

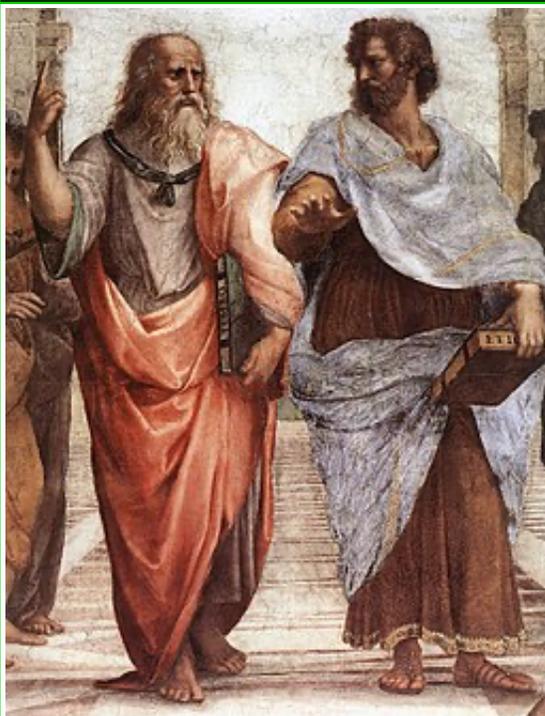
Course Syllabus

[Jump to Today](#)

 Edit

We will be using Canvas a great deal this semester, so feel free to look around the website. I have made this "syllabus" page our home page, so that you can always see what assignments are next (see below). On this page, you will find a list of all of your assignments and exams for the semester. Assignments (for all of your classes) can also be viewed and accessed by clicking on the Calendar tab at the top of the page. In this course, all quizzes and assignments will be submitted online, through Canvas. If you have any questions about how to do so, please contact either [myself \(mailto:%20RossOakesMueller@pointloma.edu\)](mailto:%20RossOakesMueller@pointloma.edu) or my TA, [Cambria Grant \(mailto:cgrant0021@pointloma.edu\)](mailto:cgrant0021@pointloma.edu).

Also, to set up a time to meet during my office hours, [CLICK HERE](#)  (<https://tinyurl.com/DrOakesMuellerOfficeHours>) and sign up for an available slot.



**Department of
Psychology**

**PSY3030-1 Moral
Psychology and
Cultural Values**

4 Units

FALL 2024

Instructor: Dr. Ross Oakes Mueller

Phone: [619.849.2905](tel:619.849.2905) (tel:619.849.2905)

**Email: rossoakesmueller@pointloma.edu
(<mailto:rossoakesmueller@pointloma.edu>)**

**Office Hours: [click here to schedule a meeting during my office hours](https://tinyurl.com/DrOakesMuellerOfficeHours) 
(<https://tinyurl.com/DrOakesMuellerOfficeHours>)**

Office Location: Culbertson Hall, Room 213

Class Meeting: Tuesday & Thursday

1:30-3:15 - Taylor Hall, Room 313

**(or, if it's warm, under the tree
between Rohr & Fermanian!)**

**Final Exam: Thursday, December 19th at
1:30pm**

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

Introduction to the psychological study of morality, prosocial behavior, and character development, including a survey of historical and contemporary theories of morality. Includes a particular emphasis on the role of cultural norms and values, as well as an analysis of the ways in which such values are developed and transmitted in contemporary culture (e.g., media, academics, family, etc.).

COURSE LEARNING OUTCOMES

Students will be able to...

1. To learn the historical and contemporary psychological theories of moral development and moral motivation.
2. To learn to apply moral psychological theories to better enhance character development in real-life situations (e.g., parenting, education, preaching, discipleship, etc.).
3. To better understand the differences in values across cultures, as well as factors that may contribute to such differences, and the implications that such differences have for a life of Christian discipleship.
4. To increase your ability to read, comprehend, and critically evaluate articles and studies published in psychological journals.
5. To learn to integrate multiple theories and findings into a single unified understanding of human character and morality.

The purpose of each class session is to highlight selected topics from the required readings and to supplement this material with related ideas. *Students are responsible for all assigned readings, whether or not discussed in class.* On a typical day, a 15-to-30-minute review of the material will be combined with a one-hour “graduate style” discussion. Each student is expected to have read the assigned reading for class discussion, and be prepared to think critically about and discuss the reading in class.

PROGRAM LEARNING OUTCOMES

Students who complete the program in Psychology will be able to:

1. Identify basic tenets of psychology.
2. Summarize and apply facets of “The Good Life” as conceptualized in contemporary positive-moral psychology.

3. Display an increase in personal growth and development (for the purpose of serving others).
4. Demonstrate care for others.
5. Understand careers in psychology.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Students are responsible for having the required course textbooks prior to the first day of class.

All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

This course is part of our course material delivery program, LomaBooks. The bookstore will provide each student with a convenient package containing all required physical materials and all digitally delivered materials will be integrated into Canvas.

You should have received an email from the bookstore confirming materials provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.

For more information about LomaBooks, please go: [HERE](https://www.pointloma.edu/lomabooks)
(<https://www.pointloma.edu/lomabooks>)

Primary Texts

- Narvaez, D., & Lapsley, D.K. (Eds.) (2009). *Personality, Identity, and Character: Explorations in Moral Psychology*. New York: Cambridge University Press.

Coursepack of Articles to be purchased from University Readers.

Required Supplemental Articles

- *Oakes Mueller, Ross. (2022). PSY3030 Moral Psychology and Cultural Values. [Cognella Custom Prints](https://store.cognella.com/25982)*  (<https://store.cognella.com/25982>)

- Online articles available through links on Canvas.

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 4 unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 150 total hours meeting the course learning outcomes.

Distribution of Student Learning Hours

Category	Time Expectation in Hours
Class Meetings	53
Reading Assignments	53
Written Assignments	26
Other Assignments & Learning Activities	18
Total Hours	150

ASSESSMENT AND GRADING

Grades will be based on the following:

A	B	C	D	F
A 93-100	B+ 87-89.99	C+ 77-79.99	D+ 67-69.99	F Less than 60
A- 90-92.99	B 83-86.99	C 73-76.99	D 63-66.99	
	B- 80-82.99	C- 70-72.99	D- 60-62.99	

All student grades will be posted in the Canvas grade book. It is important to read the comments posted in the grade book as these comments are intended to help students improve their work. Final grades will be posted within one week of the end of the class. Grades will be based on the following:

<u>Assignment</u>	<u>Grade</u>
Daily Written Reading Summaries	10%
Daily Video Reading Responses (and Comments on Peer Videos)	5%
Class Participation	15%
Detailed Reading Summary & Discussion Leader (Time 1)	10%
Detailed Reading Summary & Discussion Leader (Time 2)	20%
Morality and Values in the Media Project	35%
Act of Compassion	5%
<u>Total</u>	<u>100%</u>

Written Reading Summary (10%)

By Midnight (12:00am) on the night before each class session you will turn in a **Daily Reading Response** on Canvas. This serves to help you prepare for each class discussion, and provides a record of your having read (and thought critically about) the material. It also allows me to read through your responses, and gauge your level of understanding prior to our discussion. Each response will be given a letter grade for its thoughtfulness and clarity. A-level papers will include 1-2 paragraphs (about a page, double-spaced) of thoughtful response.

The best papers are those that **BOTH**:

- A. **critically question one or more of the assumptions or conclusions** of an article (these can be either positive or negative critiques, but they should be well articulated and grounded in facts/logic), **AND**
- B. **apply the theory to everyday life by using the article as a jumping-off place for thinking about how moral development may be either enhanced or hindered** by parents, friends, schools, churches, etc. (i.e. application).

Note: If you miss a class, no credit will be given for class discussion, and **you will only receive (partial) credit for your daily reading reflection if you turn it in before the next class in which you are present** (i.e. turn in missing reflections prior to the *very next class* to receive some credit).

Daily Video Reading Response (5%)

In addition to your daily Written Reading Summary, by **midnight (12:00 am)** on the night before each class session, you will turn in a Daily Video Response on Canvas. This serves to help you prepare for each class discussion, and provides a record of your having read (and thought critically about) the material. It also allows me to watch each of your responses before class-time, and to gauge your level of understanding prior to our discussion. You should also watch and respond to at least two videos of others in your **assignment group** by 2:00 pm on the day of class.

Each response will be given a letter grade for its thoughtfulness and clarity. A-level responses will:

- Be brief (between 1:00-1:30 minute mark – and absolutely no longer than 2:00)
- Include a thoughtful response to the article
- The best responses are those that either a) critically question one or more of the assumptions, methods, or conclusions of an article and/or b) use the article as a jumping-off place for thinking about how moral development may be either enhanced or hindered by parents, friends, schools, churches, etc.
- Begin each video response with a question, which you then address (at least in part) in your video response.

Your response to others could include:

- Responses to the questions they ask
- Counter-points to the critiques they raise
- Examples of the connections that they are making, or
- Further thoughts or elaborations that their video raises for you.

NOTE: It is **STRONGLY** recommended that you outline your ideas first, before videotaping. You will find that it can be even more difficult to be succinct than it is to speak at length. As you only have a little over a minute to summarize your best ideas, you should have a clear idea of each of your points before you begin videotaping

Canvas Studio: For this discussion board, you will use Canvas Studio to record and post your video as well as leave comments within the videos posted by your group members. Watch the two brief tutorial videos below to learn how to record and upload your video, and add comments to your peers' videos:

- [Tutorial: How to record and post your video in Canvas Studio \(https://youtu.be/bM_ka70lINw\)](https://youtu.be/bM_ka70lINw)
- [Tutorial: How to leave comments within videos \(https://youtu.be/RHPhtdLPjig\)](https://youtu.be/RHPhtdLPjig)

Class Participation (15%)

Each class you are **graded on your participation in class discussion**, ranging from D/F (“Could somebody get this guy some coffee? Stat!”) to A/B (Actively contributing to the discussion in meaningful ways). If you miss a class, no credit will be given for class discussion

Full credit will be given for those who make **two or more comments/questions** that:

1. Provide evidence that you have read the material (e.g. show a grasp of and an engagement with the key ideas or methodology of the article)
2. Are relevant to the current discussion
3. Evidence critical thinking about the article and/or its implications for everyday life

Note: This involves not just re-stating the ideas of the study, but applying them to real-world situations, critically examining the WAY in which the study was carried out, critically examining the operational DEFINITIONS used by the author(s), etc.

Detailed Reading Summaries and Discussion Leader (30%)

During most sessions two students will assist the Professor in summarizing the assigned reading. Approximately once every other month (2 times throughout the semester) you will be a discussion leader or co-leader for one class period. As discussion leader you will:

1. **Written Reading Summary (5/10%):** Provide a written Reading Summary for each student in the class (format and length to be described in class), in which you will briefly overview the background, methods, and findings of the assigned article. You will also critique the article and suggest implications for the Christian life of virtue. This will likely require you to read the article 2-3 times to make sure that you understand it well ... so plan ahead. (see attached for examples of exemplary summaries: [CLICK HERE](#))

[FOR ONE \(https://canvas.pointloma.edu/courses/74380/files/7507230/download?wrap=1\)](https://canvas.pointloma.edu/courses/74380/files/7507230/download?wrap=1)
↓ (https://canvas.pointloma.edu/courses/74380/files/7507230/download?download_frd=1)
 (<https://canvas.pointloma.edu/courses/74380/files/7507230/download?wrap=1>)
; **CLICK HERE FOR ANOTHER**
(<https://canvas.pointloma.edu/courses/74380/files/7507225/download?wrap=1>) ↓
(https://canvas.pointloma.edu/courses/74380/files/7507225/download?download_frd=1)
 (<https://canvas.pointloma.edu/courses/74380/files/7507225/download?wrap=1>)
) The best summaries will:

1. review the overarching "problem" that the article is addressing (why was this article written in the first place? What gap in knowledge does it address?)
2. thoroughly and articulately explain the study (for empirical articles) or theory (for theoretical articles) that was central to this article. This will likely include descriptions of methods or terms that may be confusing
3. identify at least one key strength and one possible weakness of the article/study. The best responses will go WELL BEYOND simple critiques, and will draw upon your knowledge of psychology, research, or other areas of study to create a well-founded argument (not merely your opinion). Such critiques may consider a variety of elements of the study/theory (e.g., operational definitions, methodology, analyses, alternate explanations for findings, statements of cause-and-effect, faulty/incomplete assumptions of the researchers etc.). Where there are weaknesses, you have suggested alternate studies/theories that would overcome these limitations;
4. explicitly discuss ways in which this study/theory can be used (either positively or negatively) in our lives as Christians, and will attempt to examine this study/theory from a Christian theological perspective;
5. and raise a number of very insightful questions regarding either the nature or implications of this research. This list of questions will serve as the basis for our in-class discussion.

2. **Video Presentation and Critical Issues (3.5/7%)**: By Midnight on the day before class, you will post an 10-15 minute-long video on the ["Reading Summary & Discussion Leader #1" Discussion Board](https://canvas.pointloma.edu/courses/74380/discussion_topics/577034) (https://canvas.pointloma.edu/courses/74380/discussion_topics/577034). This video will be a concise, well-structured presentation of your Written Reading Summary, and will be the starting point for our class discussion. Because you have limited time to discuss a paper that (likely) took you hours to read, I would **STRONGLY recommend creating a script** for yourself, and then rehearsing it. The average person speaks about 150 words

per minute, so I would recommend a script that is **approximately 1500 words long**. [Here is an example script for a video](#)

(<https://canvas.pointloma.edu/courses/74380/files/7507248?wrap=1>) ↓

(https://canvas.pointloma.edu/courses/74380/files/7507248/download?download_frd=1)

 (<https://canvas.pointloma.edu/courses/74380/files/7507248?wrap=1>) (a little on the longer side). Then, you will use Canvas Studio (see link on the <--side) to **record or upload a video of your explanation to the [Reading Summary and Discussion Leading #1 discussion board](#)**

(https://canvas.pointloma.edu/courses/74380/discussion_topics/577034), for the rest of the class to view. **Give it the same title as the reading assignment** (e.g., "Week 1-2: Kohlberg (1984). Moral stages and moralization. (pp. 183-205) AND Kohlberg (1977) Moral development: A review of the theory"). Feel free to use drawing, PointPoint, Keynote, etc. to illustrate your description. See the assignment description for examples. Like the paper, the best videos will:

1. briefly review the overarching "problem" that the article is addressing
2. concisely and articulately explain the study (for empirical articles) or theory (for theoretical articles) that was central to this article, briefly clarifying methods or terms that may be confusing
3. identify at least one key strength and one possible weakness of the article/study (see above for recommendations)
4. explicitly discuss one or two ways in which this study/theory can be used (either positively or negatively) in our lives as Christians
5. attempt to examine this study/theory from a Christian theological perspective.

3. **Class Questions and Discussion Leading (1.5/3%):** Then use your knowledge of the text to help lead discussion of the reading. Create at least 1-2 interactive exercises (e.g., case studies, media illustrations with question-and-answer, role-plays, etc.) for the class to make the topic come alive.

Each mini-presentation will be given a letter grade. The first is worth **10%** of your course grade, and the second is worth **20%** of your course grade. **See the assignment and grading rubric, for details.** (These are equivalent to unit exams in other classes). But there's more!!! Here is an OPPORTUNITY FOR EXTRA CREDIT:

1. **Media Clips: An additional 5% will be added to each reading summary/discussion grade** each time that you bring in **media clips** (electronic or photocopied) that are **relevant** to the discussion topic for that day (be aware, that as each

summary/presentation is worth 20% of your grade, this one bonus grade on a single paper could bump your final grade up a partial grade level ... e.g., from a B+ to an A-). NOTE: In order to receive this extra credit, you must adequately explain such clips and their connection to the material, and they must ACTUALLY BE RELEVANT to the topic at hand.

Morality and Values in the Media Project (35%)

Throughout the semester, keep your eyes and ears peeled for instances of values, morality, character development, moral dilemmas, etc. as they appear in TV, movies, books, plays, artwork, and music. Your final project will consist of a paper and presentation written about one such instance, and the ways in which it either illustrates or contradicts one or more theories of moral psychology. Specifically, your paper will involve identifying a film, book, TV show, news clip, etc. in which morality or values are either discussed or illustrated by the characters. You must then relate this example to one or more of the theories/articles that we have discussed in class.

The paper should be 6-9 pages long, and will involve a more in-depth investigation of one or more of the theories we have discussed. Specifically, you should include the following elements:

- **describe the media source** upon which you are drawing, including a brief sketch of the relevant thoughts/actions/discussions of each key character; **(1-2 pages)**
- **discuss one or more of the theories** that we have covered over the course of the semester (e.g., willpower, moral reasoning, moral identity, etc.), and be sure to demonstrate a thorough understanding of the material (this section should include at least 2 outside articles—feel free to ask me about recommended articles); **(2-3 pages)**
- discuss the relationship between your chosen media “clip” and the theory, specifically: **diagnose the ways in which the character either illustrates or violates the “virtues” of the theory** (i.e. using the language of the theory, in what ways does the character possess vs. lack compassion and/or “moral character,” **1-2 pages**); and
- using this theory, identify and describe **practical activities or interventions** would you prescribe for this person to help them become more compassionate and/or moral (for instance, according to this theory, what types of interventions might you suggest to help such a character develop morally; or, what might you suggest that teachers/parents/coaches/ministers/etc. do to help individuals develop into moral adults?) **(1-2 pages)**

Finally, you will **create a final PowerPoint presentation** for the class, which will include briefly discussing the theory/theories that you focused on (feel free to be creative in how you present

this), setting-up and presenting the media clip (this could mean reading a passage, if you use a book), discussing the ways in which the theory(ies) relate to the media clip, and discussing the implications of the theory for one or more practical interventions that you would make into this character's life. This presentation can follow your paper quite closely, so the only trick will be to present it in a way that is interesting and engaging for the rest of the class. The overall presentation should be **between 13-17 minutes** including the media clip. Be sure to let me know what you will need from me as far as presenting the media clip. **See the attached grading rubric, for details.**

Act of Compassion (5%)

At some point in the first half of the semester, you and the rest of your classmates will plan a time when the entire class can get together for some sort of act of compassion or service. There are no limits to what this can be. I will leave it to your collective discretion both to generate and coordinate an activity in which we as a class can be of service to others. Your attendance at this activity will earn you full credit for this portion of your grade.

FINAL EXAMINATION POLICY

Successful completion of this class requires being present for all of the final presentations on their scheduled days. The final examination schedule is posted on the Class Schedules site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include value differences, culture, political orientations, moral decision-making, and a variety of moral dilemmas and quandries. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family

about it. Class topics are discussed for the sole purposes of personal growth and expanding your intellectual engagement in the area of psychology, and I will support you throughout your learning in this course.

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization \(https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures\)](https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures) to view which states allow online (distance education) outside of California.

INCOMPLETES AND LATE ASSIGNMENTS

Part of good paper-writing is effective time-management strategies. We could all write better papers if we had unlimited time to do so. However, there are certainly life situations that may prevent you from turning in your paper on time. How to balance these two conflicting issues? In order to provide you with some flexibility, and nevertheless to ensure that all of your papers are evaluated on an "even playing field," I have created a tiered grading system for late work. **For Daily Reading Summary & Videos: If you miss the midnight deadline to turn in a Reading Summary or Response Video, you have until class-time to turn it in for a 20% deduction. Following that, you will receive a 40% deduction. For the Morality & Values in the Media Project, if you miss a deadline to turn in a paper, for any reason, you will have until midnight on the next day to turn in the paper for a 5% deduction. After midnight, you then have up to midnight on the following day to turn it in for a 10% deduction. You can still turn it in by midnight on the third day for a 15% deduction. Following that, you will receive a 20% deduction. Canvas automatically enforces the deduction at the second it becomes due, so be sure to plan ahead to turn in your paper BEFORE the time it is due. No papers will be accepted after the date on which the professor sends grades/feedback to the class for that paper.**

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU RECORDING NOTIFICATIONS

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](https://pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/)  (<https://pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/>) for definitions of kinds of academic dishonesty and for further policy information.

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are **allowed** to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, GrammarlyGO, Marmot, Botowski) to **generate ideas**, but **you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course** (unless specifically included in the assignment description). If you have any

doubts about using AI, please gain permission from the instructor.

All written work must be created in GoogleDocs. (it saves a time stamp of every word that you create ... you can later use this to demonstrate the process of your original writing).

You must share the document with me [↗](https://youtu.be/rAISuUp_Czk) (https://youtu.be/rAISuUp_Czk) (rmueller@pointloma.edu), **make me an "Editor", and paste the link to the GoogleDoc at the top of each assignment (see this video for how to do this)** [↗](https://youtu.be/rAISuUp_Czk) (https://youtu.be/rAISuUp_Czk).

If you use any auto-proofreading software (e.g., Grammarly), I would strongly recommend that you take these three steps:

1. **do ALL of your writing in GoogleDocs** (it saves a time stamp of every word that you create ... you can later use this to demonstrate the process of your original writing)
2. **do NOT use the advanced features** of GrammarlyGO (or other generative AI tools);
3. **do ALL of your original writing FIRST** (without Grammarly), **save a draft**, and **THEN apply Grammarly edits afterwards** (that way you and your professors can directly trace back what your writing looks like, and you have a draft of the paper that should be clear of all AI screening) and **save a second draft of your edited work**, and
4. **use a writing tracker like "Origin** [↗](https://chromewebstore.google.com/detail/origin-by-gptzero-chatgpt/kgobeoibakoahbfnficpmibdbkdchap) (<https://chromewebstore.google.com/detail/origin-by-gptzero-chatgpt/kgobeoibakoahbfnficpmibdbkdchap>)" (<https://chromewebstore.google.com/detail/origin-by-gptzero-chatgpt/kgobeoibakoahbfnficpmibdbkdchap>) [↗](https://chromewebstore.google.com/detail/origin-by-gptzero-chatgpt/kgobeoibakoahbfnficpmibdbkdchap) (<https://chromewebstore.google.com/detail/origin-by-gptzero-chatgpt/kgobeoibakoahbfnficpmibdbkdchap>) or "Passed.AI" [↗](https://chromewebstore.google.com/detail/origin-by-gptzero-chatgpt/kgobeoibakoahbfnficpmibdbkdchap) (<https://chromewebstore.google.com/detail/origin-by-gptzero-chatgpt/kgobeoibakoahbfnficpmibdbkdchap>) or "Passed.AI" [↗](https://chromewebstore.google.com/detail/origin-by-gptzero-chatgpt/kgobeoibakoahbfnficpmibdbkdchap) (<https://chromewebstore.google.com/detail/origin-by-gptzero-chatgpt/kgobeoibakoahbfnficpmibdbkdchap>)" (<https://chromewebstore.google.com/detail/origin-by-gptzero-chatgpt/kgobeoibakoahbfnficpmibdbkdchap>) [↗](https://chromewebstore.google.com/detail/origin-by-gptzero-chatgpt/kgobeoibakoahbfnficpmibdbkdchap) (<https://chromewebstore.google.com/detail/origin-by-gptzero-chatgpt/kgobeoibakoahbfnficpmibdbkdchap>)" (<https://chromewebstore.google.com/detail/origin-by-gptzero-chatgpt/kgobeoibakoahbfnficpmibdbkdchap>) [↗](https://chromewebstore.google.com/detail/origin-by-gptzero-chatgpt/kgobeoibakoahbfnficpmibdbkdchap) (<https://chromewebstore.google.com/detail/origin-by-gptzero-chatgpt/kgobeoibakoahbfnficpmibdbkdchap>)" (<https://chromewebstore.google.com/detail/origin-by-gptzero-chatgpt/kgobeoibakoahbfnficpmibdbkdchap>)" which functions as a plug-in to Google Docs, and records your writing character-by-character, so your professors can see the entire creation process (in case you ever have a false-positive AI flag).

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with

disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu) (<mailto:EAC@pointloma.edu>) or [619-849-2486 \(tel:619-849-2486\)](tel:619-849-2486)). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias (<http://www.pointloma.edu/bias>).

You may report an incident(s) using the [Bias Incident Reporting Form](https://cm.maxient.com/reportingform.php?PointLoma&layout_id=5)  (https://cm.maxient.com/reportingform.php?PointLoma&layout_id=5).

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX (<http://pointloma.edu/Title-IX>). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu (<mailto:counselingservices@pointloma.edu>) or find a list of campus pastors at pointloma.edu/title-ix (<http://pointloma.edu/title-ix>).

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias (<http://www.pointloma.edu/bias>).

ATTENDANCE AND PARTICIPATION POLICY

Because of the seminar-style nature of this course, regular attendance is absolutely essential. Indeed, each day in class you will earn up to ½% of your *final grade* for your participation. Thus, any absence that is not for a “University-sponsored event” (see below) will result in an F for that day. Furthermore, this course will strictly follow the PLNU attendance policy as specified in the University Catalog. Regular and punctual attendance at all classes is considered essential to optimum academic achievement. **If you are absent from more than 10 percent of class meetings (3 or more days), you will receive a written report which may result in de-enrollment. If the absences exceed 20 percent (6 days), even if you have not yet received a written report, you will be de-enrolled without notice.** If the date of de-enrollment is past the last date to withdraw from a class, you will receive an "F" in the class. See [Academic Policies](http://catalog.pointloma.edu/content.php?catoid=18&navoid=1278) (<http://catalog.pointloma.edu/content.php?catoid=18&navoid=1278>) in the (undergrad/graduate as appropriate) academic catalog. Please note the following key

points and elaborations of the attendance policy.

- “There are no allowed or excused absences except when absences are necessitated by certain University-sponsored activities and are approved in writing by the Provost.”
- You are not excused for being ill. Illness does not comprise an excused absence. You are not excused from class if you have a Doctor’s appointment. You are not excused from class if you have a Doctor’s excuse. The University allows you four absences for these (and other) situations outside your control.
- University-sponsored activities that are approved in writing by the Provost usually are for NAIA events for student athletes and occasionally field trips for other PLNU courses.
- When you are **absent** in this class **three times** (for any cause), a Notice of Deenrollment will be sent to the Vice Provost for Academic Administration. **Your fourth absence may result in deenrollment.**

Save your absences for situations that are outside of your control. Do not consider your allowable absences as the number of times that you can miss class without being deenrolled. If you become ill after you used your allowable absences you will be deenrolled from the course.

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Student Life and Formation \(https://www.pointloma.edu/offices/student-life-formation\)](https://www.pointloma.edu/offices/student-life-formation).

USE OF TECHNOLOGY

In order to successfully complete assignments for this class, you will need to have access to technology that can record and upload video. It is your choice whether to post this video directly to Canvas (e.g. using Canvas Studio), or whether you would prefer to upload your video to YouTube, and to create an “unlisted link” that you will then submit/embed in the assignments. Please choose the option that fits your needs and privacy preferences.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage \(https://www.pointloma.edu/centers-institutes/loma-writing-center\)](https://www.pointloma.edu/centers-institutes/loma-writing-center) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>  (<https://plnu.mywconline.com/>)
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
(<https://www.pointloma.edu/centers-institutes/loma-writing-center>)

Email: writingcenter@pointloma.edu (<mailto:writingcenter@pointloma.edu>)

COURSE SCHEDULE AND ASSIGNMENTS AT-A-GLANCE

The table below lists our assignments and their due dates. Click on any assignment to review it (once it is "unlocked").

Course Summary:

Date	Details	Due
	 Week 1-2 Daily Video Response: Kohlberg (1984) AND Kohlberg (1977) (https://canvas.pointloma.edu/courses/74380/assignments/1051561)	due by 11:59pm
Wed Sep 4, 2024	 Week 1-2 Written Reading Response: Kohlberg (1984). Moral stages and moralization. (pp. 183-205) AND Kohlberg (1977) Moral development: A review of the theory (download)	due by 11:59pm

<https://canvas.pointloma.edu/courses/74380/assignments/1051573>

 [Week 2-1 | Daily Video](#)
[Response: Gilligan & Attanucci \(1988\)](#) due by 11:59pm
<https://canvas.pointloma.edu/courses/74380/assignments/1051562>

Mon Sep 9, 2024

 [Week 2-1 | Written \(GoogleDoc\) Reading](#)
[Response: Gilligan & Attanucci \(1988\) Two Moral Orientations: Gender Differences and Similarities. \(download\)](#) due by 11:59pm
<https://canvas.pointloma.edu/courses/74380/assignments/1051592>

 [Week 2-2 | Daily Video](#)
[Response: Schwartz \(2012\)](#) due by 11:59pm
<https://canvas.pointloma.edu/courses/74380/assignments/1051536>

Wed Sep 11, 2024

 [Week 2-2 | Written \(GoogleDoc\) Reading](#)
[Response: Schwartz \(2012\) An overview of the Schwartz theory of basic values \(NEEDS TO BE FINALIZED\)](#) due by 11:59pm
<https://canvas.pointloma.edu/courses/74380/assignments/1051594>

 [Week 3-1 | Daily Video](#)
[Response: Sanderson, R., & McQuilkin, J. \(2017\). Many kinds of kindness: the relationship between values and prosocial behaviour.](#) due by 11:59pm
<https://canvas.pointloma.edu/courses/74380/assignments/1051559>

Mon Sep 16, 2024

 [Week 3-1 | Written \(GoogleDoc\) Reading](#)
[Response: Sanderson & McQuillan \(2017\) Many Kinds of Kindness: The Relationship Between Values and Prosocial Behaviour](#) due by 11:59pm
<https://canvas.pointloma.edu/courses/74380/assignments/1051596>

Wed Sep 18, 2024

 [Week 3-2 | Daily Video](#)
[Response: Haidt \(2001\). The Emotional Dog and Its Rational Tail](#) due by 11:59pm
(<https://canvas.pointloma.edu/courses/74380/assignments/1051558>)

 [Week 3-2 | Written Reading](#)
[Response: Haidt \(2001\). The Emotional Dog and Its Rational Tail.](#) due by 11:59pm
(<https://canvas.pointloma.edu/courses/74380/assignments/1051598>)

Mon Sep 23, 2024

 [Week 4-1 | Daily Video](#)
[Response: Haidt & Graham \(2007\)](#) due by 11:59pm
(<https://canvas.pointloma.edu/courses/74380/assignments/1051555>)

 [Week 4-1 | Written Reading](#)
[Response: Haidt & Graham \(2007\). When Morality Opposes Justice](#) due by 11:59pm
(<https://canvas.pointloma.edu/courses/74380/assignments/1051600>)

Wed Sep 25, 2024

 [Week 4-2 | Written Reading](#)
[Response: Batson, Fultz & Schoenrade \(1987\). Distress and Empathy](#) due by 11:30pm
(<https://canvas.pointloma.edu/courses/74380/assignments/1051602>)

 [Week 4-2 | Daily Video](#)
[Response: Batson, Fultz & Schoenrade \(1987\). Distress and Empathy](#) due by 11:59pm
(<https://canvas.pointloma.edu/courses/74380/assignments/1051552>)

Mon Sep 30, 2024

 [Week 5-1 | Daily Video](#)
[Response: Batson, Klein, Highberger & Shaw \(1995\)](#) due by 11:59pm
(<https://canvas.pointloma.edu/courses/74380/assignments/1051551>)

 [Week 5-1 | Written Reading](#)
[Response: Batson, Klein, Highberger & Shaw \(1995\). Immorality From Empathy-](#) due by 11:59pm

Induced Altruism

<https://canvas.pointloma.edu/courses/74380/assignments/1051604>



Week 5-2 | Daily Video

Response: Graham, J., Waytz, A., Meindl, P., Iyer, R., & Young, L. (2017).

due by 11:59pm

<https://canvas.pointloma.edu/courses/74380/assignments/1051549>

Wed Oct 2, 2024



Week 5-2 | Written Reading

Response: Graham, J., Waytz, A., Meindl, P., Iyer, R., & Young, L. (2017). Centripetal and centrifugal forces in the moral circle: Competing constraints on moral learning.

due by 11:59pm

<https://canvas.pointloma.edu/courses/74380/assignments/1051606>



Week 6-1 | Daily Video

Response: Narvaez (2009)

due by 11:59pm

<https://canvas.pointloma.edu/courses/74380/assignments/1051547>

Mon Oct 7, 2024



Week 6-1 | Written Reading

Response: Ch. 6 - Narvaez (2009) Triune Ethics Theory and Moral Personality (book)

due by 11:59pm

<https://canvas.pointloma.edu/courses/74380/assignments/1051608>



Week 6-2 | Daily Video

Response: Cameron & Rapier (2017).

due by 11:30pm

<https://canvas.pointloma.edu/courses/74380/assignments/1051548>

Wed Oct 9, 2024



Week 6-2 | Written Reading

Response: Cameron & Rapier (2017) Compassion is a motivated choice (coursepack/reader).

due by 11:59pm

<https://canvas.pointloma.edu/courses/74380/assignments/1051610>



Week 7-1 | Daily Video

Response: Narvaez (2013)

due by 11:59pm

<https://canvas.pointloma.edu/courses/74380/assignments/1051540>

Mon Oct 14, 2024

 [Week 7-1 | Written Reading Response: Narvaez \(2013\) Neurobiology and moral mindset](#)
(<https://canvas.pointloma.edu/courses/74380/assignments/1051612>)

due by 11:59pm

Sat Oct 19, 2024

 [Reading Summary & Discussion Co-Leader #1 \(10%\)](#)
(<https://canvas.pointloma.edu/courses/74380/assignments/1051567>)

due by 11:59pm

Mon Oct 21, 2024

 [Week 8-1 | Daily Video Response: Colby, Damon, Killen & Hart \(1999\)](#)
(<https://canvas.pointloma.edu/courses/74380/assignments/1051560>)

due by 11:59pm

Mon Oct 21, 2024

 [Week 8-1 | Written Reading Response: Colby, Damon, Killen & Hart \(1999\). The development of extraordinary moral commitment \(reader\)](#)
(<https://canvas.pointloma.edu/courses/74380/assignments/1051615>)

due by 11:59pm

Tue Oct 22, 2024

 [DO NOT POST HERE YET: Watch Daily 10-Minute Article Summary \(by Reading Summary & Discussion Leader #2\) & Ask a Question](#)

to do: 11:59pm

Mon Oct 28, 2024

 [Week 9-1 | Written Reading Response: Colby & Damon \(2015\) Toward a Moral Psychology in Full \(special download ... see instructions in assignment\)](#)
(<https://canvas.pointloma.edu/courses/74380/assignments/1051617>)

due by 11:30pm

 [Week 9-1 | Daily Video Response: Colby & Damon \(2015\)](#)
(<https://canvas.pointloma.edu/courses/74380/assignments/1051544>)

due by 11:59pm

 [Week 9-2 | Written Reading Response: Lapsley \(1995\) The](#)

[Moral Self \(in Moral Psychology, Ch. 12\)](#)

due by 11:30pm

Wed Oct 30, 2024

[\(https://canvas.pointloma.edu/courses/74380/assignments/1051619\)](https://canvas.pointloma.edu/courses/74380/assignments/1051619)

 [Week 9-2 | Daily Video Response: Lapsley \(1995\) Ch. 12](#)

due by 11:59pm

[\(https://canvas.pointloma.edu/courses/74380/assignments/1051543\)](https://canvas.pointloma.edu/courses/74380/assignments/1051543)

 [Week 10-1 | Daily Video Response: Hart & Fegley \(1995\)](#)

due by 11:59pm

[\(https://canvas.pointloma.edu/courses/74380/assignments/1051538\)](https://canvas.pointloma.edu/courses/74380/assignments/1051538)

Mon Nov 4, 2024

 [Week 10-1 | Written Reading Response: Hart & Fegley \(1995\) Prosocial behavior and caring in adolescence: Relations to self-understanding and social judgment](#)

due by 11:59pm

[\(https://canvas.pointloma.edu/courses/74380/assignments/1051575\)](https://canvas.pointloma.edu/courses/74380/assignments/1051575)

 [Week 10-2 | Daily Video Response: Walker & Frimer \(2009\)](#)

due by 11:59pm

[\(https://canvas.pointloma.edu/courses/74380/assignments/1051546\)](https://canvas.pointloma.edu/courses/74380/assignments/1051546)

Wed Nov 6, 2024

 [Week 10-2 | Written Reading Response: Ch. 10 - Walker & Frimer \(2009\) Moral personality exemplified](#)

due by 11:59pm

[\(https://canvas.pointloma.edu/courses/74380/assignments/1051577\)](https://canvas.pointloma.edu/courses/74380/assignments/1051577)

 [Week 11-1 | Daily Video Response: Frimer & Walker \(2009\)](#)

due by 11:59pm

[\(https://canvas.pointloma.edu/courses/74380/assignments/1051557\)](https://canvas.pointloma.edu/courses/74380/assignments/1051557)

Mon Nov 11, 2024

 [Week 11-1 | Written Reading Response: Frimer & Walker \(2009\) Reconciling the self and morality: An empirical model of moral centrality](#)

due by 11:59pm

[development.](#)

[\(https://canvas.pointloma.edu/courses/74380/assignments/1051579\)](https://canvas.pointloma.edu/courses/74380/assignments/1051579)



[Week 11-2 | Daily Video](#)

[Response: WONT YOU BE MY NEIGHBOR](#)

due by 11:59pm

[\(https://canvas.pointloma.edu/courses/74380/assignments/1051537\)](https://canvas.pointloma.edu/courses/74380/assignments/1051537)

Wed Nov 13, 2024



[Week 11-2 | Film Response:](#)

[Won't You Be My Neighbor](#)

[\(NEEDS TO BE FINALIZED\)](#)

[Copy](#)

due by 11:59pm

[\(https://canvas.pointloma.edu/courses/74380/assignments/1051580\)](https://canvas.pointloma.edu/courses/74380/assignments/1051580)



[Week 12-1 | Written](#)

[Reading Response: Aquino, K.,](#)

[Freeman, D., Reed II, A., Lim, V.](#)

[K., & Felps, W. \(2009\). Testing a](#)

[social-cognitive model of moral](#)

[behavior- the interactive](#)

[influence of situations and](#)

[moral identity centrality.](#)

due by 11:30pm

[\(https://canvas.pointloma.edu/courses/74380/assignments/1051583\)](https://canvas.pointloma.edu/courses/74380/assignments/1051583)

Mon Nov 18, 2024



[Week 12-1 | Daily Video](#)

[Response: Aquino, K.,](#)

[Freeman, D., Reed II, A., Lim, V.](#)

[K., & Felps, W. \(2009\).](#)

[\(https://canvas.pointloma.edu/courses/74380/assignments/1051556\)](https://canvas.pointloma.edu/courses/74380/assignments/1051556)

due by 11:59pm



[Week 12-2 | Daily Video](#)

[Response: Aquino, K.,](#)

[McFerran, B., & Laven, M.](#)

[\(2011\).](#)

[\(https://canvas.pointloma.edu/courses/74380/assignments/1051542\)](https://canvas.pointloma.edu/courses/74380/assignments/1051542)

due by 11:30pm

Wed Nov 20, 2024



[Week 12-2 | Written](#)

[Reading Response: Aquino, K.,](#)

[McFerran, B., & Laven, M.](#)

[\(2011\). Moral identity and the](#)

[experience of moral elevation](#)

[in response to acts of](#)

[uncommon goodness](#)

due by 11:59pm

[\(https://canvas.pointloma.edu/courses/74380/assignments/1051585\)](https://canvas.pointloma.edu/courses/74380/assignments/1051585)

Mon Nov 25, 2024	 Week 13-1 Daily Video Response: The Dark Knight https://canvas.pointloma.edu/courses/74380/assignments/1051545	due by 11:30pm
	 Week 13-1 Film Response: The Dark Knight and moral psychology https://canvas.pointloma.edu/courses/74380/assignments/1051586	due by 11:59pm
	 Week 14-1 Daily Video Response: Narvaez & Lapsley (2014) https://canvas.pointloma.edu/courses/74380/assignments/1051539	due by 11:59pm
Mon Dec 2, 2024	 Week 14-1 Written Reading Response: Narvaez & Lapsley (2014) Becoming a Moral Person – Moral Development and Moral Character Education as a Result of Social Interactions https://canvas.pointloma.edu/courses/74380/assignments/1051589	due by 11:59pm
Wed Dec 4, 2024	 Week 14-2 Daily Video Response: Hero https://canvas.pointloma.edu/courses/74380/assignments/1051535	due by 11:59pm
Sun Dec 8, 2024	 Reading Summary & Discussion Co-Leader #2 (20%) https://canvas.pointloma.edu/courses/74380/assignments/1051568	due by 11:59pm
Sun Dec 15, 2024	 Morality & Values in the Media Project (Paper - Due Sunday, December 10th, 2023) https://canvas.pointloma.edu/courses/74380/assignments/1051565	due by 11:59pm
	 Morality & Values in the Media Project (Presentation) https://canvas.pointloma.edu/courses/74380/assignments/1051566	due by 11:59am
Thu Dec 19, 2024	 Final Presentations - PSY3030-1 SP21 - Moral	

[Psychology and Cultural Values](#)

1:30pm to 4pm

https://canvas.pointloma.edu/calendar?event_id=157050&include_contexts=course_74380

 [\[DELETED\] Week 10-1 | Written Reading Summary: Hardy & Carlo \(2011\). Moral Identity - What Is It, How Does It Develop, and Is It Linked to Moral Action.](#)
<https://canvas.pointloma.edu/courses/74380/assignments/1051620>

 [\[DELETED\] Week 13-1 | Daily Video Response: Hero](#)
<https://canvas.pointloma.edu/courses/74380/assignments/1051541>

 [\[DELETED\] Week 13-1 | Film Response: Hero](#)
<https://canvas.pointloma.edu/courses/74380/assignments/1051621>

 [\[DELETED\] Week 4-2 | Daily Video Response: Haidt, J. \(2003\).](#)
<https://canvas.pointloma.edu/courses/74380/assignments/1051554>

 [\[DELETED\] Week 4-2 | Written Reading Summary: Haidt, J. \(2003\). The moral emotions \(download\)](#)
<https://canvas.pointloma.edu/courses/74380/assignments/1051622>

 [\[DELETED\] Week 5-1 | Daily Video Response: Emmons \(2009\)](#)
<https://canvas.pointloma.edu/courses/74380/assignments/1051553>

 [\[DELETED\] Week 5-1 | Written Reading Summary: Ch. 11 - Emmons \(2009\) Greatest of the virtues? Gratitude and the grateful personality \(reader\)](#)
<https://canvas.pointloma.edu/courses/74380/assignments/1051623>

 [\[DELETED\] Week 6-2 | Daily Video Response: Bloom \(2017\) Empathy and its discontents.](#)
(<https://canvas.pointloma.edu/courses/74380/assignments/1051550>)

 [\[DELETED\] Week 6-2 | Written Reading Summary - Bloom, P. \(2017\). Empathy and its discontents](#)
(<https://canvas.pointloma.edu/courses/74380/assignments/1051624>)

 [Act of Compassion \(5%\)](#)
(<https://canvas.pointloma.edu/courses/74380/assignments/1051563>)

 [DO NOT POST HERE YET: Watch Daily 10-Minute Article Summary \(by Reading Summary & Discussion Leader #2\) & Ask a Question](#)
(<https://canvas.pointloma.edu/courses/74380/assignments/1064533>)

 [FINAL EXAM WEEK | Participation: Final Presentations \(Part 3\)](#)
(<https://canvas.pointloma.edu/courses/74380/assignments/1051564>)

 [POST HERE: Watch Daily 10-Minute Article Summary \(by Reading Summary & Discussion Leader #1\) & Ask a Question](#)
(<https://canvas.pointloma.edu/courses/74380/assignments/1064532>)

 [Roll Call Attendance](#)
(<https://canvas.pointloma.edu/courses/74380/assignments/1051569>)

 [Week 1-2 | Participation: Kohlberg \(1984\) AND Kohlberg \(1977\)](#)
(<https://canvas.pointloma.edu/courses/74380/assignments/1051572>)

 [Week 10-1 | Participation:](#)

[Hart & Fegley \(1996\)](#)

<https://canvas.pointloma.edu/courses/74380/assignments/1051574>

 [Week 10-2 | Participation:](#)

[Walker & Frimer \(2009\)](#)

<https://canvas.pointloma.edu/courses/74380/assignments/1051576>

 [Week 11-1 | Participation:](#)

[Frimer & Walker \(2009\)](#)

<https://canvas.pointloma.edu/courses/74380/assignments/1051578>

 [Week 11-2 | Participation:](#)

[Won't You Be My Neighbor](#)

<https://canvas.pointloma.edu/courses/74380/assignments/1051581>

 [Week 12-1 | Participation:](#)

[Aquino, K., Freeman, D., Reed](#)

[II, A., Lim, V. K., & Felps, W.](#)

[\(2009\).](#)

<https://canvas.pointloma.edu/courses/74380/assignments/1051582>

 [Week 12-2 | Participation:](#)

[Aquino, K., McFerran, B., &](#)

[Laven, M. \(2011\).](#)

<https://canvas.pointloma.edu/courses/74380/assignments/1051584>

 [Week 13-1 | Participation:](#)

[The Dark Knight and moral](#)

[psychology](#)

<https://canvas.pointloma.edu/courses/74380/assignments/1051587>

 [Week 14-1 | Participation:](#)

[Narvaez & Lapsley \(2014\)](#)

<https://canvas.pointloma.edu/courses/74380/assignments/1051588>

 [Week 14-2 | Participation:](#)

[“Hero” and moral psychology](#)

<https://canvas.pointloma.edu/courses/74380/assignments/1051590>

 [Week 2-1 | Participation:](#)

[Gilligan & Attanucci \(1988\)](#)

<https://canvas.pointloma.edu/courses/74380/assignments/1051591>

 [Week 2-2 | Participation: Schwartz \(2012\)](#)
(<https://canvas.pointloma.edu/courses/74380/assignments/1051593>)

 [Week 3-1 | Participation: Sanderson & McQuillan \(2017\)](#)
(<https://canvas.pointloma.edu/courses/74380/assignments/1051595>)

 [Week 3-2 | Participation: Haidt \(2001\)](#)
(<https://canvas.pointloma.edu/courses/74380/assignments/1051597>)

 [Week 4-1 | Participation: Haidt & Graham \(2007\)](#)
(<https://canvas.pointloma.edu/courses/74380/assignments/1051599>)

 [Week 4-2 | Participation: Batson, Fultz & Schoenrade \(1987\).](#)
(<https://canvas.pointloma.edu/courses/74380/assignments/1051601>)

 [Week 5-1 | Participation: Batson, Klein, Highberger & Shaw \(1995\).](#)
(<https://canvas.pointloma.edu/courses/74380/assignments/1051603>)

 [Week 5-2 | Participation: Graham, J., Waytz, A., Meindl, P., Iyer, R., & Young, L. \(2017\).](#)
(<https://canvas.pointloma.edu/courses/74380/assignments/1051605>)

 [Week 6-1 | Participation: Narvaez \(2009\).](#)
(<https://canvas.pointloma.edu/courses/74380/assignments/1051607>)

 [Week 6-2 | Participation: Cameron & Rapier \(2017\).](#)
(<https://canvas.pointloma.edu/courses/74380/assignments/1051609>)

 [Week 7-1 | Participation: Narvaez \(2013\)](#)

<https://canvas.pointloma.edu/courses/74380/assignments/1051611>



**[Week 7-2 | Participation:
Moral Dilemma](#)**

<https://canvas.pointloma.edu/courses/74380/assignments/1051613>



**[Week 8-1 | Participation:
Colby, Damon, Killen & Hart
\(1999\)](#)**

<https://canvas.pointloma.edu/courses/74380/assignments/1051614>



**[Week 9-1 | Participation:
Colby & Damon \(2015\)](#)**

<https://canvas.pointloma.edu/courses/74380/assignments/1051616>



**[Week 9-2 | Participation:
Lapsley \(1995\) Ch. 12](#)**

<https://canvas.pointloma.edu/courses/74380/assignments/1051618>



**[WK 15-1 | Participation:
Final Presentations \(Part 1\)](#)**

<https://canvas.pointloma.edu/courses/74380/assignments/1051570>



**[WK 15-2 | Participation:
Final Presentations \(Part 2\)](#)**

<https://canvas.pointloma.edu/courses/74380/assignments/1051571>
