion will be framed by these questions: What is morality? Are moral values distinct from other values? How do children and adolescents develop morally? Specifically, how do different perspectives on moral development characterize the interaction between the child and his/her social environment? By means of reading, completing assignments, and participating in class, you will:

- a) understand several of the major theoretical approaches to the psychological study of moral development, including socialization, social construction/intuitionist, and structural developmental (Kohlberg, social domain) theories.
- b) apply moral development theory and research to the areas of emotion, agency, rights & civil liberties, culture and diversity, religion, gender, and neuroscience.
- c) understand key psychological values (e.g., skepticism, intellectual curiosity, respect for human diversity), the limits of psychological knowledge and skills, the necessity of ethical behavior in all aspects of the science and practice of psychology, and global differences in development.
- d) will engage in critical thinking about moral development and exhibit skills to professionally communicate that understanding to others via written and oral formats.

COURSE MATERIALS AND WEBSITE

- There is no text. The course readings are available in Canvas (<https://weber.instructure.com/login>) for you to download/print. Log-in with your Wildcat username and password. From the “Courses” tab, click on “PSY 4900”. You will be able to access the syllabus, readings, assignments, and other course materials, as well as announcements and your grades.
- For assistance with Canvas, email wsonline@weber.edu or call 626-6499. For assistance with usernames and/or passwords, call (626-7777) or email (csupport@weber.edu) the Help Desk.

GRADING

	<u>Points</u>	<u>~ % of Total</u>
Course Attendance/Participation	92 (23 classes X 4 pts)	22
Weekly Discussion Questions	60 (12 weeks X 5 pts)	14
Response Papers	150 (5 papers X 30 pts)	35
<u>Teaching Presentation</u>	<u>125</u>	<u>29</u>
<i>TOTAL</i>	<i>427</i>	<i>100</i>

Final grades will be assigned based on the percent of total points earned, as follows:

A (100 - 93%)	B- (82.9 - 80%)	D+ (69.9 - 67%)
A- (92.9 - 90%)	C+ (79.9 - 77%)	D (66.9 - 63%)
B+ (89.9 - 87%)	C (76.9 - 73%)	D- (62.9 - 60%)
B (86.9 - 83%)	C- (72.9 - 70%)	E (59.9 - 0%)

COURSE ATTENDANCE/PARTICIPATION (23 x 4 = 92 Points, ~22% of course grade)

- ❖ This is a small, senior-level course that will be conducted in seminar format, which requires that you attend and participate in class discussions. Learning is most effective when it is a collaborative process. Aside from attending, you are responsible for asking questions and making thoughtful contributions to class discussion.
- ❖ Excluding presentation days (week 15), we will meet 25 times to discuss course readings. You are expected to attend each class and to be prepared to discuss the readings in depth. *You may miss a maximum of 2 of the 25 regular classes without penalty.* You are not excused from attending any student presentation classes in week 15 and peer evaluations are part of your final presentation grade. If you miss more than 2 classes without my permission, your final grade will be docked by 3% for each subsequent class missed. Course attendance and participation are critical to your success in this course.
 - For example, if you attended 20 (not the minimum required 23) classes and did not have my permission to miss the additional 3 classes, 9% will be deducted from your final grade. If you attend more than the minimum required 23 classes, your highest participation scores will be counted toward your final grade.
- ❖ Class participation will be evaluated daily on a 5-point scale in terms of the overall quantity and degree of thoughtfulness of your contributions (*0=absent, 1=present, no participation, 2=below average participation, 3=average participation, 4=above average participation*).

WEEKLY DISCUSSION QUESTIONS (12 X 5 = 60 Points, ~14% of course grade)

- ❖ You will submit at least 3 discussion questions for weeks 2–14 (excluding week 9 spring break). The questions can be of clarification, about relations between/among the readings, of significance/relation to current events, etc.
- ❖ Discussion questions must be posted in Canvas by **11 pm on the Monday before class** (even on holidays, excluding spring break). This deadline is important to facilitate our weekly discussion of the readings and it is reflected in the course calendar in Canvas. *Late postings will not be accepted and will earn 0 points.*
- ❖ Weekly discussion postings are worth 5 points. One point will be given for each of the 3 questions submitted; 2 points will be given for the overall question quality (*0=below average; 1=average; 2=above average*) (e.g., 3 average or 2 above average questions will earn 4 points).

RESPONSE PAPERS (5 x 30 = 150 Points, ~35% of course grade)

- ❖ You will submit 5 response papers of ~4-5 pages that summarize and reflect on the week's readings. Papers should summarize the major idea(s) of EACH of the week's readings. Papers should *not* be a mere chronological summary of the author's arguments; you should articulate the major arguments/points the author is trying to convey.
- ❖ Half the class will submit papers on EVEN weeks (#4, 6, 8, 10, 12); the other half will submit papers on ODD weeks (#3, 5, 7, 11, 13). Paper groups will be decided in week 1. Papers have the same due dates as weekly discussion questions (by **11pm** on the Monday before class, see Canvas). Late papers will be penalized 10% per 24-hour period and will not be accepted after 5 days (or -50%).
- ❖ Response papers are worth 30 points. Papers will be graded on completeness, summary of and reflection on main ideas, and quality of writing (see rubric in Canvas).

TEACHING PRESENTATION (125 Points, ~27% of course grade)

- ❖ During week 15, you will give a teaching presentation with the aid of PowerPoint to the class. Your goal is to extend and apply course content to an area of your own interest related to attachment theory. Suggested topics include: moral aspects of exclusion, lying/deception, aggression/violence, gender roles, empathy, moral education, child soldiers, political violence, moral self/identity, sexuality & sexual prejudice, adolescent-parent relations, adolescent-peer relations, morality in animals and nature.
- ❖ You will teach the class what you learned on your chosen topic from reading and studying at least 2 outside empirical/scholarly sources. Both sources must be from empirical/scholarly publications, such as journals (e.g., *Child Development*, *Developmental Psychology*, *Merrill-Palmer Quarterly*, *Annual Review of Psychology*), monographs (e.g., *SRCD monographs*), handbooks (e.g., *Handbook of Moral Development*), edited volumes (e.g., *Moral Development and Socialization*), or scholarly texts (*not textbooks*). I suggest using the PsycINFO Database or Academic Search Premiere at the Stewart library to conduct your literature search.
- ❖ Read and outline your sources carefully. Construct a comprehensive PowerPoint presentation of the information presented in your sources. This is your opportunity to become a sort of “expert” in an area of moral development and to teach the class what you have learned. Among other issues, you may consider clearly defining and illustrating central concepts, presenting the study rationale and findings, presenting some of the important facts used to support the main idea, identifying flaws in the argument, providing a good counterargument to the article’s main idea, discussing points that could be added to the argument, and describing any examples of faulty reasoning you found in the article.
- ❖ Teaching Presentations will last ~15 minutes (depending on the number of students) so there is time for discussion. The presentation must begin with a title slide including the title of your presentation and your name, and end with a reference slide including APA-style citations for your 2 references. The use of other materials and/or activities is encouraged; however they must be approved by Dr. Shaw. You are strongly encouraged to dress and present the material in a professional manner.
- ❖ Important Deadlines:
 - **WEEK 7, Monday, 2/22 by 11 pm:** A detailed topic proposal is due for review and approval. Your topic proposal must state the particular topic you intend to research, keywords, author names, titles and so on you have used in a preliminary literature search on your topic in PsycINFO. I strongly encourage you to discuss your ideas for your topic with me well in advance of this deadline.
 - Successful completion of the topic proposal will be reflected by a checkmark in the grade book column; unsuccessful completion (i.e., fail to meet deadline, submit an unsatisfactory proposal) will be reflected by an “X”. In the grade book, unsuccessful completion will result in 12.5 points (10% of the 125 points for the project) being docked from the presentation grade.
 - **WEEK 11, Monday, 3/21 by 11 pm:** Your 2 outside sources (i.e., the full articles) and a tentative title for your presentation are due for review and approval.
 - Successful submission of sources and title will be reflected by a checkmark in the grade book column; unsuccessful completion will be reflected by an “X”. In the grade book, unsuccessful completion will result in 12.5 points (10% of the 125 points for the project) being docked from the presentation grade.
 - **WEEK 13:** Presentation dates will be decided in class.
- ❖ Grading of Teaching Presentation
 - The presentation rubric is available in Canvas. Grading is contingent on submission of your 2 sources as well as a “hard” and electronic copy of your PowerPoint by your presentation day.

EXAMS

- ❖ There are no exams currently scheduled for this course. However, I reserve the right to add exams of any format and length should I deem it a necessary means of assessing your learning.

COURSE POLICIES

ATTENDANCE AND CLASS CONDUCT

- ❖ Your attendance and participation are required and critical to your success in this course (~21% of total grade).
- ❖ Students who will be absent while representing the University in officially recognized University activities (e.g., sports, band, conferences) must notify the instructor ten days prior to absence. Students will be permitted to make up both assignments and examinations in consultation with their instructors
- ❖ If for any reason the university is forced to close for an extended period of time, we will conduct our class online via email and/or Canvas. Look for announcements on Canvas. Code Purple is a good way to be alerted to campus closures, and you are encouraged to sign up for it.
- ❖ The cancellation deadline is February 1st; the last day to withdraw for semester courses is March 29th (see Catalog for details and instructions).
- ❖ Students have the right to a course that is relatively free of unnecessary distractions that could impair their course participation. Disruptive behavior will be addressed immediately, and if the behavior does not cease you will be asked to leave the class. No adult or child visitors are allowed in class without instructor approval. Audio recorders and computers are permitted in class for course purposes (see <http://documents.weber.edu/ppm/6-22.htm> for a description of student rights and responsibilities).

REASONABLE ACCOMMODATION

Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD, <http://weber.edu/ssd>) in room 181 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats upon request.

ACADEMIC DISHONESTY

As specified in PPM 6-22 IV D, cheating and plagiarism violate the Student Code. Plagiarism is “the unacknowledged (uncited) use of any other person’s or group’s ideas or work.” Plagiarism includes, but is not limited to, representing as one’s own, without attribution, any other individual’s words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression. Although it may not seem to be “a big deal” and it often occurs because of carelessness rather than maliciousness, plagiarism is an act of stealing (another person’s ideas) and an act of lying (passing another person’s ideas off as your own). Students found guilty of academic dishonesty are subject to failure of a specific assignment, or, in more serious cases, failure of the entire course (see <http://documents.weber.edu/ppm/6-22.htm> for the WSU Student Code). Finally, WSU subscribes to Turnitin.com, an electronic service that verifies the originality of student work. Enrollment in this course requires that all of your assignments be submitted to Turnitin this semester. Documents submitted to Turnitin are retained, anonymously, in the company’s database.

FAQs about Plagiarism, Quotations and Paraphrasing

How can I avoid plagiarism?

You must give credit to the original source whenever you use another person’s actual spoken/written words, whenever you paraphrase another person’s spoken/written words, whenever you use another person’s ideas, concepts, or theories, as well as facts/statistics/graphs/drawings that are not common knowledge.

When should I quote material?

You must use quotation marks and an APA-style citation when you use another writer’s exact words, even if a short phrase. It must be clear to your audience which words are your own and which words are another writer’s.

How do I quote material?

For direct quotations, you must enclose the quoted material in quotation marks AND include an APA-style citation, with the author, year, and page number in parentheses at the end of the quote. Consider this example:

Contrary to Plato and Descartes who assumed that knowledge is innate or inborn, Locke proposed that “the mind at birth is a blank slate—a “white paper”—on which experience writes” (Myers, 2005, p. 3).

What is paraphrasing, and how do I do it right?

Paraphrasing is rewriting an author’s ideas in your own words. Acceptable paraphrasing accurately relays the information presented in the source, uses your own words, and lets your reader know the source of your information. When paraphrasing, you must **rewrite** the original language, **change** the original sentence structure, and include an APA-style **citation**. Merely changing around/deleting/adding a few words or phrases, changing the order of sentences from the source material, and/or failing to cite the source for any ideas or facts is plagiarism.

COURSE SCHEDULE AND READING ASSIGNMENTS

WEEK 1 (1/11-15): OVERVIEW AND THEORIES

1/12	Course Overview
1/14	<p>Killen, M. & Coplan, R.J. (2011). Social development: Concepts, theory, and overview. In M. Killen & R. Coplan (Eds.), <i>Social development in childhood and adolescence: A contemporary reader</i> (pp. 3-10). Blackwell.</p> <p>Turiel, E. (1998). The development of morality, In W. Damon (Ed.). <i>Handbook of child psychology, 5th edition, Vol 3</i>: (only pp. 789-794 through Historical Overview).</p>

WEEK 2 (1/18-22): SOCIALIZATION ORIENTATION

1/19 1/21	<p>Grusec, J. (2006). The development of moral behavior and conscience from a socialization perspective. In M. Killen & J. Smetana (Eds.), <i>Handbook of Moral Development</i> (pp. 243-265). Mahwah, New Jersey: LEA.</p> <p>Kochanska, G., & Aksan, N. (2006). Children's conscience and self-regulation. <i>Journal of Personality, 74</i>(6), 1587-1617.</p>
--------------	---

WEEK 3 (1/25-29): STRUCTURAL ORIENTATION

1/26 1/28	<p>Kohlberg, L., & Hersh, R. H. (1977). Moral development: A review of the theory. <i>Theory into Practice, 16</i>, 53-59.</p> <p>Kohlberg, L. (1976). Moral stages and moralization: The cognitive developmental approach. In T. Lickona (Ed.), <i>Moral development and behavior: Theory, research, and social issues</i> (pp. 31-53). New York: Holt, Rinehart, & Winston.</p>
--------------	---

WEEK 4 (2/1-5): DOMAIN APPROACH I (CONCEPTUAL FEATURES)

2/2 2/4	<p>Turiel, E. (1983). <i>The development of social knowledge: Morality and social convention</i>. Cambridge: Cambridge University Press. (Ch. 3, pp. 33-49).</p> <p>Smetana, J. G. (2013). Moral development: The social domain theory view. In P. Zelazo (Ed.), <i>Oxford Handbook of Developmental Psychology, Volume 1</i>, pp. 832-866. New York: Oxford University Press.</p> <p><u>Choose 1:</u></p> <p>Nucci, L., & Turiel, E. (1978). Social interactions and the development of social concepts in preschool children. <i>Child Development, 49</i>, 400-407.</p> <p>Tisak, M., & Turiel, E. (1988). Variation in seriousness of transgressions and children's moral and conventional concepts. <i>Developmental Psychology, 24</i>, 352-357.</p>
------------	--

WEEK 5 (2/8-12): DOMAIN APPROACH II (INFORMATIONAL FEATURES)

2/9 2/11	<p>Wainryb, C. (1991). Understanding differences in moral judgment: The role of informational assumptions. <i>Child Development, 62</i>, 840-851.</p> <p>Wainryb, C., & Turiel, E. (1993). Conceptual and informational features in moral decision making. <i>Educational Psychologist, 28</i>, 205-218.</p> <p>Wainryb, C. (2004). "Is" and "ought": Moral judgments about the world as understood. <i>New Directions for Child and Adolescent Development, 103</i>, 3-18.</p>
-------------	---

WEEK 6 (2/15-19): SOCIAL CONSTRUCTION/INTUITIONIST ORIENTATION

2/16 2/18	<p>Shweder, R. A., Mahapatra, M., & Miller, J. G. (1987). Culture and moral development. In J. Kagan & S. Lamb (Eds.), <i>The emergence of morality in young children</i> (pp. 1-83). Chicago: University of Chicago Press.</p> <p>Shweder, R. A., & Haidt, J. (1993). The future of moral psychology: Truth, intuition, and the pluralist way. <i>Psychological Science, 4</i>(6), 360-365.</p> <p>Haidt, J. (2001). The emotional dog and its rational tail: A social intuitionist approach to moral judgment. <i>Psychological Review, 108</i>, 814-834.</p>
--------------	---

WEEK 7 (2/22-26): MORAL EMOTIONS, SOCIAL EXCLUSION, AND AGGRESSION

2/22	TOPIC SUMMARY DUE
2/23 2/25	Turiel, E. & Killen, M. (2010). Taking emotions seriously: The role of emotions in moral development. In W.F. Arsenio & E.A. Lemerise (Eds.), <i>Emotions, aggression, and morality in children: Bridging development and psychopathology</i> (pp. 33-52). Washington D.C.: APA. Arsenio, W.F. (2014). Moral emotion attributions and aggression. In M. Killen & J. Smetana (Eds.), <i>Handbook of Moral Development</i> (pp. 235-255). Psychology Press. Tisak, M., Tisak, J., & Goldstein, A. (2006). Aggression, delinquency, and morality: A social-cognitive perspective. In M. Killen & J. Smetana (Eds.), <i>Handbook of Moral Development</i> (pp. 611-629). Mahwah, New Jersey: LEA.

WEEK 8 (2/29-3/4): MORAL AGENCY

3/1 3/3	Pasupathi, M. & Wainryb, C. (2010). Developing moral agency through narrative. <i>Human Development, 53</i> , 55-80. Recchia, H.E., Wainryb, C., Bourne, S., & Pasupathi, M. (2015). Children's and adolescents' accounts of helping and hurting others: Lessons about the development of moral agency. <i>Child Development, 86</i> (3), 864-876. Recchia, H.E., Wainryb, C., & Pasupathi, M. (2013). "Two for flinching": Children's and adolescents' narrative accounts of harming their friends and siblings. <i>Child Development, 84</i> (4), 1459-1474.
------------	--

WEEK 9 (3/7-11): SPRING BREAK**WEEK 10 (3/14-18): THE PERSONAL DOMAIN AND CONCEPTIONS OF RIGHTS AND CIVIL LIBERTIES**

3/15 3/17	Helwig, C.C., & Turiel, E. (2002). Civil liberties, autonomy, and democracy: Children's perspectives. <i>International Journal of Law and Psychiatry, 25</i> , 253-270. Nucci, L. (2014). The personal and the moral. In M. Killen & J. Smetana (Eds.), <i>Handbook of Moral Development</i> (pp. 538-558). Psychology Press. Helwig, C.C., Ruck, M.D., & Peterson-Badali, M. (2014). Rights, civil liberties, and democracy. In M. Killen & J. Smetana (Eds.), <i>Handbook of Moral Development</i> (pp. 46-69). Psychology Press.
--------------	---

WEEK 11 (3/21-25): MORALITY AND CULTURE

3/21	TWO ARTICLES & TENTATIVE PRESENTATION TITLE DUE
3/22 3/24	Wainryb, C. & Turiel, E. (1995). Diversity in social development: Between or within cultures. In M. Killen & D. Hart (Eds.), <i>Morality in Everyday Life</i> (pp. 283-313). Cambridge: Cambridge University Press. Wainryb, C. & Recchia, H. (2014). Moral lives across cultures: Heterogeneity and conflict. In M. Killen & J. Smetana (Eds.), <i>Handbook of Moral Development</i> (pp. 259-278). Psychology Press.

WEEK 12 (3/28-4/1): RELATIVISM, TOLERANCE AND DIVERSITY

3/29 3/31	Hatch, E. (1983). <i>Culture and morality: The relativity of values in anthropology</i> . New York: Columbia Press. (Ch. 4 "The Call for Tolerance", pp. 63-81 and Ch. 5 "The Limits of Tolerance", pp. 85-101). Wainryb, C., Shaw, L.A., & Maianu, C. (1998). Tolerance and intolerance: Children's and adolescents' judgments of dissenting beliefs, speech, persons, and conduct. <i>Child Development, 69</i> (6), 1541-1555. Shaw, L. A., & Wainryb, C. (1999). The outsider's perspective: Young adults' judgments of social practices of other cultures. <i>British Journal of Developmental Psychology, 17</i> , 451-471.
--------------	---

WEEK 13 (4/4-8): STUDENT CHOICE, RELIGION OR GENDER

4/5	PRESENTATION DATES ASSIGNED
4/5	Nucci, L., & Turiel, E. (1993). God's word, religious rules, and their relation to Christian and Jewish children's concepts of morality. <i>Child Development</i> , 64, 1475-1491. Nucci, L.P. (2001). <i>Education in the moral domain</i> . Cambridge: Cambridge University Press. (Ch. 2, "Morality and religious rules", pp. 20-51)
4/7	Gilligan, C. (1983). <i>In a different voice</i> . Ch. 1 and 2 (pp. 5-63). Pollitt, K. (1992). Marooned on Gilligan's Island: Are women morally superior to men? <i>The Nation</i> , December 28, 1992, 799-807. Walker, L. J. (2006). Gender and morality. In M. Killen & J. G. Smetana (Eds.), <i>Handbook of Moral Development</i> (pp. 93-118). Mahwah, New Jersey: LEA.

WEEK 14 (4/11-15): THE NEURAL BASES OF MORALITY

4/12 4/14	Hastings, P.D., Miller, J.G., Kahle, S., & Zahn-Waxler-C. (2014). The neurobiological bases of empathic concern for others. In M. Killen & J. Smetana (Eds.), <i>Handbook of Moral Development</i> (pp. 411-433). Psychology Press. Decety, J. & Howard, L.H. (2014). A neurodevelopmental perspective on morality. In M. Killen & J. Smetana (Eds.), <i>Handbook of Moral Development</i> (pp. 454-474). Psychology Press. Lahat, A., Helwig, C.C., Zelazo, P.D. (2013). An event-related potential study of adolescents' and young adults' judgments of moral and social conventional violations. <i>Child Development</i> , 84(3), 955-969. Killen, M., & Smetana, J. G. (2008). Moral judgment and moral neuroscience: Intersections, definitions, and issues. <i>Child Development Perspectives</i> , 2, 1-6.
--------------	---

WEEK 15 (4/18-22): CLASS PRESENTATIONS

4/19	1: 2: 3: 4.
4/21	1. 2. 3. 4.

NOTE: Course schedule may change; it is your duty to attend class to learn about the changes. This syllabus is our contract: it details your obligations to me, and mine to you.