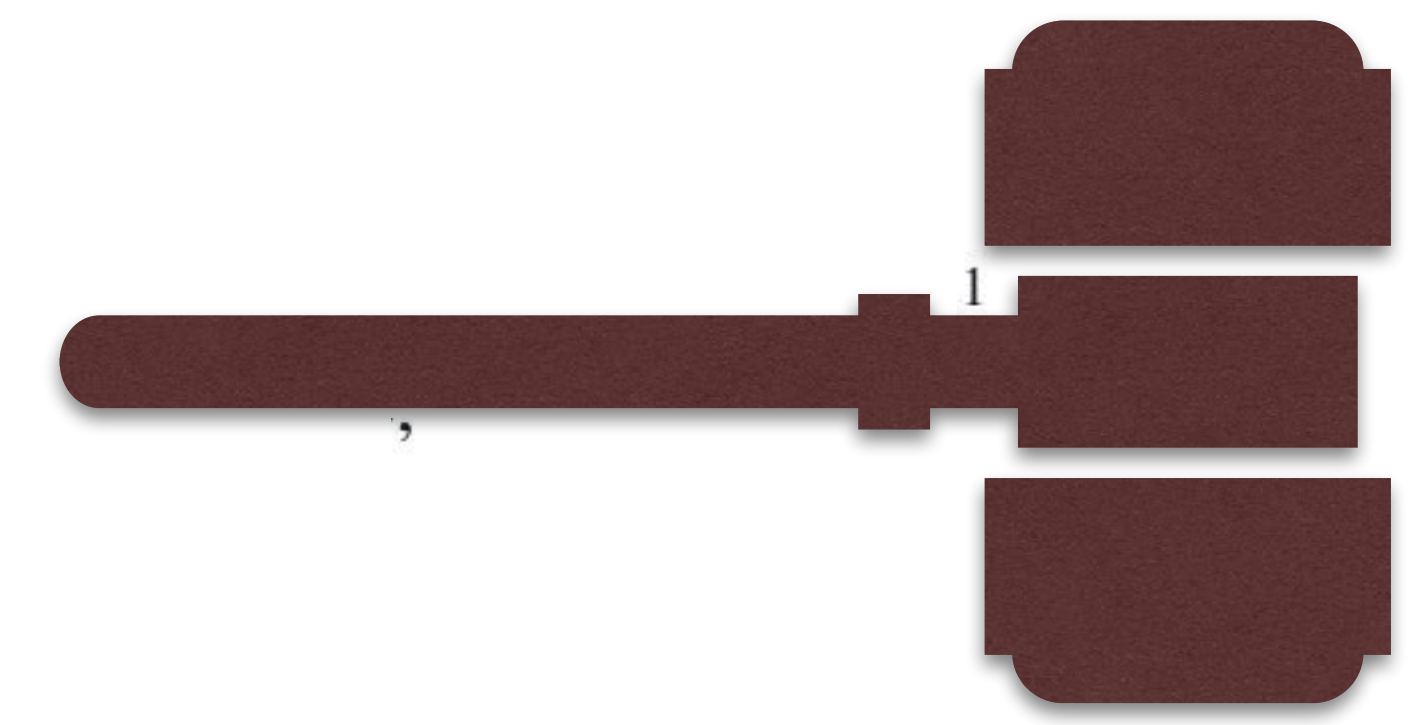


PSYCH 491Z: Moral Psychology



Winter 2023 Syllabus

Course Description:

This course reviews theory and research on the psychology of morality. We will investigate evidence that morality is innate – or not – and the processes underlying moral judgements. We will explore how judgements of morality guide people's decisions and behaviours, and consider moral judgements in the context of cultural norms and institutions. This course draws on research from social, cognitive, and developmental psychology, as well as personality, neuroscience, and evolutionary psych.

Professor:

Dr. Zoë Francis
zoe.francis@ufv.ca

Lectures:

Wednesday 7:00pm — 9:50pm
Room D134

Office hours:

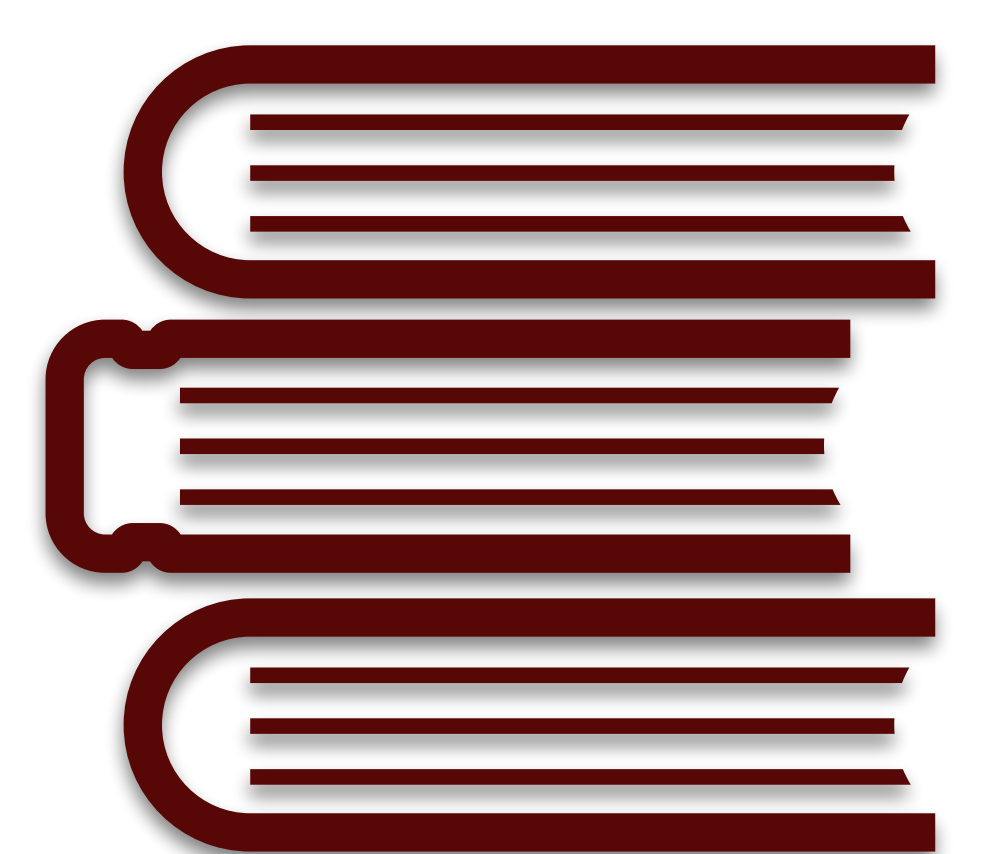
Mondays, 4-5 pm in room D 218d
or by appointment

If you have any questions, please send me an email. I typically respond to emails within 1-2 business days.

Course Readings:

There is **no textbook** for this class. Instead, we will be reading a selection of articles on topics from moral psychology (journal articles and book chapters).

Please refer to the Reading List in MyClass and at the end of this syllabus.



Course Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Describe theories of morality and moral development
- Discuss the processes underlying moral judgements and evaluations
- Critically evaluate research findings in moral psychology
- Critically evaluate common research designs used in moral psychology
- Analyze morality in the context of societal institutions (e.g., religion, law, healthcare)



Course Schedule

Note: This schedule (including readings) is subject to revisions. Changes will be posted on Blackboard.

Week	Topic	Assessments
1 Jan 4	Helping, Altruism, and Empathy	
2 Jan 11	Revenge & Punishment	
3 Jan 18	Intention (<i>& Introduction to CREP</i>)	
4 Jan 25	Emotions	CREP Application: due by class time
5 Feb 1	Dual Processes of Morality	CREP Peer-Reviews: due by class time
6 Feb 8	Moralization and Sacred Values	[CREP Data collection]
7 Feb 15	Judgements of Moral Character (<i>& CREP Data Analysis</i>)	CREP Data collection: due by class time & analysis participation in-class
Reading Break: No Class		
8 Mar 1	Motives to be Moral	
9 Mar 8	Moral Signalling	CREP Research Report: due by Thursday
10 Mar 15	Morality and Law	
11 Mar 22	Morality and Healthcare	
12 Mar 29	Morality and Religion	Essay Assignment: due by Thursday
13 April 5	No class	Oral Exams: individually scheduled

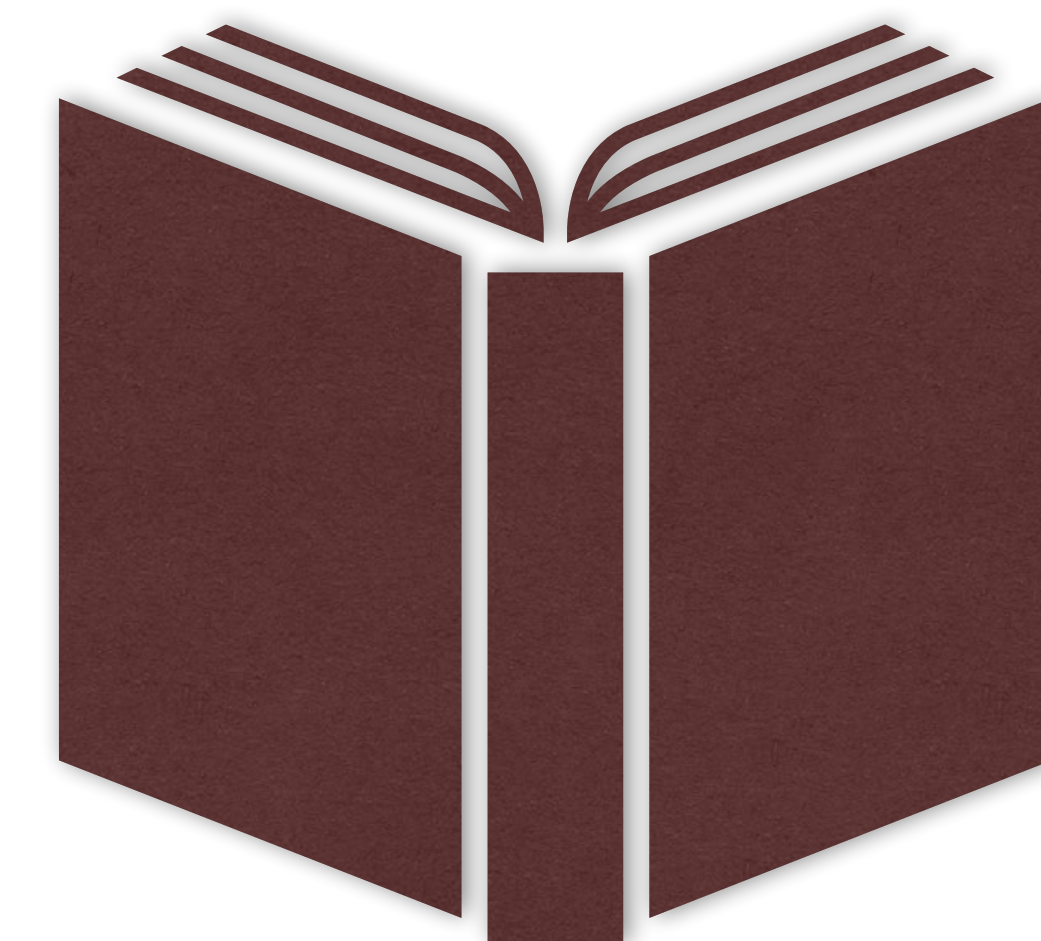
Grading Overview:

Assessment	% of Total	Due Date
Journal Article Worksheets	18% (6 x 3%)	Most weeks, in-class
CREP Project work	22% Total	By class time: Jan 25, Feb 1, and Feb 7
CREP Final Paper	20%	By 11:59pm, Thursday March 2nd
Essay Assignmment	20%	By 11:59pm, Thursday March 30th
Oral Final Exam	20%	Individually scheduled (Week of April 5)

Assignments & Evaluations

Journal Article Discussion Worksheets (6 x 3% = 18%)

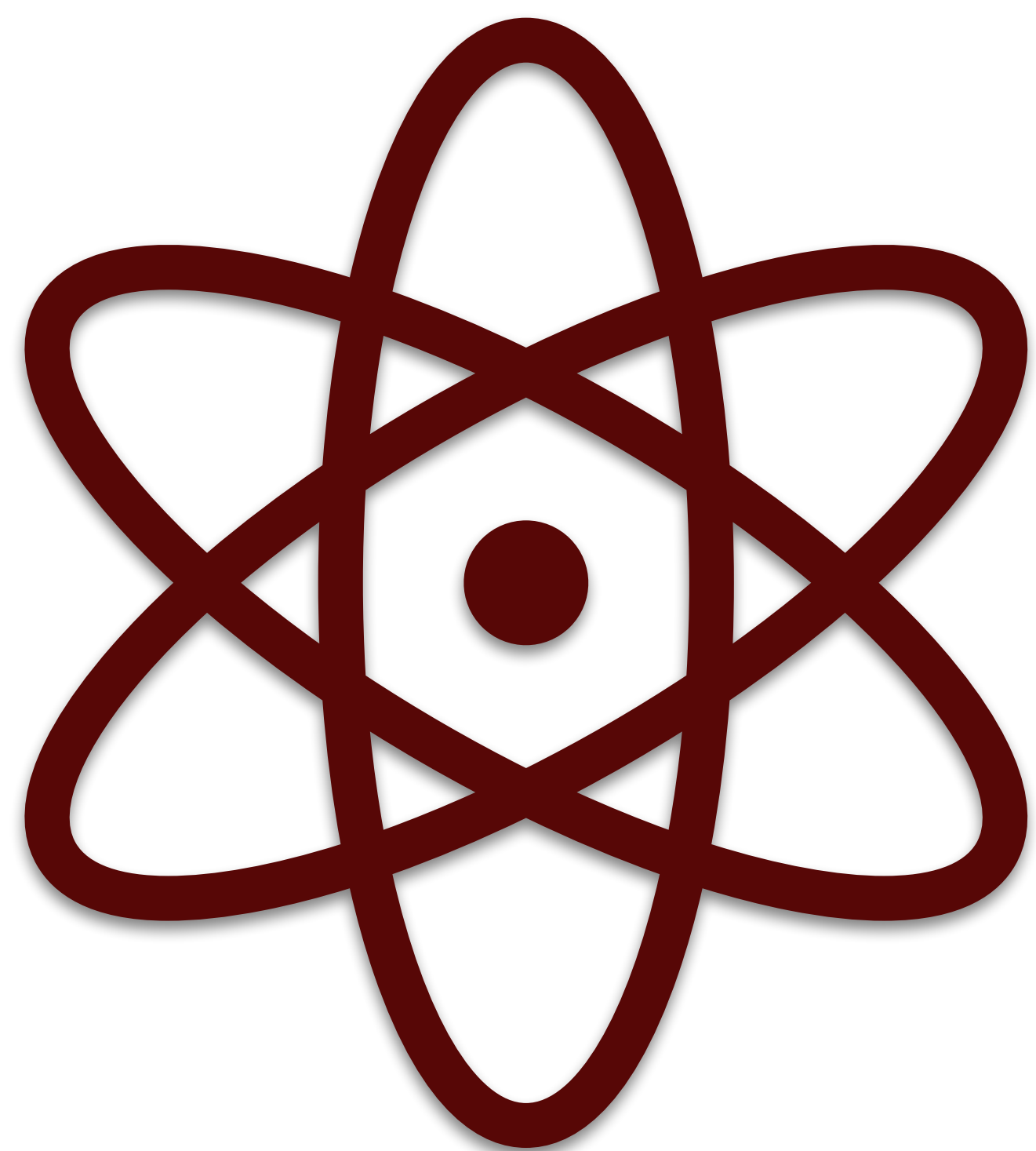
During class in most weeks (at least eight weeks), you will discuss the assigned readings in groups. During your discussion, you will complete and submit a short “worksheet” as a group that summarizes your discussion and answers questions about the reading. Six worksheets will count towards your grade.



CREP Replication Research Project (42%)

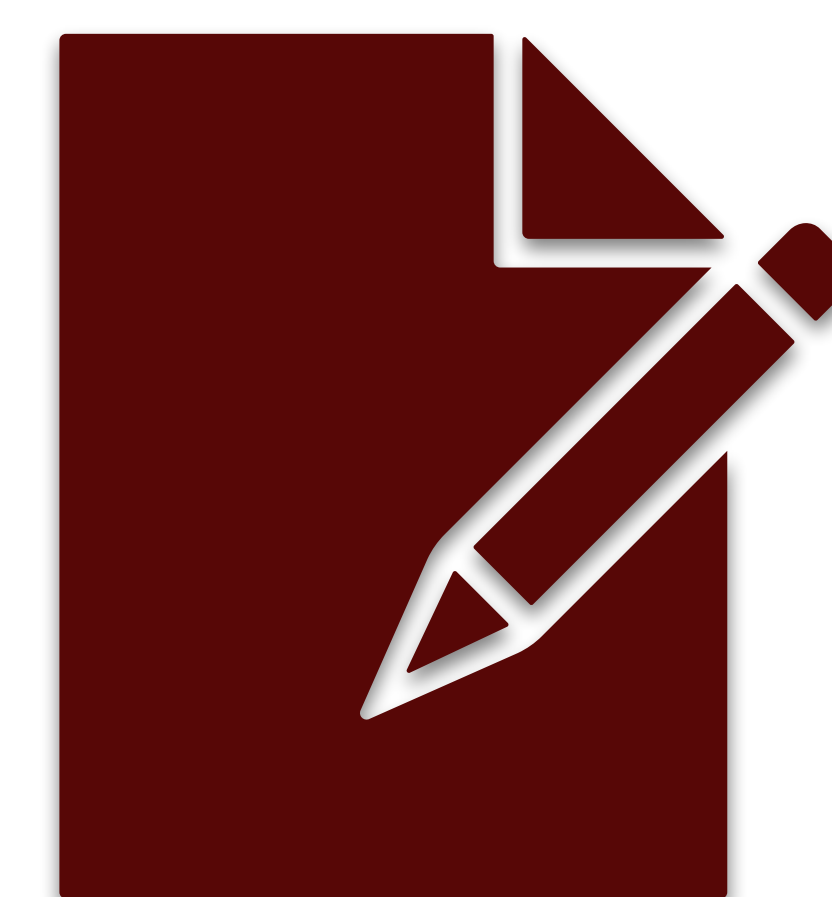
As a class, we will be conducting an empirical replication study on moral judgements and the role of luck, as a part of the “Collaborative Replication and Education Project” (CREP). We will also “extend” from the direct replication; you will propose novel additional questions to add to the study design, and we will collect data on some of these proposed extensions. The graded components of this project are:

- Submitting mini-ethics and proposed extension (12%)
- Peer-review of “extension” proposals (6%)
- Participation in data collection and analysis (4%)
- Submission of final research report (20%)



Essay Assignment (20%)

In the second half of the semester, we will have a second written assignment. Instructions will be announced in class and posted to MyClass. This essay assignment will be due on March 30th.



Oral Exam (20%)

Final exams will be conducted via a 25-30 minute individual oral exam. The exam will cover the material from the entire course, and focuses on assessing: (i) conceptual knowledge of the major theories of morality, (ii) ability to evaluate strengths and weaknesses of research methods used in moral psychology, and (iii) evidence of critical engagement with the course readings and content.



Course Policies

Attendance and Absences:

Regular attendance is required to maximize your success in this course. However, if you are ill or have symptoms listed in the daily self-assessment health check, please do **not** come to the UFV campus. Instead, please email me with the **Student Declaration of Absence** form **within 48 hours** of missing class; this counts as an excused absence.

Missing/Late Work:

Unexcused late assignments will have 10% deducted per day, and will only be accepted up to 5 days late. None of the CREP Assignment components will be accepted late, except for the final research report. An unexcused no-show for the oral exam will result in 20% deducted, and a grade of zero will be assigned in the event of a second unexcused no-show.

If an assignment is missed or late due to an illness, injury, or other excused absence please **complete the Student Declaration of Absence form**, available in Course Info/Resources, and email me as soon as possible — no later than 48 hours after class (zoe.francis@ufv.ca).

Students are expected to make up any missed work within 3 days of returning to classes after illness and within a week of bereavement leave.

Academic Integrity & Plagiarism Policy:

It is everyone's responsibility to attend to academic integrity. Plagiarizing "by accident" or "not knowing that it is plagiarism" is NOT an excuse. One of the most common forms of plagiarism is using the *exact words* of someone else, without quotation marks, and ending the phrase with the author and year in parentheses. Unfortunately, even though this includes a citation, it is plagiarism.

When summarizing someone else's ideas without direct quotes, you should read the text/source, study it a bit, and then **put it away**. Then, you can write about the ideas and what the article was about holistically, **in your own words**. Substituting individual words (e.g., using synonyms) or re-ordering words in a sentence is not the same as re-writing an idea in your own words.

Re-using assignments from other classes - even assignments that you wrote yourself - is also an academic offence (called self-plagiarism).

As this is an upper-year course, you are expected to already be familiar with the plagiarism and academic integrity policies at UFV. The Plagiarism and Academic Integrity policy is available in the "Resources" section of MyClass.

Letter Grades:

A+	90-100	B+	77-79	C+	67-69	D	50-59
A	85-89	B	73-76	C	63-66	F	BELOW 50
A-	80-84	B-	70-72	C-	60-62	I	Temporary grade

University Resources

English Language Services

Services are open to all UFV students. Students will receive support from an English as an Additional Language (EAL) faculty member with reading, writing, listening, and speaking skills to help with any UFV course they are taking. ELS support sessions are private and confidential. The goal is to help you understand expectations for course activities and assignments and to improve your language, study, and cross-cultural skills to help you succeed through personalized, one-on-one support sessions with ELS Department faculty. Students are able to book online appointments.

For further info or to book an appointment: <https://ufv.ca/esl/online-help-centre/general-els-support/>

Centre for Accessibility Services

The Centre for Accessibility Services operates as the central contact point for students with disabilities at UFV. The office focuses on providing accommodations and services to help meet academic demands, while promoting student responsibility and self-advocacy. Students who have been diagnosed with a mental, physical, sensory, or neurological impairment, or learning disorder (either temporary or permanent) that restricts their ability to perform classroom activities should reach out to CAS. Any accommodations for disabilities or learning disorders must be arranged through the Centre for Accessibility Services.

For more information or to register for support, contact: <https://www.ufv.ca/accessibility/>

Academic Success Centre

The Academic Success Centre (ASC) offers FREE student-focused tutoring, workshops, online resources and support programs to develop students' academic skills and knowledge. Peer tutors work with students on personal learning strategies and approaches, and provide writing and subject-area support under the supervision of the Learning Strategist and the Coordinator of the Academic Success Centre.

<https://www.ufv.ca/asc/>

Priority Access to Student Support (PASS)

The UFV Priority Access to Student Supports (PASS) program connects students to the supports and resources that may help them to increase their chance of success. Such assistance may include putting students in touch with an academic advisor, financial aid, a counsellor or another resource. If your instructor is concerned about your progress, he/she may refer you to PASS. The referral is treated confidentially and is sent because your instructor cares about your progress and success in this course. Your response to PASS is entirely voluntary. If you do not wish your instructor to make a referral to PASS on your behalf, please let them know by email. Visit ufv.ca/studentservices/PASS for more information.

Reading List

Note. *The reading list is subject to change. Please check MyClass for any updates.*

Week 1: Helping, Altruism, and Empathy

Bloom, P. (2009). *Descartes' Baby: How the Science of Child Development Explains What Makes Us Human* (Excerpt - "Good and Evil"). Basic Books.

Warneken, F., & Tomasello, M. (2006). Altruistic helping in human infants and young chimpanzees. *Science*, 311, 1301-1303.

Week 2: Revenge and Punishment

Fehr, E., & Gächter, S. (2002). Altruistic punishment in humans. *Nature*, 415, 137-140.

Cushman, F., Gray, K., Gaffey, A., & Mendes, W. B. (2012). Simulating murder: The aversion to harmful action. *Emotion*, 12, 2-7.

Week 3: The Role of Intention & Intro to CREP

Greene, J. D., Cushman, F. A., Stewart, L. E., Lowenberg, K., Nystrom, L. E., & Cohen, J. D. (2009). Pushing moral buttons: The interaction between personal force and intention in moral judgment. *Cognition*, 111, 364-371.

Kneer, M., & Machery, E. (2019). No luck for moral luck. *Cognition*, 182, 331–348.

Turner, M. D. (2019). *An Orientation to the Replication Crisis in Psychology*. Southeastern Psychology Association.

Week 4: Role of Emotions

Haidt, J., Koller, S. H., & Dias, M. G. (1993). Affect, culture, and morality, or is it wrong to eat your dog? *Journal of Personality and Social Psychology*, 65, 613-628.

Teper, R., Inzlicht, M., & Page-Gould, E. (2011). Are we more moral than we think? Exploring the role of affect in moral behavior and moral forecasting. *Psychological Science*, 22, 553-558

Chapman, H.A., Kim, D.A. Susskind, J.M. & Anderson, A.K. (2009). In bad taste: Evidence for the oral origins of moral disgust. *Science*, 323, 1222-1226.

Week 5: Dual Processes of Morality

Greene, J.D., Sommerville, R.B., Nystrom, L.E., Darley, J.M., & Cohen, J.D. (2001). An fMRI investigation of emotional engagement in moral judgment. *Science*, 293, 2105-2108.

Greene, J.D., Morelli, S.A., Lowenberg, K., Nystrom, L.E., Cohen, J.D. (2008) Cognitive load selectively interferes with utilitarian moral judgment. *Cognition*, 107, 1144-1154.

Kahane, G. (2015). Sidetracked by trolleys: Why sacrificial moral dilemmas tell us little (or nothing) about utilitarian judgment. *Social neuroscience*, 10(5), 551-560

Week 6: Moralization and Sacred Values

Feinberg, M., Kovacheff, C., Teper, R., & Inbar, Y. (2019). Understanding the process of moralization: How eating meat becomes a moral issue. *Journal of Personality and Social Psychology*, 117(1), 50.

Tetlock, P. E. (2003). Thinking the unthinkable: Sacred values and taboo cognitions. *Trends in Cognitive Sciences*, 7, 320-324.

Reading List (Continued)

Week 7: Judgements of Moral Character

- Goodwin, G. P., Piazza, J., & Rozin, P. (2014). Moral character predominates in person perception and evaluation. *Journal of Personality and Social Psychology*, 106, 148-168.
- Uhlmann, E. L., Pizarro, D. A., & Diermeier, D. (2015). A person-centered approach to moral judgment. *Perspectives on Psychological Science*, 10, 72-81.
- Uhlmann, E. L., Zhu, L., & Tannenbaum, D. (2013). When it takes a bad person to do the right thing. *Cognition*, 126, 326-334

Week 8: Trying to be Moral

- Sun, J., & Goodwin, G. P. (2020). Do people want to be more moral? *Psychological Science*, 31(3), 243-257.
- Valdesolo, P. & DeSteno, D. (2007). Moral hypocrisy: Social groups and the flexibility of virtue. *Psychological Science*, 18, 689-690.
- Sachdeva, S., Iliev, R., & Medin, D. L. (2009). Sinning saints and saintly sinners: The paradox of moral self-regulation. *Psychological Science*, 20, 523-528.

Week 9: Moral Signaling and Forgiveness

- Jordan, J.J., Sommers, R., Bloom, P., & Rand, D.G. (2017). Why do we hate hypocrites? Evidence for a theory of false signaling. *Psychological Science*, 28, 356-368
- Dana, J., Cain, D. M., & Dawes, R. M. (2006). What you don't know won't hurt me: Costly (but quiet) exit in dictator games. *Organizational Behavior and Human Decision Processes*, 100, 192-201

Week 10: Morality and the Law

- Salerno, J. M., & Bottoms, B. L. (2009). Emotional evidence and jurors' judgments: The promise of neuroscience for informing psychology and law. *Behavioral Sciences & the Law*, 27(2), 273–296.
- Barrett, H. C., & Saxe, R. R. (2021). Are some cultures more mind-minded in their moral judgements than others? *Philosophical Transactions of the Royal Society B: Biological Sciences*, 376(1838), 20200288. <https://doi.org/10.1098/rstb.2020.0288>

Week 11: Morality and Healthcare

- DeMichelis, C. (2018). The Best Interests Standard as a Logic of Empire: Unpacking the Political Dimensions of Parental Refusal. *The American Journal of Bioethics*, 18(8), 83–85.
- Kuhse, H., & Singer, P. (2009). *What Is Bioethics? A Historical Introduction*. In H. Kuhse & P. Singer (Eds.), *A Companion to Bioethics* (pp. 1–11). Wiley-Blackwell.

Week 12: Morality and Religion

- McKay, R., & Whitehouse, H. (2015). Religion and morality. *Psychological Bulletin*, 141(2), 447.
- Whitehouse, H., François, P., Savage, P. E., Hoyer, D., Feeney, K. C., Cioni, E., ... & Turchin, P. (2022). Testing the Big Gods hypothesis with global historical data: a review and “retake”. *Religion, Brain & Behavior*, 1-43.