

Course Syllabus

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Department of Psychology
PSY3030 Moral Psychology
and Cultural Values

4 Units

SPRING 2021

Instructor: Dr. Ross Oakes Mueller

Phone: 619.849.2905

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

Office Hours: [click here to schedule a Zoom meeting during my office hours](#)

<https://www.google.com/calendar/selfsched?>

[sstoken=UUhnNHJkMkNwcEFUfGRIZmF1bHR8OTFiNjhkZDM0NzRINTRIMWE5M2E2NjVIYWM1ZjJjZWQ](https://www.google.com/calendar/selfsched?sstoken=UUhnNHJkMkNwcEFUfGRIZmF1bHR8OTFiNjhkZDM0NzRINTRIMWE5M2E2NjVIYWM1ZjJjZWQ)

Class Meeting via Zoom: Tuesday & Thursday

3:00 p.m. - 4:50 p.m. Pacific Standard Time (Remote)

3:55 p.m - 4:45 p.m. PST (In-Person when available)

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.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

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. (2021). PSY3030 Moral Psychology and Cultural Values. [Cognella Custom Prints \(https://store.cognella.com/23282\)](https://store.cognella.com/23282)
- 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 fourteen weeks. (Based on 37.5 hours of student engagement per credit hour.). Specific details about how the class meets the credit hour requirement can be provided upon request.

Distribution of Student Learning Hours

Category	Time Expectation in Hours
Class Meetings via Zoom	27
Reading Assignments	53
Written Assignments	50
Other Assignments & Learning Activities	30
Total Hours	150

ASSESSMENT AND GRADING

Student grades will be posted in the Canvas grade book no later than midnight on Tuesday of each week beginning in Week Two of this course. 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%
Total	<u>100%</u>

Written Reading Summary (10%)

By Midnight (12:00am) on the night before each class session you will turn in a **Written Reading Summary** 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 a brief (one- to two-paragraph) summary of the main ideas of the article.

The best papers are those that:

1. Go well beyond the abstract of the article
2. Accurately identify and describe some of the key theoretical arguments of the paper
3. (For empirical articles) accurately describe key methods and findings from the study

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 \(https://youtu.be/bM_ka70IINw\)](https://youtu.be/bM_ka70IINw)
- [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](#); [CLICK HERE FOR ANOTHER](#)**). 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](#)**. 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](#)** (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](#)**, 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.

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>) 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. Following that, you will receive a 20% deduction. 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 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. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies \(http://catalog.pointloma.edu/content.php?catoid=18&navoid=1278\)](http://catalog.pointloma.edu/content.php?catoid=18&navoid=1278) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu (<mailto:DRC@pointloma.edu>) or 619-849-2486). The DRC's policies and

procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

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 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 the appropriate grade for your work and participation.

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 Spiritual Development](https://www.pointloma.edu/offices/spiritual-development) (<https://www.pointloma.edu/offices/spiritual-development>)

USE OF TECHNOLOGY




In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information.









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

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
Tue Mar 2, 2021	 A - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group A) https://canvas.pointloma.edu/calendar?event_id=78124&include_contexts=course_54676	3pm to 3:45pm
Wed Mar 3, 2021	 Week 1-2 Daily Video Response: Kohlberg (1984) AND Kohlberg (1977) https://canvas.pointloma.edu/courses/54676/assignments/610632	due by 11:59pm
Wed Mar 3, 2021	 Week 1-2 Written Reading Summary: Kohlberg (1984). Moral stages and moralization. (pp. 183-205) AND Kohlberg (1977) Moral development: A review of the theory (download) https://canvas.pointloma.edu/courses/54676/assignments/608207	due by 11:59pm








Date	Details	Due
Thu Mar 4, 2021	 A - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group A) https://canvas.pointloma.edu/calendar?event_id=78125&include_contexts=course_54676	3pm to 3:45pm
Mon Mar 8, 2021	 Week 2-1 Daily Video Response: Colby, Damon, Killen & Hart (1999) https://canvas.pointloma.edu/courses/54676/assignments/612229	due by 11:59pm
Mon Mar 8, 2021	 Week 2-1 Written Reading Summary: Colby, Damon, Killen & Hart (1999). The development of extraordinary moral commitment (reader) https://canvas.pointloma.edu/courses/54676/assignments/608209	due by 11:59pm
Tue Mar 9, 2021	 A - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group A) https://canvas.pointloma.edu/calendar?event_id=78126&include_contexts=course_54676	3pm to 3:45pm
Tue Mar 9, 2021	 B - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group B) https://canvas.pointloma.edu/calendar?event_id=78153&include_contexts=course_54676	4pm to 4:45pm
Tue Mar 9, 2021	 Reading Summary & Discussion Co-Leader #1 (10%) https://canvas.pointloma.edu/courses/54676/assignments/608184	due by 11:59pm
Wed Mar 10, 2021	 Week 2-2 Daily Video Response: Gilligan & Attanucci (1988) https://canvas.pointloma.edu/courses/54676/assignments/608238	due by 11:59pm
Wed Mar 10, 2021	 Week 2-2 Written Reading Summary: Gilligan & Attanucci (1988) Two Moral Orientations: Gender Differences and Similarities. (download) https://canvas.pointloma.edu/courses/54676/assignments/608211	due by 11:59pm


Date	Details	Due
Thu Mar 11, 2021	 A - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group A) https://canvas.pointloma.edu/calendar?event_id=78127&include_contexts=course_54676	3pm to 3:45pm
	 B - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group B) https://canvas.pointloma.edu/calendar?event_id=78154&include_contexts=course_54676	4pm to 4:45pm
Mon Mar 15, 2021	 Week 3-1 Daily Video Response: Schwartz (2012) https://canvas.pointloma.edu/courses/54676/assignments/619818	due by 11:59pm
	 Week 3-1 Written Reading Summary: Schwartz (2012) An overview of the Schwartz theory of basic values. https://canvas.pointloma.edu/courses/54676/assignments/608212	due by 11:59pm
Tue Mar 16, 2021	 A - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group A) https://canvas.pointloma.edu/calendar?event_id=78128&include_contexts=course_54676	3pm to 3:45pm
	 B - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group B) https://canvas.pointloma.edu/calendar?event_id=78155&include_contexts=course_54676	4pm to 4:45pm
Wed Mar 17, 2021	 Week 3-2 Daily Video Response: Haidt (2001). The Emotional Dog and Its Rational Tail https://canvas.pointloma.edu/courses/54676/assignments/620283	due by 11:59pm
	 Week 3-2 Written Reading Summary: Haidt (2001). The Emotional Dog and Its Rational Tail. https://canvas.pointloma.edu/courses/54676/assignments/608215	due by 11:59pm





Date	Details	Due
Thu Mar 18, 2021	 A - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group A) https://canvas.pointloma.edu/calendar?event_id=78129&include_contexts=course_54676	3pm to 3:45pm
	 B - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group B) https://canvas.pointloma.edu/calendar?event_id=78156&include_contexts=course_54676	4pm to 4:45pm
Mon Mar 22, 2021	 Week 4-1 Daily Video Response: Haidt & Graham (2007) https://canvas.pointloma.edu/courses/54676/assignments/621496	due by 11:59pm
	 Week 4-1 Written Reading Summary: Haidt & Graham (2007). When Morality Opposes Justice https://canvas.pointloma.edu/courses/54676/assignments/608217	due by 11:59pm
Tue Mar 23, 2021	 A - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group A) https://canvas.pointloma.edu/calendar?event_id=78130&include_contexts=course_54676	3pm to 3:45pm
	 B - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group B) https://canvas.pointloma.edu/calendar?event_id=78157&include_contexts=course_54676	4pm to 4:45pm
Wed Mar 24, 2021	 Week 4-2 Daily Video Response: Haidt, J. (2003) https://canvas.pointloma.edu/courses/54676/assignments/621497	due by 11:59pm
	 Week 4-2 Written Reading Summary: Haidt, J. (2003). The moral emotions (download) https://canvas.pointloma.edu/courses/54676/assignments/608219	due by 11:59pm









Date	Details	Due
Thu Mar 25, 2021	 A - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group A) (https://canvas.pointloma.edu/calendar?event_id=78131&include_contexts=course_54676)	3pm to 3:45pm
	 B - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group B) (https://canvas.pointloma.edu/calendar?event_id=78158&include_contexts=course_54676)	4pm to 4:45pm
Mon Mar 29, 2021	 Week 5-1 Daily Video Response: Emmons (2009) (https://canvas.pointloma.edu/courses/54676/assignments/621561)	due by 11:59pm
	 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/54676/assignments/608222)	due by 11:59pm
Tue Mar 30, 2021	 A - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group A) (https://canvas.pointloma.edu/calendar?event_id=78132&include_contexts=course_54676)	3pm to 3:45pm
	 B - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group B) (https://canvas.pointloma.edu/calendar?event_id=78159&include_contexts=course_54676)	4pm to 4:45pm
Thu Apr 1, 2021	 A - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group A) (https://canvas.pointloma.edu/calendar?event_id=78133&include_contexts=course_54676)	3pm to 3:45pm
	 B - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group B) (https://canvas.pointloma.edu/calendar?event_id=78160&include_contexts=course_54676)	4pm to 4:45pm

Date	Details	Due
Mon Apr 5, 2021	 Week 6-1 Daily Video Response: Batson, Fultz & Schoenrade (1987). Distress and Empathy. https://canvas.pointloma.edu/courses/54676/assignments/621570	due by 11:59pm
	 Week 6-1 Written Reading Summary: Batson, Fultz & Schoenrade (1987). Distress and Empathy. https://canvas.pointloma.edu/courses/54676/assignments/608224	due by 11:59pm
Tue Apr 6, 2021	 A - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group A) https://canvas.pointloma.edu/calendar?event_id=78134&include_contexts=course_54676	3pm to 3:45pm
	 B - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group B) https://canvas.pointloma.edu/calendar?event_id=78161&include_contexts=course_54676	4pm to 4:45pm
Wed Apr 7, 2021	 Week 6-2 Daily Video Response: Batson, Klein, Highberger & Shaw (1995). https://canvas.pointloma.edu/courses/54676/assignments/621571	due by 11:59pm
	 Week 6-2 Written Reading Summary: Batson, Klein, Highberger & Shaw (1995). Immorality From Empathy-Induced Altruism https://canvas.pointloma.edu/courses/54676/assignments/608226	due by 11:59pm
Thu Apr 8, 2021	 A - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group A) https://canvas.pointloma.edu/calendar?event_id=78135&include_contexts=course_54676	3pm to 3:45pm








Date	Details	Due
Mon Apr 12, 2021	 B - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group B) https://canvas.pointloma.edu/calendar?event_id=78162&include_contexts=course_54676	4pm to 4:45pm
Mon Apr 12, 2021	 Week 7-1 Daily Video Response: Bloom (2017) Empathy and its discontents. https://canvas.pointloma.edu/courses/54676/assignments/623734	due by 11:59pm
Mon Apr 12, 2021	 Week 7-1 Written Reading Summary: Bloom, P. (2017). Empathy and its discontents https://canvas.pointloma.edu/courses/54676/assignments/608228	due by 11:59pm
Tue Apr 13, 2021	 A - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group A) https://canvas.pointloma.edu/calendar?event_id=78136&include_contexts=course_54676	3pm to 3:45pm
Tue Apr 13, 2021	 B - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group B) https://canvas.pointloma.edu/calendar?event_id=78163&include_contexts=course_54676	4pm to 4:45pm
Wed Apr 14, 2021	 Week 7-2 Daily Video Response: Graham, J., Waytz, A., Meindl, P., Iyer, R., & Young, L. (2017). https://canvas.pointloma.edu/courses/54676/assignments/623735	due by 11:59pm
Wed Apr 14, 2021	 Week 7-2 Written Reading Summary: Graham, J., Waytz, A., Meindl, P., Iyer, R., & Young, L. (2017). Centripetal and centrifugal forces in the moral circle: Competing constraints on moral learning. https://canvas.pointloma.edu/courses/54676/assignments/608230	due by 11:59pm










Date	Details	Due
Thu Apr 15, 2021	 A - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group A) https://canvas.pointloma.edu/calendar?event_id=78137&include_contexts=course_54676	3pm to 3:45pm
	 B - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group B) https://canvas.pointloma.edu/calendar?event_id=78164&include_contexts=course_54676	4pm to 4:45pm
Mon Apr 19, 2021	 Week 8-1 Daily Video Response: Cameron & Rapier (2017) https://canvas.pointloma.edu/courses/54676/assignments/623736	due by 11:59pm
	 Week 8-1 Written Reading Summary: Cameron & Rapier (2017) Compassion is a motivated choice (coursepack/reader) https://canvas.pointloma.edu/courses/54676/assignments/608232	due by 11:59pm
Tue Apr 20, 2021	 A - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group A) https://canvas.pointloma.edu/calendar?event_id=78138&include_contexts=course_54676	3pm to 3:45pm
	 B - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group B) https://canvas.pointloma.edu/calendar?event_id=78165&include_contexts=course_54676	4pm to 4:45pm
Wed Apr 21, 2021	 Week 8-2 Daily Video Response: Narvaez (2009) https://canvas.pointloma.edu/courses/54676/assignments/623737	due by 11:59pm
	 Week 8-2 Written Reading Summary: Ch. 6 - Narvaez (2009) Triune Ethics Theory and Moral Personality (book) https://canvas.pointloma.edu/courses/54676/assignments/608234	due by 11:59pm









Date	Details	Due
Thu Apr 22, 2021	 A - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group A) https://canvas.pointloma.edu/calendar?event_id=78139&include_contexts=course_54676	3pm to 3:45pm
	 B - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group B) https://canvas.pointloma.edu/calendar?event_id=78166&include_contexts=course_54676	4pm to 4:45pm
Mon Apr 26, 2021	 Week 9-1 Daily Video Response: Colby & Damon (2015). https://canvas.pointloma.edu/courses/54676/assignments/623740	due by 11:59pm
	 Week 9-1 Written Reading Summary: Colby & Damon (2015). Toward a Moral Psychology in Full (special download ... see instructions in assignment) https://canvas.pointloma.edu/courses/54676/assignments/608188	due by 11:59pm
Tue Apr 27, 2021	 A - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group A) https://canvas.pointloma.edu/calendar?event_id=78140&include_contexts=course_54676	3pm to 3:45pm
	 B - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group B) https://canvas.pointloma.edu/calendar?event_id=78167&include_contexts=course_54676	4pm to 4:45pm
Wed Apr 28, 2021	 Week 9-2 Daily Video Response: Hardy & Carlo (2011). https://canvas.pointloma.edu/courses/54676/assignments/623741	due by 11:59pm
	 Week 9-2 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/54676/assignments/608190	due by 11:59pm











Date	Details	Due
Thu Apr 29, 2021	 A - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group A) https://canvas.pointloma.edu/calendar?event_id=78141&include_contexts=course_54676	3pm to 3:45pm
	 B - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group B) https://canvas.pointloma.edu/calendar?event_id=78168&include_contexts=course_54676	4pm to 4:45pm
Mon May 3, 2021	 Week 10-1 Daily Video Response: Walker & Frimer (2009) https://canvas.pointloma.edu/courses/54676/assignments/623738	due by 11:59pm
	 Week 10-1 Written Reading Summary: Ch. 10 - Walker & Frimer (2009) Moral personality exemplified https://canvas.pointloma.edu/courses/54676/assignments/608192	due by 11:59pm
Tue May 4, 2021	 A - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group A) https://canvas.pointloma.edu/calendar?event_id=78142&include_contexts=course_54676	3pm to 3:45pm
	 B - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group B) https://canvas.pointloma.edu/calendar?event_id=78169&include_contexts=course_54676	4pm to 4:45pm
Wed May 5, 2021	 Week 10-2 Daily Video Response: The Dark Knight https://canvas.pointloma.edu/courses/54676/assignments/623739	due by 11:59pm
	 Week 10-2 Film Response: The Dark Knight and moral psychology https://canvas.pointloma.edu/courses/54676/assignments/608235	due by 11:59pm












Date	Details	Due
Thu May 6, 2021	 A - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group A) https://canvas.pointloma.edu/calendar?event_id=78143&include_contexts=course_54676	3pm to 3:45pm
	 B - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group B) https://canvas.pointloma.edu/calendar?event_id=78170&include_contexts=course_54676	4pm to 4:45pm
Mon May 10, 2021	 Week 11-1 Daily Video Response: Frimer & Walker (2009) https://canvas.pointloma.edu/courses/54676/assignments/621494	due by 11:59pm
	 Week 11-1 Written Reading Summary: Frimer & Walker (2009) Reconciling the self and morality: An empirical model of moral centrality development. https://canvas.pointloma.edu/courses/54676/assignments/608194	due by 11:59pm
Tue May 11, 2021	 A - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group A) https://canvas.pointloma.edu/calendar?event_id=78144&include_contexts=course_54676	3pm to 3:45pm
	 B - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group B) https://canvas.pointloma.edu/calendar?event_id=78171&include_contexts=course_54676	4pm to 4:45pm
Wed May 12, 2021	 Week 11-2 Daily Video Response: Aquino, K., Freeman, D., Reed II, A., Lim, V. K., & Felps, W. (2009). https://canvas.pointloma.edu/courses/54676/assignments/621495	due by 11:59pm











Date	Details	Due
Thu May 13, 2021	 Week 11-2 Written Reading Summary: 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. (https://canvas.pointloma.edu/courses/54676/assignments/608198)	due by 11:59pm
	 A - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group A) (https://canvas.pointloma.edu/calendar?event_id=78145&include_contexts=course_54676)	3pm to 3:45pm
	 B - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group B) (https://canvas.pointloma.edu/calendar?event_id=78172&include_contexts=course_54676)	4pm to 4:45pm
Mon May 17, 2021	 Week 12-1 Daily Video Response: Aquino, K., McFerran, B., & Laven, M. (2011). (https://canvas.pointloma.edu/courses/54676/assignments/623742)	due by 11:59pm
	 Week 12-1 Written Reading Summary: Aquino, K., McFerran, B., & Laven, M. (2011). Moral identity and the experience of moral elevation in response to acts of uncommon goodness (https://canvas.pointloma.edu/courses/54676/assignments/608200)	due by 11:59pm
Tue May 18, 2021	 A - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group A) (https://canvas.pointloma.edu/calendar?event_id=78146&include_contexts=course_54676)	3pm to 3:45pm
	 B - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group B) (https://canvas.pointloma.edu/calendar?event_id=78173&include_contexts=course_54676)	4pm to 4:45pm



Date	Details	Due
Wed May 19, 2021	 Week 12-2 Daily Video Response: Hero https://canvas.pointloma.edu/courses/54676/assignments/623743	due by 11:59pm
	 Week 12-2 Film Response: Hero https://canvas.pointloma.edu/courses/54676/assignments/608196	due by 11:59pm
Thu May 20, 2021	 A - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group A) https://canvas.pointloma.edu/calendar?event_id=78147&include_contexts=course_54676	3pm to 3:45pm
	 B - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group B) https://canvas.pointloma.edu/calendar?event_id=78174&include_contexts=course_54676	4pm to 4:45pm
Mon May 24, 2021	 Week 13-1 Daily Video Response: Narvaez (2013) https://canvas.pointloma.edu/courses/54676/assignments/623744	due by 11:59pm
	 Week 13-1 Written Reading Summary: Narvaez (2013) Neurobiology and moral mindset https://canvas.pointloma.edu/courses/54676/assignments/608202	due by 11:59pm
Tue May 25, 2021	 A - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group A) https://canvas.pointloma.edu/calendar?event_id=78148&include_contexts=course_54676	3pm to 3:45pm
	 B - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group B) https://canvas.pointloma.edu/calendar?event_id=78175&include_contexts=course_54676	4pm to 4:45pm
Wed May 26, 2021	 Week 13-2 Daily Video Response: Narvaez & Lapsley (2014) https://canvas.pointloma.edu/courses/54676/assignments/623745	due by 11:59pm

Date	Details	Due
	 Week 13-2 Participation: Narvaez & Lapsley (2014) https://canvas.pointloma.edu/courses/54676/assignments/608203	due by 11:59pm
	 Week 13-2 Written Reading Summary: Narvaez & Lapsley (2014) Becoming a Moral Person – Moral Development and Moral Character Education as a Result of Social Interactions https://canvas.pointloma.edu/courses/54676/assignments/608204	due by 11:59pm
Thu May 27, 2021	 A - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group A) https://canvas.pointloma.edu/calendar?event_id=78149&include_contexts=course_54676	3pm to 3:45pm
	 B - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group B) https://canvas.pointloma.edu/calendar?event_id=78176&include_contexts=course_54676	4pm to 4:45pm
	 A - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group A) https://canvas.pointloma.edu/calendar?event_id=78150&include_contexts=course_54676	3pm to 3:45pm
Tue Jun 1, 2021	 B - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group B) https://canvas.pointloma.edu/calendar?event_id=78177&include_contexts=course_54676	4pm to 4:45pm
	 Final Oral Presentation (Morality & Values in the Media) - Part 1 https://canvas.pointloma.edu/courses/54676/assignments/608181	due by 11:59pm
Thu Jun 3, 2021	 A - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group A) https://canvas.pointloma.edu/calendar?event_id=78151&include_contexts=course_54676	3pm to 3:45pm

Date	Details	Due
	 B - PSY3030-1 SP21 - Moral Psychology and Cultural Values (Group B) (https://canvas.pointloma.edu/calendar?event_id=78178&include_contexts=course_54676)	4pm to 4:45pm
	 Final Oral Presentation (Morality & Values in the Media) - Part 2 (https://canvas.pointloma.edu/courses/54676/assignments/623835)	due by 11:59pm
	 Act of Compassion (5%) (https://canvas.pointloma.edu/courses/54676/assignments/608180)	
	 Morality & Values in the Media Project (https://canvas.pointloma.edu/courses/54676/assignments/608183)	
	 Reading Summary & Discussion Co-Leader #2 (20%) (https://canvas.pointloma.edu/courses/54676/assignments/608185)	
	 Roll Call Attendance (https://canvas.pointloma.edu/courses/54676/assignments/608186)	
	 Week 1-2 Participation: Kohlberg (1984) AND Kohlberg (1977) (https://canvas.pointloma.edu/courses/54676/assignments/608206)	
	 Week 10-1 Participation: Walker & Frimer (2009) (https://canvas.pointloma.edu/courses/54676/assignments/608191)	
	 Week 10-2 Participation: The Dark Knight and moral psychology (https://canvas.pointloma.edu/courses/54676/assignments/608236)	
	 Week 11-1 Participation: Frimer & Walker (2009) (https://canvas.pointloma.edu/courses/54676/assignments/608193)	

Date	Details	Due
	<p> Week 11-2 Participation: Aquino, K., Freeman, D., Reed II, A., Lim, V. K., & Felps, W. (2009). (https://canvas.pointloma.edu/courses/54676/assignments/608197)</p>	
	<p> Week 12-1 Participation: Aquino, K., McFerran, B., & Laven, M. (2011). (https://canvas.pointloma.edu/courses/54676/assignments/608199)</p>	
	<p> Week 12-2 Participation: Hero (film) (https://canvas.pointloma.edu/courses/54676/assignments/608195)</p>	
	<p> Week 13-1 Participation: Narvaez (2013). (https://canvas.pointloma.edu/courses/54676/assignments/608201)</p>	
	<p> Week 15 Participation (https://canvas.pointloma.edu/courses/54676/assignments/608205)</p>	
	<p> Week 2-1 Participation: Colby, Damon, Killen & Hart (1999). (https://canvas.pointloma.edu/courses/54676/assignments/608208)</p>	
	<p> Week 2-2 Participation: Gilligan & Attanucci (1988). (https://canvas.pointloma.edu/courses/54676/assignments/608210)</p>	
	<p> Week 3-1 Participation: Schwartz (2012) (https://canvas.pointloma.edu/courses/54676/assignments/608213)</p>	
	<p> Week 3-2 Participation: Haidt (2001). (https://canvas.pointloma.edu/courses/54676/assignments/608214)</p>	
	<p> Week 4-1 Participation: Haidt & Graham (2007). (https://canvas.pointloma.edu/courses/54676/assignments/608216)</p>	
	<p> Week 4-2 Participation: Haidt, J. (2003). (https://canvas.pointloma.edu/courses/54676/assignments/608218)</p>	

Date	Details	Due
	 Week 5-1 Participation: Emmons (2009) (https://canvas.pointloma.edu/courses/54676/assignments/608221)	
	 Week 5-2 Participation: (https://canvas.pointloma.edu/courses/54676/assignments/621567)	
	 Week 6-1 Participation: Batson, Fultz & Schoenrade (1987). (https://canvas.pointloma.edu/courses/54676/assignments/608223)	
	 Week 6-2 Participation: Batson, Klein, Highberger & Shaw (1995). (https://canvas.pointloma.edu/courses/54676/assignments/608225)	
	 Week 7-1 Participation: Bloom, P. (2017). (https://canvas.pointloma.edu/courses/54676/assignments/608227)	
	 Week 7-2 Participation: Graham, J., Waytz, A., Meindl, P., Iyer, R., & Young, L. (2017). (https://canvas.pointloma.edu/courses/54676/assignments/608229)	
	 Week 8-1 Participation: Cameron & Rapier (2017). (https://canvas.pointloma.edu/courses/54676/assignments/608231)	
	 Week 8-2 Participation: Narvaez (2009). (https://canvas.pointloma.edu/courses/54676/assignments/608233)	
	 Week 9-1 Participation: Colby & Damon (2015) (https://canvas.pointloma.edu/courses/54676/assignments/608187)	
	 Week 9-2 Participation: Hardy & Carlo (2011) (https://canvas.pointloma.edu/courses/54676/assignments/608189)	

Date	Details	Due
	 WK 14-1 Participation: Final Presentations (Part 1) (https://canvas.pointloma.edu/courses/54676/assignments/608182)	
	 WK 14-2 Participation: Final Presentations (Part 2) (https://canvas.pointloma.edu/courses/54676/assignments/620285)	