

PSYCH-GA.3404:001 Moral Psychology

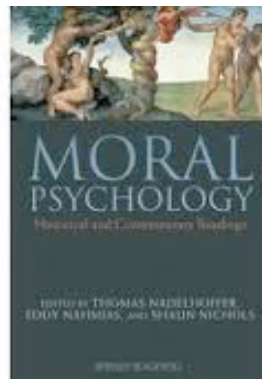
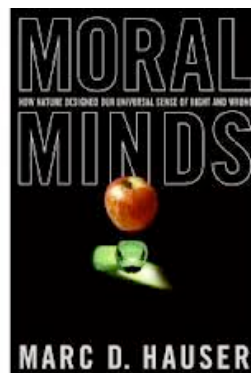
SPRING 2016 | Friday 2-4pm | Meyer 465

Instructor: Dr. Jay J. Van Bavel
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Office Hours: By appointment
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Course Website: available on NYU Classes (via your NYU Home account)

Readings: You are responsible for the assigned readings each week (not the additional readings). Most of them will be available on NYU class (in the resources folder) or on-line.

Additional Reading:



Course Description

Philosophers and scientists have long been captivated by the human capacity for moral and ethical decision-making. This course will review theory and research on moral psychology, with a focus on the underlying mental processes that guide moral judgments and decision-making. We will draw on research in social, cognitive and developmental psychology, as well as social and affective neuroscience and philosophy.

This course will provide an overview of the major theoretical debates and empirical developments in the area of moral psychology. Students in this class will be directly exposed to many of the core ideas in the field by reading classic and contemporary articles. The readings will provide an in-depth exploration of key empirical and theoretical developments.

Course format and grades

Class assignments are designed to develop your ability to think critically and creatively, moderate discussion, present ideas and write—fundamental skills for your research career. Your assignments should be theory-driven, clear, and concise.

Participation (10%): Each student is expected to read the assigned articles each week and participate in discussion of those readings during the class meeting. Students are graded on their ability to understand and integrate the material. I am especially interested in your ability to add to the dialogue, either by challenging your peers or building on a discussion. Although I am looking for your critical perspectives on the course material, I am equally interested in your ability to understand the historical and contemporary value in the literature. You will also be graded on your ability to help your classmates by providing useful suggestions during their presentations.

Leading discussion (10%): One student will be assigned to lead discussion each week. Discussion leaders will be responsible for facilitating discussion of the assigned readings. Discussion leaders will prepare and distribute a list of ~10 questions and talking points design to provoke discussion to the class at least 24 hours before the class meeting (send them out as an announcement via NYU Classes). The questions can focus on articles or themes that connect the articles. Discussion assignments will be determined during the first class.

Hypothesis generation (20%): Each student will complete McGuire's creative hypothesis generation steps and develop five potential term paper ideas for my consideration (**due March 25th**). Each idea should be described succinctly (< 200 words with spaces—please provide word count). I will provide feedback on the ideas and tell you if any (or all) are approved for your presentation and term paper. ***All ideas for presentation/term paper must be approved.***

Presentation (20%): Each student will briefly present a theory or research proposal (15-20 minutes) on the last week of class (**May 6th**). This will provide you with an opportunity to share your ideas with the class and receive critical feedback before you submit your term paper. Standard presentation format involves Keynote/PowerPoint, but you are free to use any format necessary to communicate your proposal. You will be graded on your ability to clearly and elegantly communicate the main points of the theory or research proposal.

Term paper (40%): Each student will write an original theoretical or research proposal in a particular area of intergroup relations research due on the last day of exams at NYU (**Due May 16th**). The paper must be *less than 5000 words* (including title page, figures, footnotes, references, etc.—please provide word count). The paper will be a review of some specific topic or research issue, grounded in one of the topics and/or references in the course. Following a conceptual review of previous research on the selected topic, the paper will either (a) present a proposal for future research addressing some specific question arising from the literature review (specifying the

research question and purpose of the study, followed by design and general method), or (b) present a novel theoretical proposal. Paper formatting should follow APA guidelines (e.g., papers must be typed in a double-spaced format, have one-inch margins, etc). The paper is an opportunity to study a topic of interest in depth and go beyond the course material. Papers must be submitted **by email** (jay.vanbavel@nyu.edu). Late papers will be deducted 5% for every day they are late. Please contact me at least a week before the due date if you require an extension.

Social media bonus marks (up to 4%): This is your one-and-only opportunity to bolster your grade. I will not let you complete an “extra assignment” or let you turn in a “revision” of your term paper if you did a bad job. If you are worried about your mark, please complete any or all of these activities. You should email a copy of your bonus assignments by midnight on the due date to ensure you receive credit (**Due May 9th**).

Wikipedia (1%): Compose (or *substantively* edit) a wiki entry directly related to the course. Email me a screen capture of the entry before and after your edits.

Twitter (1%): Compose and post one tweet about a published article related to the content we have covered in class. Your tweet must communicate the core point of the paper, provide a link to the paper, and include the hashtag *#MoralPsychClass*

Blog (2%): Compose and email me a blog post based on the one of the articles you read in class (ideally, you would connect it to contemporary issue). You get one point for doing a decent job, two points for doing a great job (i.e., something that I would actually post on a class blog).

GRADING SCHEME

Participation	10 points
Leading Discussion	10 points
Hypothesis Generation	20 points
Presentation	20 points
Term paper	40 points
Total	100 points

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	60-66
B-	80-82	F	<59
C+	77-79		

If you have questions or concerns about your grades you should meet with me after class to discuss them. I am happy to meet with you to discuss your exam and why you received any grade. To have your assignment *re-graded* you need to submit a brief

one-page typed description of your concerns and why you deserve a better mark. I will re-grade the **entire** assignment and your grade on any part can go up or down.

Topic and Assignment Schedule

February 5: The sacred domain

Tetlock, P. E., Kristel, O. V., Elson, S. B., Green, M. C., & Lerner, J. S. (2000). The psychology of the unthinkable: Taboo trade-offs, forbidden base rates, and heretical counterfactuals. *Journal of Personality and Social Psychology*, 78, 853-870.

Fiske, A. P., & Tetlock, P. E. (1997). Taboo trade-offs: Reactions to transactions that transgress the spheres of justice. *Political Psychology*, 18, 255-297.

Ginges, J., Atran, S., & Medin, D. (2007). Sacred bounds on rational resolution of violent political conflict. *Proceedings of the National Academy of Sciences*, 104, 7357-7360.

Additional reading:

Atran, S. & Ginges, J. (2012). Religious and sacred imperatives in human conflict. *Science*, 336, 855-857.

Baron, J., & Spranca, M. (1997). Protected values. *Organizational Behavior and Human Decision Processes*, 70, 1-16.

Sheikh, H., Ginges, J., Coman, A., & Atran, S. (2012). Religion, group threat and sacred values. *Judgment and Decision Making*, 7, 110-118.

Skitka, L. J., Bauman, C. W., & Sargis, E. G. (2005). Moral conviction: Another contributor to attitude strength or something more? *Journal of Personality and Social Psychology*, 88, 895-917.

Napier, J. L. & Tyler, T. R. (2008). Does moral conviction really override concerns about procedural justice? A reanalysis of the Value Protection Model. *Social Justice Research*, 21, 509-528.

February 12: Moralization

Krebs, D. L. (2008). Morality: An evolutionary account. *Perspectives on Psychological Science*.

Mikhail, J. (2007). Universal Moral Grammar: Theory, Evidence, and the Future. *Trends in Cognitive Sciences*.

Kohlberg, L. (1975). The cognitive-developmental approach to moral education. *Phi Delta Kappan*, 670-677.

Rozin, P. (1999). The process of moralization. *Psychological Science*, 10, 218-221.

Bloom, P. (2010). How do morals change? *Nature*, 464, 490.

Additional reading:

Hardy, S. A., & Carlo, G. (2011). Moral identity: What is it, how does it develop, and is it linked to moral action? *Child Development Perspectives*, 5, 212-218.

Rozin, P., Markwith, M., & Stoess, C. (1997). Moralization and becoming a vegetarian: The transformation of preferences into values and the recruitment of disgust. *Psychological Science*, 8, 67-73.

February 19: The role of affect on moral cognition - The Intuitionists

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

Haidt, J. (2001). The emotional dog and its rational tail: A social intuitionist approach to moral judgment. *Psychological Review*, 108, 814-834.

Pizarro, D. A., & Bloom, P. (2003). The intelligence of moral intuitions: Comment on Haidt (2001). *Psychological Review*, 110, 197-198.

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

Additional reading:

Haidt, J. (2007). The new synthesis in moral psychology. *Science*, 316, 998-1002.

Zhong, C. B. (2011) The Ethical Dangers of Deliberative Decision Making. *Administrative Science Quarterly*, 56, 1-25

Sunstein, C. (2005). Moral heuristics. *Behavioral and Brain Sciences*, 25, 531-573.

Saltzstein, H. D., & T. Kasachkoff. (2004). Haidt's Moral Intuitionist Theory: A Psychological and Philosophical Critique. *Review of General Psychology*, 8, 273-282.

February 26: Dual process models of morality

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

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

Feinberg, M., Willer, R., Antonenko, O., & John, O. P. (2012). Liberating reason from the passions: Overriding intuitionist moral judgments through emotion reappraisal. *Psychological Science*, 23, 788-795.

Kappes, A. & Van Bavel, J. J. (under review). Subtle framing shapes moral judgments. *Cognition*.

Additional reading:

Paxton, J.M., Greene, J.D., (2010). Moral reasoning: Hints and allegations. *Topics in Cognitive Science*.

March 4: Specific emotions

Rozin, P., Lowery, L., Imada, S., & Haidt, J. (1999) The moral-emotion triad hypothesis: A mapping between three moral emotions (contempt, anger, disgust) and three moral ethics (community, autonomy, divinity). *Journal of Personality and Social Psychology*, 76, 574-586.

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

Schnall, S., Haidt, J., Clore, G., & Jordan, A. (2008). Disgust as embodied moral judgment. *Personality and Social Psychology Bulletin*, 34, 1096-1109.

Zhong, C. B., & Liljenquist, K. (2006). Washing Away Your Sins: Threatened Morality and Physical Cleansing. *Science*, 313, 1451-1452.

Additional reading:

Liljenquist, K., Zhong, C. B. & Galinsky, A. D. (2010). The Smell of Virtue: Clean Scents Promote Reciprocity and Charity. *Psychological Science*, 21, 381-383.

Wheatley, T., & Haidt, J. (2005). Hypnotic disgust makes moral judgments more severe. *Psychological Science*, 16, 780-784.

March 11: Mind Perception and morality

Cushman, F., Young, L., Hauser, M. (2006). The role of conscious reasoning and intuitions in moral judgment: Testing three principles of harm. *Psychological Science*, 17, 1082-1089.

Gray, H. M., Gray, K. & Wegner, D. M. (2007). Dimensions of mind perception, *Science*, 315, 619.

Gray, K., Waytz, A., & Young, L. (2012). The Moral Dyad: A Fundamental Template Unifying Moral Judgment. *Psychological Inquiry*, 23, 206-215.

Pizarro, D.A., Tannenbaum, D., & Uhlmann, E.L. (2012). Mindless, harmless, and blameworthy. *Psychological Inquiry*, 23, 185-188.

Additional reading:

Psychological Inquiry special issue on The Moral Dyad

Rai, T. S., & Fiske, A. P. (2012). Beyond Harm, Intention, and Dyads: Relationship Regulation, Virtuous Violence, and Metarelational Morality. *Psychological Inquiry*, 23, 189-193.

March 18: SPRING BREAK - No class

March 25: Moral motives

Rai, T. S., & Fiske, A. P. (2011). Moral psychology is relationship regulation: Moral motives for unity, hierarchy, equality, and proportionality. *Psychological review*, 118, 57-75.

Tullett, A. M., Teper, R., & Inzlicht, M. (2011). Confronting meaninglessness: A new framework for understanding responses to unsettling events. *Perspectives on Psychological Science*, 6, 447-453.

Valdesolo, P. & DeSteno, D. (2007). Moral hypocrisy: Social groups and the flexibility of virtue. *Psychological Science*, 18, 689-690.

Sachdeva, S., Iliev, R., & Medin, D. L. (2009). Sinning saints and saintly sinners: The paradox of moral self-regulation. *Psychological Science*, 20, 523-528.

Lerner, M. J., & Miller, D. T. (1978). Just world research and the attribution process: Looking back and ahead. *Psychological Bulletin*, 85, 1030-1051

Additional reading:

Hafer, C. L., & Bègue, L. (2005). Experimental research on just-world theory: Problems, developments, and future challenges. *Psychological Bulletin*, 131, 128-167.

Ginges, J., & Atran, S. (2009). What motivates participation in violent political action: Selective incentives or parochial altruism? *Annals of the New York Academy of Sciences*, 1167, 115-123.

Rhodes, M., & Chalik, L. (2013). Social categories as markers of intrinsic interpersonal obligations. *Psychological Science*, 6, 999-1006.

Uhlmann, E. L., Zhu, L. L., Pizarro, D.A., & Bloom, P. (2012) Blood is thicker: Moral spillover effects based on kinship. *Cognition*.

April 1: Moral Politics (JAY IS OUT OF THE COUNTRY)

Janoff-Bulman, R., Sheikh, S., & Hepp, S. (2009). Proscriptive versus prescriptive morality: Two faces of moral regulation. *Journal of Personality and Social Psychology*, 96, 521-537.

Uhlmann, E.L., Pizarro, D.A., Tannenbaum, D., & Ditto, P.H. (2009). The motivated use of moral principles. *Judgment and Decision Making*, 4, 479-491.

Graham, J., Haidt, J., & Nosek, B. (2009). Liberals and conservatives use different sets of moral foundations. *Journal of Personality and Social Psychology*, 96, 1029-1046.

Wright, J.C., & Baril, G. (2011). The role of cognitive resources in determining our moral intuitions: Are we all liberals at heart? *Journal of Experimental Social Psychology*, 47, 1007-1012.

Jost, J. T. (2012). Left and right, right and wrong. *Science*, 337, 525-526.

Additional reading:

Helzer, E. & Pizarro, D.A. (2011). Dirty Liberals!: Reminders of cleanliness promote conservative political and moral attitudes. *Psychological Science*.

April 8: Moral mindsets

Tetlock, P. E. (2002). Social functionalist frameworks for judgment and choice: Intuitive politicians, theologians, and prosecutors. *Psychological Review*, 109, 451-471.

Eyal, T., Liberman, N., & Trope, Y. (2008). Judging near and distant virtue and vice. *Journal of Experimental Social Psychology*, 44, 1204-1209.

Van Bavel, J. J., Packer, D. J., Haas, I. J., & Cunningham, W. A. (2012). The top-down influence of moral construal: Moral versus non-moral construal elicits faster, more extreme, universal evaluations of the same actions. *PLoS ONE*.

Additional Reading:

Jarudi, I., Kreps, T. & Bloom, P. (2008). Is a refrigerator good or evil? The moral evaluation of everyday objects. *Social Justice Research*, 21, 457-469.

Paxton, J.M., Ungar, L., Greene, J.D., (2012). Reflection and reasoning in moral judgment. *Cognitive Science*, 36, 163-177.

April 15: Moral Perception

Schein, C., Hester, N., & Gray, K. (in press). The Visual Guide to Morality: Vision as an Integrative Analogy for Moral Experience, Variability and Mechanism. *Social and Personality Psychology Compass*.

Gantman, A.P., & Van Bavel, J.J. (2014). The moral pop-out effect: Enhanced perceptual awareness of morally relevant stimuli. *Cognition*, 132, 22-29.

Gantman, A.P. & Van Bavel, J.J. (2015). Moral perception. *Trends in Cognitive Science*, 19, 631-633.

Firestone, C., & Scholl, B. J. (2016). 'Moral perception' reflects neither morality nor perception. *Trends in Cognitive Science*, 20, 74-75.

Gantman, A.P. & Van Bavel, J.J. (2016). See for yourself: Perception is attuned to morality. *Trends in Cognitive Science*, 20, 76-77.

Additional Reading:

Firestone, C., & Scholl, B. J. (2015). Enhanced visual awareness for morality and pajamas? Perception vs. memory in top-down effects. *Cognition*, 136, 409-416.

April 22: Moral Neuroscience

Moll, J., de Oliveira-Souza, R., Eslinger, P. J., Bramati, I. E., & Mourão-Miranda, J. PA (2002). The neural correlates of moral sensitivity: A functional magnetic resonance imaging investigation of basic and moral emotions. *The Journal of Neuroscience*, 22, 2730-2736.

Greene, J. & Haidt, J. (2002) How (and where) does moral judgment work? *Trends in Cognitive Sciences*, 6, 517-523.

Young, L., Cushman, F., Hauser, M., Saxe, R. (2007). The neural basis of the interaction between theory of mind and moral judgment. *PNAS*, 104, 8235-8240.

Van Bavel, J.J., FeldmanHall, O., & Mende-Siedlecki, P. (2015). The neuroscience of moral cognition: From dual process to dynamic systems. *Current Opinion in Psychology*, 6, 167-172.

Additional Reading:

Shenhav, A. S., & Greene, J. D. (2010). Moral judgments recruit domain-general valuation mechanisms to integrate representations of probability and magnitude. *Neuron*, 67, 667-677.

Cushman, F. & Young, L. (2011). Patterns of moral judgment derive from nonmoral psychological representations. *Cognitive Science*, 35, 1052-1075.

April 29: SANS - No class

May 6: Research Presentations *PLAN TO STAY FROM 2-6PM*****

Course website

Log in and you should see this course. If you don't, please let me know. Readings, grades, assignments and handouts will be posted online. There is also a discussion board for questions. If you have a question you can email me, or post it online. If several people email me a similar question I will post it on the website. Please treat the website as a collective resource to ask questions of common interest and share ideas with one another. If you have a dispute or concern with another member of the class, please email me directly and do not try to deal with it on the course website.

Academic Conduct

All work must be your own. Cheating or plagiarism will be reported through official university channels, and the consequences will be severe. If you are unwise enough to plagiarize, the minimum punishment is usually failure in the course. If the case of plagiarism or cheating is especially blatant, you may be expelled from the university. The papers and assignments are designed for what you can do based on what we are covering in this class and the skills you have already learned.