

Syllabus
Psych 351 - MORAL PSYCHOLOGY
 Koç University - Summer 2010

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Office hours: Wednesdays 13:30-15:30 or by appointment

Class time: Mo, Tu, We, Th; 15:30-16:20, 16:30-17:20

Class location: CAS B35

Course Objectives

This course surveys questions on the psychology of human morality such as:

- What is morality? What are basic dimensions of morality?
- What psychological processes are involved in moral judgments?
- What are human moral emotions?
- What are the sources of moral convictions?
- What conditions elicit caring and what conditions elicit evildoing?
- How do moral concerns play out in social life?

In addition to introducing the student to the research on moral psychology, the class aims to develop the following competencies:

- Communication skills (in writing and discussion)
- Critical thinking and methodological skills
- Information access skills

Grading

Final course grade is based on:

1. 14 two-page reaction papers to the readings of the day, submitted before class (14 x 4 pt = 56 pts) [There are 15 days with assigned readings, the lowest reaction paper will be dropped]
 - Reaction papers should be double-spaced, 12 font, 1-inch margins, Times New Roman)
 - Late papers can be submitted by e-mail. 1 point will be deducted from the paper for submission after the class has ended, and for every subsequent 24 hours delay. Reaction papers not submitted, or submitted later than 72 hours after class time will get a 0.
 - If you do not attend a class, you can still turn in a reaction paper, via email (if you submit it prior to the start of class it will be considered on time).
 - Papers will be returned to you the next day with comments.
 - Grading criteria for reaction papers:
 - **4 pts.** = intelligent/creative approach, novel ideas, good synthesis/analysis of information; appropriate use of relevant concepts, free of factual errors or typos.
 - **3 pts.** = relatively clearly written but underdeveloped; factually correct.

- **2 pts.** = did not follow directions; lack of clarity or substance; factual errors or logical flaws; multiple typos.
- **1 pts.** = approach not relevant or appropriate to assignment; minimal effort evident; lacking substance and accuracy; errors
- **0 pt.** = not turned in

2. Participation in class discussion (17 pts)
3. 3 Quizzes (9 x 3 = 27 pts)
4. 3 bonus assignments (1 point each)

Final grades will be based on the following distribution:

A = 93-100	A- = 90-92,	
B+ = 88-89	B = 83-87	B- = 80-82,
C+ = 78-79	C = 73-77	C- = 70-72,
D+ = 68-69	D = 63-67	D- = 60-62,
F = 59 or below		

Attendance Policy

Students are expected to be in class on time. Being more than 5 minutes late will automatically result in a 1-point deduction from the participation grade. Chronic lateness will be penalized at the discretion of the instructor. Not attending a class will result in a 3-point deduction from the participation grade.

Ethical Violations: Ethical violations such as plagiarism, cheating in quizzes, unauthorized collaboration, forgery and falsification will result in an F-grade, as well as disciplinary action.

Readings

DAY	QUESTION	READINGS
June 28	Intro to Class, Basic principles of psychological thinking and research methods	○ None
June 29	Basics of research methods	○ None (start reading Haidt & Kesebir, 2010)
June 30	Basics of research methods	○ None (read Haidt & Kesebir, 2010)
July 1	Basics of research methods	○ None (read Haidt & Kesebir, 2010)

July 5	Introduction to Morality	<ul style="list-style-type: none"> ○ Haidt, J. & Kesebir, S. (2010). Morality. In S. T. Fiske, D. T. Gilbert & G. Lindzey (Eds.), <i>Handbook of Social Psychology</i> (5th Edition) (pp.797-832). Hoboken, NJ: Wiley.
July 6	Morality Hypocrisy	<ul style="list-style-type: none"> ○ Chapter 7 ("The Merest Decency: False Impressions of Moral Superiority") from: Dunning, D. (2005). <i>Self-insight: Roadblocks and detours on the path to knowing thyself</i>. New York: Psychology Press.
July 7	Moral hypocrisy	<ul style="list-style-type: none"> ○ Batson, C.D., & Thompson, E.R. (2001). Why don't moral people act morally? Motivational considerations. <i>Current Directions in Psychological Science</i>, 10, 54 - 57. ○ Valdesolo, P., & DeSteno, D. (2007). Moral hypocrisy: Social groups and the flexibility of virtue. <i>Psychological Science</i>, 18, 689-690.
July 8	Moral judgments	<ul style="list-style-type: none"> ○ Haidt, J. (2001) The emotional dog and its rational tail: A social intuitionist approach to moral judgment. <i>Psychological Review</i> 108, 814-834.
July 12	Moral emotions	<ul style="list-style-type: none"> ○ Haidt, J. (2003). The moral emotions. In R. J. Davidson, K. R. Scherer, & H. H. Goldsmith (Eds.), <i>Handbook of affective sciences</i>. Oxford : Oxford University Press. (pp. 852-870).
July 13	Moralization	<ul style="list-style-type: none"> ○ Rozin, P., Markwith, M., & Stoess, C. (1997). Moralization and becoming a vegetarian: The transformation of preferences into values and the recruitment of disgust. <i>Psychological Science</i>, 8, 67-73.
July 14	Moral persuasion	<ul style="list-style-type: none"> ○ Pizarro, D.A., Detweiler-Bedell, B., & Bloom, P. (2006). The creativity of everyday moral reasoning: Empathy, disgust and moral persuasion. In J. C. Kaufman & J. Baer (Eds.), <i>Creativity and Reason in Cognitive Development</i>. Cambridge University Press.
July 15	Sympathy	<ul style="list-style-type: none"> ○ Loewenstein, G., & Small, D. A. (2007). The scarecrow and the tin man: the vicissitudes of human sympathy and caring. <i>Review of General Psychology</i>, 11, 112-126. ○ Peter Singer blog entry: http://www.psychologytoday.com/blog/the-life-you-can-save/200903/the-end-poverty
July 19	Self-interest	<ul style="list-style-type: none"> ○ Miller, D. T. (1999). The norm of self-interest. <i>American Psychologist</i>, 54, 1053-1060. ○ Crocker, J. (2008). From egosystem to ecosystem: Implications for learning, relationships, and well-being. In H. Wayment & J. Brauer (Eds.), <i>Transcending self-interest: Psychological explorations of the quiet ego</i> (pp. 63-72). Washington, DC: American Psychological Association.
July 20	Power and morality	<ul style="list-style-type: none"> ○ Lammers, J., Stapel, D.A. & Galinsky, A. D. (2010). Power increases hypocrisy; Moralizing in reasoning, immorality in behavior. <i>Psychological Science</i>, 21, 737-744. ○ Van Kleef, G.A., Oveis, C., Van der Löwe, I., LuoKogan, A., Goetz, J., & Keltner, D. (2008). Power, distress, and compassion: Turning a blind eye to the suffering of others. <i>Psychological Science</i>, 19, 1315-1322.

July 21	Dehumanization and moral exclusion	<ul style="list-style-type: none"> ○ Bandura, A. (1999). Moral disengagement in the perpetration of inhumanities. <i>Personality and Social Psychology Review</i>. [Special Issue on Evil and Violence], 3, 193-209.
July 22	Evil	<ul style="list-style-type: none"> ○ Baumeister, R.F., & Vohs, K.D. (2004). Four roots of evil. In A.G. Miller (Ed.), <i>The social psychology of good and evil: Understanding our capacity for kindness and cruelty</i> (pp. 85-101). New York: Guilford.
July 26	Unethical behavior	<ul style="list-style-type: none"> ○ Gino, F., Ayal, S., & Ariely, D. (2009). Contagion and differentiation in unethical behavior: The effect of one bad apple on the barrel. <i>Psychological Science</i>, 20, 393-398. ○ Gino, F. & Pierce, L. (2009). The abundance effect: Unethical behavior in the presence of wealth. <i>Organizational Behavior and Human Decision Processes</i>, 109, 142-155.
July 27	Developmental origins of morality	<ul style="list-style-type: none"> ○ Hamlin, J. K., Wynn, K., & Bloom, P. (2007). Social evaluation by preverbal infants. <i>Nature</i>, 450, 557-560. ○ Warneken, F., & Tomasello, M. (2006). Altruistic helping in human infants and young chimpanzees. <i>Science</i>, 311, 1301–1303.
July 28	Trust	<ul style="list-style-type: none"> ○ Fukuyama, F. (2000). Social Capital. In L. E. Harrison & S. P. Huntington (Eds.), <i>Culture matters: How values shape human progress</i> (98-111). New York: Basic Books.
July 29	Course Review and wrap-up	<ul style="list-style-type: none"> ○ None

Good Social Psychology Books:

There are many great books based on psychological science. Here is a brief list of books that you might enjoy. If the library doesn't have a book you want to read, let me know and we'll find a way to get it for you.

- [*Blink: The Power of Thinking without Thinking*](#), Malcolm Gladwell
- [*Born to Be Good: The Science of a Meaningful Life*](#), Dacher Keltner
- [*Connected: The Surprising Power of Our Social Networks and How They Shape Our Lives*](#), Nicholas A. Christakis
- [*Happiness Hypothesis: Putting Ancient Wisdom to the Test of Modern Science*](#), Jon Haidt
- [*Influence: The Psychology of Persuasion*](#), Robert Cialdini
- [*Intelligence and How to Get It: Why Schools and Cultures Count*](#), Richard Nisbett
- [*Made to Stick: Why Some Ideas Survive and Others Die*](#), Chip Heath & Dan Heath
- [*Mindless Eating: Why We Eat More Than We Think*](#), Brian Wansink
- [*Mindset: The New Psychology of Success*](#), Carol Dweck
- [*Nudge: Improving Decisions About Health, Wealth, and Happiness*](#), Richard Thaler & Cass Sunstein
- [*Outliers: The Story of Success*](#), Malcolm Gladwell
- [*Self-Insight: Roadblocks and Detours on the Path to Knowing Thyself*](#), David Dunning (We read a chapter from this book. It's not a popular psychology book like the other books on this list but it's at least as clear and as interesting as the others)
- [*Strangers to Ourselves: Discovering the Adaptive Unconscious*](#), Timothy Wilson
- [*Switch: How to Change Things When Change Is Hard*](#), Chip Heath & Dan Heath
- [*The Tipping Point: How Little Things Can Make a Big Difference*](#), Malcolm Gladwell

GUIDELINES for REACTION PAPERS

Below are some guidelines for writing better reaction papers. Basically, your paper should be a good piece of psychology writing. It should demonstrate that you have deeply and critically processed the readings, and it should serve as preparation for the discussion.

- Start your reaction paper by indicating the main idea of the reading in one or two sentences. Do not spend too much time summarizing the reading.
- All reaction papers should end with questions to be discussed in class.
- If there are multiple readings, your reaction paper should indicate that you have read and thought about ALL readings.
- Do not cite long passages from the readings unless absolutely necessary. Instead of citing, rephrase (use your own words).
- Be skeptical of the readings; they are arguments, not facts. Question the assumptions, methods, and conclusions. However, make sure you understand what the author is saying before you criticize, so that you don't base your criticism on a misunderstanding.
- When you are being critical, you are making a counterargument. Don't make weak arguments. For example, don't just say something doesn't feel right. Instead articulate your criticism and state the logical, methodological or factual grounds you base it on.
- Try to find alternative explanations for the findings or alternative ways to study the same research question.
- Try to come up with research ideas to build on what you have read. You can talk about what you would like future research to address and how one can test those ideas.
- Link the reading to related outside material, such as what you learned other classes, what you read, what you have watched, or what you have experienced in your own life.
- Linking the material to your own life is a major goal of this class. However, when you are writing about connections between the material and your personal experiences, you need to be careful. Remember, the paper should be about ideas, not about you. Don't just go on about what happened to you. Talk about how psychological ideas shed light on your experiences.
- Here is a list of logical fallacies that come up in psychological reading:
<http://www.ks pope.com/fallacies/fallacies.php>
 Study this list and avoid these fallacies in your thinking and writing.
- Use paragraphs. They will help you organize your thinking and the reader to process your writing.
- Follow the formatting instructions.
- Most importantly, learn from the feedback you get. Identify areas of improvement and work on them. If you are not clear on a piece of feedback, come talk to me so you get a better idea of what you need to change, why and how.

GUIDELINES for CLASS PARTICIPATION

My goal as the instructor of this course is to create an optimal learning environment for all class members. In each class meeting, it's my responsibility to provide the structure in which this goal can be met. However, discussion is inherently a situation in which each student is an active participant in the learning of other class members and part of the responsibility for the quality of the class is thus yours. You can contribute to class learning by preparing well for the discussion, asking questions, responding to others or expressing your own point of view. Please follow the guidelines below to maximize the quality of our class discussions for everyone:

- Listening to each other is an integral part of discussion. If you are raising your hand at the same time someone else is talking, you will not be picked. Your comments should follow and ideally build on previous comments.
- All contributions should be directed to the whole class and not just to me even if I was the one asking a question or soliciting a comment.
- Every student is expected to participate in each class. This will be more difficult for some of you than others. But remember that your unique perspective will contribute to the learning of others. By not participating, you will be doing a disservice to the class, as our goal is to learn together. If you see yourself as a quiet person in general, think of our discussions as practice for public speaking. This class is a safe place to go beyond your comfort zone.
- When others think what you think, there is nothing new for you to learn. But when ideas, interpretations or opinions differ, this is a learning opportunity for you. Don't be dismissive of any ideas or comments; be open to ideas that are different from yours. If you don't agree, try to form coherent arguments that will successfully refute the idea.
- Your comments should make connections with previous classes, readings for the class, relevant material from outside the course. They should conform to standards of scientific thinking. Speculations and mere opinions are not welcome.
- As with reaction papers, personal experiences are okay to the extent that they are framed in accordance with psychological concepts and ways of thinking. It's not okay to talk about yourself if it's not clear how this relates to the discussion.
- If you have concerns or questions about your class participation, please e-mail or talk to me.