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Department of Psychology
PSY3030-1 Moral Psychology
and Cultural Values
4 Units

FALL 2022

Instructor: Dr. Ross Oakes Mueller

Phone: 619.849.2905

Email: rossoakesmueller@pointloma.edu 
 (<https://mail.google.com/mail/?view=cm&fs=1&tf=1&to=rossoakesmueller@pointloma.edu>)

Office Hours: [click here to schedule a Zoom meeting during my office hours](#)
 (<https://www.google.com/calendar/selfsched?sstoken=UUhnNHJkMkNwcEFUfGRIZmF1bHR8OTFiNjhkZDM0NzRINTRIMWE5M2E2NjVIYWM1ZjJjZWQ>)

Class Meeting: Tuesday & Thursday

1:30-3:15 - Taylor 312

(or outdoor location TBD)

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. (2022). *PSY3030 Moral Psychology and Cultural Values*. [Cognella Custom Prints](https://store.cognella.com/24664)
 (<https://store.cognella.com/24664>)

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	53
Reading Assignments	53
Written Assignments	26
Other Assignments & Learning Activities	18
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:

Assignment	Grade
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	100%

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](https://canvas.pointloma.edu/courses/63068/files/5474642/download?download_frd=1) ; [CLICK HERE FOR ANOTHER](https://canvas.pointloma.edu/courses/63068/files/5474626/download?download_frd=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,

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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](#)

(https://canvas.pointloma.edu/courses/63068/files/5474649/download?download_frd=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](#)**, 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

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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.

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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. 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>) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center

(EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

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 and/or if they do not wish to utilize some or all of the elements of their AP in that course.

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.

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.

<https://canvas.pointloma.edu/courses/63068/assignments/syllabus/9/18>

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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
Mon Sep 5, 2022	Week 2-1 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/63068/assignments/795054	Week 2-1 Daily Video Response: Hart (1999). The development of extraordinary moral commitment (reader) https://canvas.pointloma.edu/courses/63068/assignments/795073 due by 11:59pm
Wed Sep 7, 2022	Week 2-2 Daily Video Response: Colby, Damon, Killen & Hart (1999) https://canvas.pointloma.edu/courses/63068/assignments/795041	due by 11:59pm
Mon Sep 12, 2022	Kohlberg (1984) AND Kohlberg (1977) https://canvas.pointloma.edu/courses/63068/assignments/795042 Week 2-2 Written Reading Summary: Colby, Damon, Killen & Gilligan & Attanucci (1988) https://canvas.pointloma.edu/courses/63068/assignments/795043	due by 11:59pm
	Week 3-1 Daily Video Response:	

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Date Details Due

[Week 3-1 | Written Reading](#)

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

[Two Moral Orientations: Gender](#)

[Differences and Similarities.](#)

[\(download\)](#)

due by 11:59pm

<https://canvas.pointloma.edu/courses/63068/assignments/795075>

[Reading Summary & Discussion](#)

Tue Sep 13, 2022

[Co-Leader #1 \(10%\)](#)

<https://canvas.pointloma.edu/courses/63068/assignments/795048> due by 11:59pm due by 11:59pm

[Week 3-2 | Daily Video Response:](#)

[Schwartz \(2012\)](#)

<https://canvas.pointloma.edu/courses/63068/assignments/795040>

Wed Sep 14, 2022

Mon Sep 19, 2022

Wed Sep 21, 2022 Mon Sep 26, 2022

[Week 3-2 | Written Reading](#)

[Summary: Schwartz \(2012\) An overview of the Schwartz theory of basic values.](#)

<https://canvas.pointloma.edu/courses/63068/assignments/795076>

[Week 4-1 | Daily Video Response:](#)

[Haidt \(2001\). The Emotional Dog and Its Rational Tail](#)

<https://canvas.pointloma.edu/courses/63068/assignments/795039>

[Week 4-1 | Written Reading](#)

[Summary: Haidt \(2001\). The Emotional Dog and Its Rational Tail.](#)

<https://canvas.pointloma.edu/courses/63068/assignments/795079>

[Week 4-2 | Daily Video Response:](#)

[Haidt & Graham \(2007\)](#)

<https://canvas.pointloma.edu/courses/63068/assignments/795036>

[Week 4-2 | Written Reading](#)

[Summary: Haidt & Graham \(2007\).](#)

[When Morality Opposes Justice](#)

<https://canvas.pointloma.edu/courses/63068/assignments/795081>

[Week 5-1 | Daily Video Response:](#)

[Haidt, J. \(2003\).](#)

<https://canvas.pointloma.edu/courses/63068/assignments/795035>

[Week 5-1 | Written Reading](#)

[Summary: Haidt, J. \(2003\). The moral emotions \(download\)](#)

<https://canvas.pointloma.edu/courses/63068/assignments/795083>

due by 11:59pm

due by 11:59pm

due by 11:59pm due by 11:59pm due by 11:59pm due by 11:59pm due by 11:59pm

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Date Details Due [Week 5-2 | Daily Video Response:](#)

Wed Sep 28, 2022 Mon Oct 3, 2022

[Week 6-1 | Written Reading](#)

[Summary: Batson, Fultz & Schoenrade \(1987\). Distress and Empathy](#)
<https://canvas.pointloma.edu/courses/63068/assignments/795088>

[Summary: Bloom, P. \(2017\). Empathy and its discontents](#)
<https://canvas.pointloma.edu/courses/63068/assignments/795092>
due by 11:59pm due by 11:59pm

[Week 6-1 | Daily Video Response:](#)

[Batson, Fultz & Schoenrade \(1987\). Distress and Empathy](#)
<https://canvas.pointloma.edu/courses/63068/assignments/795033>

due by 11:30pm

Wed Oct 5, 2022 Mon Oct 10, 2022

[Week 6-2 | Daily Video Response:](#)

[Batson, Klein, Highberger & Shaw \(1995\)](#)
<https://canvas.pointloma.edu/courses/63068/assignments/795032>

due by 11:59pm 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/63068/assignments/795090>

due by 11:59pm

[Emmons \(2009\)](#)
<https://canvas.pointloma.edu/courses/63068/assignments/795034>

due by 11:59pm due by 11:59pm

[Week 5-2 | Written Reading](#)

[Summary: Ch. 11 - Emmons \(2009\) Greatest of the virtues? Gratitude and the grateful personality \(reader\)](#)
<https://canvas.pointloma.edu/courses/63068/assignments/795085>

[Week 7-1 | Daily Video Response:](#)

[Bloom \(2017\) Empathy and its discontents.](#)
<https://canvas.pointloma.edu/courses/63068/assignments/795031>

[Week 7-1 | Written Reading](#)

Wed Oct 12, 2022 [Week 7-2 | Daily Video Response:](#))

[Graham, J., Waytz, A., Meindl, P., Iyer, R., & Young, L. \(2017\).](#)
<https://canvas.pointloma.edu/courses/63068/assignments/795030>

due by 11:59pm

<https://canvas.pointloma.edu/courses/63068/assignments/syllabus> 12/18

9/1/22, 9:53 AM Syllabus for PSY3030-1 FA22 - Moral Psychology And Cultural Values

Date Details Due

[Week 7-2 | Written Reading](#)

[Summary: Graham, J., Waytz, A., Meindl, P., Iyer, R., & Young, L. \(2017\).](#)

Wed Oct 19, 2022 Mon Oct 24, 2022

Wed Oct 26, 2022 Mon Oct 31, 2022

[Centripetal and centrifugal forces in the moral circle: Competing constraints on moral learning.](https://canvas.pointloma.edu/courses/63068/assignments/795094)
(<https://canvas.pointloma.edu/courses/63068/assignments/795094>)

[Week 8-2 | Daily Video Response:](#)

[Cameron & Rapier \(2017\).](https://canvas.pointloma.edu/courses/63068/assignments/795029)
(<https://canvas.pointloma.edu/courses/63068/assignments/795029>)

[Week 8-2 | Written Reading](#)

[Summary: Cameron & Rapier \(2017\) Compassion is a motivated choice \(coursepack/reader\)](https://canvas.pointloma.edu/courses/63068/assignments/795096)
(<https://canvas.pointloma.edu/courses/63068/assignments/795096>)

[Week 9-1 | Daily Video Response:](#)

[Narvaez \(2009\)](https://canvas.pointloma.edu/courses/63068/assignments/795028)
(<https://canvas.pointloma.edu/courses/63068/assignments/795028>)

[Week 9-1 | Written Reading](#)

[Summary: Ch. 6 - Narvaez \(2009\)](#)

[Triune Ethics Theory and Moral](#)

[Personality \(book\)](#)

<https://canvas.pointloma.edu/courses/63068/assignments/795098>

[Week 9-2 | Written Reading](#)

[Summary: Colby & Damon \(2015\)](#)

[Toward a Moral Psychology in Full](#)

[\(special download ... see instructions](#)

[in assignment\)](#)

<https://canvas.pointloma.edu/courses/63068/assignments/795100>

[Week 9-2 | Daily Video Response:](#)

[Colby & Damon \(2015\).](#)

<https://canvas.pointloma.edu/courses/63068/assignments/795025>

[Week 10-1 | Daily Video](#)

[Response: Hardy & Carlo \(2011\).](#)

<https://canvas.pointloma.edu/courses/63068/assignments/795024>

[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/63068/assignments/795102>

due by 11:59pm

due by 11:30pm due by 11:59pm due by 11:59pm due by 11:59pm

due by 11:30pm

due by 11:59pm due by 11:30pm

due by 11:59pm

<https://canvas.pointloma.edu/courses/63068/assignments/syllabus> 13/18

9/1/22, 9:53 AM Syllabus for PSY3030-1 FA22 - Moral Psychology And Cultural Values

Date Details Due [Week 10-2 | Daily Video](#)

Wed Nov 2, 2022 Mon Nov 7, 2022
[Response: The Dark Knight](#) (<https://canvas.pointloma.edu/courses/63068/assignments/795026>) due by 11:59pm
[\(https://canvas.pointloma.edu/courses/63068/assignments/795037\)](#) (<https://canvas.pointloma.edu/courses/63068/assignments/795037>) due by 11:59pm

[Week 11-1 Film Response: The](#)

[Dark Knight and moral psychology](#)

<https://canvas.pointloma.edu/courses/63068/assignments/795057>

due by 11:30pm due by 11:59pm due by

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

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

<https://canvas.pointloma.edu/courses/63068/assignments/795038>

11:30pm

Wed Nov 9, 2022 Mon Nov 14, 2022

[Week 11-2 | Written Reading](#)

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

[Reconciling the self and morality: An empirical model of moral centrality development.](#)

<https://canvas.pointloma.edu/courses/63068/assignments/795060>

due by 11:59pm

[Week 12-1 | 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/63068/assignments/795062>

due by 11:30pm due by 11:59pm

[Response: Walker & Frimer \(2009\)](#) (<https://canvas.pointloma.edu/courses/63068/assignments/795027>)

[Week 10-2 | Written Reading](#)

[Summary: Ch. 10 - Walker & Frimer \(2009\) Moral personality exemplified](#)

<https://canvas.pointloma.edu/courses/63068/assignments/795056>

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

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

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

[\(2009\).](#)

[Week 11-1 | Daily Video](#)

Wed Nov 16, 2022 [Week 12-2 | Daily Video](#)

[Response: Aquino, K., McFerran, B., & Laven, M. \(2011\).](#)

<https://canvas.pointloma.edu/courses/63068/assignments/795023>

)
due by 11:30pm

Date Details Due

[Week 12-2 | Written Reading](#)

[Summary: Aquino, K., McFerran, B., & Laven, M. \(2011\). Moral identity and](#)
[8/assignments/795064](#)

[Response: Hero](#)

[Week 13-1 | Daily Video](#)

[Response: Hero](#)

<https://canvas.pointloma.edu/courses/63068/assignments/795022>

due by 11:59pm due by 11:30pm

[Week 13-1 | Film](#)

[8/assignments/795022](#)

Mon Nov 21, 2022

[the experience of moral elevation in response to acts of uncommon goodness](#)

<https://canvas.pointloma.edu/courses/63068/assignments/795065>

<https://canvas.pointloma.edu/courses/63068/assignments/795065>

due by 11:59pm

[Week 14-1 | Daily Video](#)

[Response: Narvaez \(2013\)](#)

<https://canvas.pointloma.edu/courses/63068/assignments/795021>

Mon Nov 28, 2022

[Development and Moral Character](#)

[Education as a Result of Social Interactions](#)

<https://canvas.pointloma.edu/courses/63068/assignments/795070>

[Week 14-1 | Written Reading](#)

[Summary: Narvaez \(2013\)](#)

[Neurobiology and moral mindset](#)

<https://canvas.pointloma.edu/courses/63068/assignments/795068>

[Morality & Values in the Media](#)

[Project \(Paper Due Sunday, December 11th, 2022\)](#)

<https://canvas.pointloma.edu/courses/63068/assignments/795047>

[Week 14-2 | Daily Video](#)

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

<https://canvas.pointloma.edu/courses/63068/assignments/795020>

Wed Nov 30, 2022 Sun Dec 4, 2022

due by 11:59pm due by 11:59pm

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

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

<https://canvas.pointloma.edu/courses/63068/assignments/795069>

due by 11:59pm due by 11:59pm

[Week 14-2 | Written Reading](#)

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

[Becoming a Moral Person – Moral](#)

due by 11:59pm due by 11:59pm

Tue Dec 6, 2022 [Final Oral Presentation \(Morality & Values in the Media\) - Part 1](https://canvas.pointloma.edu/courses/63068/assignments/795045))
[due by 11:59pm](https://canvas.pointloma.edu/courses/63068/assignments/795045)

<https://canvas.pointloma.edu/courses/63068/assignments/syllabus> 15/18

9/1/22, 9:53 AM Syllabus for PSY3030-1 FA22 - Moral Psychology And Cultural Values

Date Details Due Thu Dec 8, 2022 [Final Oral Presentation \(Morality](https://canvas.pointloma.edu/courses/63068/assignments/795049)

[8/assignments/795049\)](https://canvas.pointloma.edu/courses/63068/assignments/795049)

[Week 11-2 | Participation: Frimer](https://canvas.pointloma.edu/courses/63068/assignments/795059)

Thu Dec 15, 2022
[Final Oral Presentation \(Morality & Values in the Media\) - Part 2](https://canvas.pointloma.edu/courses/63068/assignments/795046)

[Roll Call Attendance](https://canvas.pointloma.edu/courses/63068/assignments/795050)

[Walker \(2009\)](https://canvas.pointloma.edu/courses/63068/assignments/795059)

[8/assignments/795059\)](https://canvas.pointloma.edu/courses/63068/assignments/795059)

[Final Presentations - PSY3030-1](https://canvas.pointloma.edu/calendar?event_id=127398&include_contexts=course_63068)

[Week 10-1 | Participation: Hardy & Carlo \(2011\)](https://canvas.pointloma.edu/courses/63068/assignments/795101)

[Week 12-1 | Participation: Aquino,](https://canvas.pointloma.edu/courses/63068/assignments/795061)

[SP21 - Moral Psychology and Cultural Values](https://canvas.pointloma.edu/calendar?event_id=127398&include_contexts=course_63068)
[8/assignments/795046\)](https://canvas.pointloma.edu/calendar?event_id=127398&include_contexts=course_63068)

[8/assignments/795101\)](https://canvas.pointloma.edu/courses/63068/assignments/795101)

[K., Freeman, D., Reed II, A., Lim, V. K., & Felps, W. \(2009\).](https://canvas.pointloma.edu/courses/63068/assignments/795061)

[8/assignments/795061\)](https://canvas.pointloma.edu/courses/63068/assignments/795061)

[Act of Compassion \(5%\)](https://canvas.pointloma.edu/courses/63068/assignments/795044)

[Week 10-2 | Participation: Walker & Frimer \(2009\)](https://canvas.pointloma.edu/courses/63068/assignments/795055)

[Week 12-2 | Participation: Aquino,](https://canvas.pointloma.edu/courses/63068/assignments/795063)

[8/assignments/795044\)](https://canvas.pointloma.edu/courses/63068/assignments/795044)

[8/assignments/795055\)](https://canvas.pointloma.edu/courses/63068/assignments/795055)

[K., McFerran, B., & Laven, M. \(2011\).](https://canvas.pointloma.edu/courses/63068/assignments/795063)

[8/assignments/795063\)](https://canvas.pointloma.edu/courses/63068/assignments/795063)

due by 11:59pm 1:30pm to 4pm

[Reading Summary & Discussion](https://canvas.pointloma.edu/courses/63068/assignments/795058)

[Week 11-1 | Participation: The](https://canvas.pointloma.edu/courses/63068/assignments/795058)

[Co-Leader #2 \(20%\)](https://canvas.pointloma.edu/courses/63068/assignments/795058)

[Dark Knight and moral psychology](https://canvas.pointloma.edu/courses/63068/assignments/795058)

[8/assignments/795058\)](https://canvas.pointloma.edu/courses/63068/assignments/795058)

<https://canvas.pointloma.edu/courses/63068/assignments/syllabus> 16/18

9/1/22, 9:53 AM Syllabus for PSY3030-1 FA22 - Moral Psychology And Cultural Values

Date Details Due

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

[\(film\)](#)

<https://canvas.pointloma.edu/courses/63068/assignments/795066>

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

[\(2013\)](#)

<https://canvas.pointloma.edu/courses/63068/assignments/795067>

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

[\(1984\) AND Kohlberg \(1977\)](#)

<https://canvas.pointloma.edu/courses/63068/assignments/795053>

[Week 2-2 | Participation: Colby.](#)

[Damon, Killen & Hart \(1999\)](#)

<https://canvas.pointloma.edu/courses/63068/assignments/795072>

[Week 3-1 | Participation: Gilligan](#)

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

<https://canvas.pointloma.edu/courses/63068/assignments/795074>

[Week 3-2 | Participation: Schwartz](#)

[\(2012\)](#)

<https://canvas.pointloma.edu/courses/63068/assignments/795077>

[Week 4-1 | Participation: Haidt](#)

[\(2001\)](#)

<https://canvas.pointloma.edu/courses/63068/assignments/795078>

[Week 4-2 | Participation: Haidt &](#)

[Graham \(2007\)](#)

<https://canvas.pointloma.edu/courses/63068/assignments/795080>

[Week 5-1 | Participation: Haidt, J.](#)

[\(2003\).](#)

<https://canvas.pointloma.edu/courses/63068/assignments/795082>

[Week 5-2 | Participation:](#)

<https://canvas.pointloma.edu/courses/63068/assignments/795086>

[Week 5-2 | Participation: Emmons](#)

[\(2009\)](#)

<https://canvas.pointloma.edu/courses/63068/assignments/795084>

[Week 6-1 | Participation: Batson,](#)

[Fultz & Schoenrade \(1987\).](#)

<https://canvas.pointloma.edu/courses/63068/assignments/795087>

<https://canvas.pointloma.edu/courses/63068/assignments/syllabus> 17/18

9/1/22, 9:53 AM Syllabus for PSY3030-1 FA22 - Moral Psychology And Cultural Values

Date Details Due

[Week 6-2 | Participation: Batson.](#)

[Klein, Highberger & Shaw \(1995\).](https://canvas.pointloma.edu/courses/63068/assignments/795089)
(<https://canvas.pointloma.edu/courses/63068/assignments/795089>)

[Week 7-1 | Participation: Bloom, P.](#)

(2017)
(<https://canvas.pointloma.edu/courses/63068/assignments/795091>)

[Week 7-2 | Participation: Graham, J., Waytz, A., Meindl, P., Iyer, R., & Young, L. \(2017\).](#)
(<https://canvas.pointloma.edu/courses/63068/assignments/795093>)

[Week 8-1 | Participation: Moral Dilemma](#)
(<https://canvas.pointloma.edu/courses/63068/assignments/833512>)

[Week 8-2 | Participation: Cameron & Rapier \(2017\).](#)
(<https://canvas.pointloma.edu/courses/63068/assignments/795095>)

[Week 9-1 | Participation: Narvaez \(2009\).](#)
(<https://canvas.pointloma.edu/courses/63068/assignments/795097>)

[Week 9-2 | Participation: Colby & Damon \(2015\)](#)
(<https://canvas.pointloma.edu/courses/63068/assignments/795099>)

[WK 15-1 | Participation: Final Presentations \(Part 1\)](#)
(<https://canvas.pointloma.edu/courses/63068/assignments/795051>)

[WK 15-2 | Participation: Final Presentations \(Part 2\)](#)
(<https://canvas.pointloma.edu/courses/63068/assignments/795052>)

<https://canvas.pointloma.edu/courses/63068/assignments/syllabus> 18/18