Current Topics in Psychology (PSY280): Moral Psychology
Fall 2015, Tuesdays 3:30-6:00PM; 120 Spence Laboratories

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Course Description:
How do we decide whether an action is morally right and wrong, or whether a person deserves blame or forgiveness? What causes us to help or harm, cooperate or cheat? Moral philosophers have long debated these questions, but psychologists and neuroscientists use the scientific method to systematically study these topics. This course will give you a broad survey of the field, and illuminate specific debates and cutting-edge trends. Many prominent scholars will visit us over Skype. By the end of the course, my goal is for you to have a ready-to-implement research project that bridges your current interests with ongoing debates in moral psychology.

Course Assignments:
(1) *Readings and Thought Papers*: Each week, you are expected to complete all of the readings and submit a thought paper online through ICON. You should also send your thought paper by e-mail to the discussion leader for that week. The thought papers should be submitted online and to the discussion leader by 8 pm of the Sunday before class. This thought paper should be about two pages (double-spaced), and provide a critical analysis of the week's readings. It should not simply be a summary of these readings—because we all will have read them—but should instead focus on integrating and critically analyzing their implications for theory and the real world. These questions, plus class participation, make up 40% of the final grade. *Note: There is no thought paper due for the first week of class.*

(2) *Leading Discussion*: Each of you will lead discussion once during the semester. This involves compiling and organizing everyone's thought papers to facilitate class discussion. You will e-mail out a Word document with the organized questions by midnight of the Monday before class. In class, you will lead off discussion, and then assist with me in moderating discussion for the rest of the session. Discussion leading is worth 20% of the final grade.

 (3) *Research proposal and presentation*: Based upon the course readings and our discussions, you should develop a question or problem that you can address in an experimental design. The proposal should be 15 pages long and APA-formatted (double-spaced, 1" margins, 12-pt Times New Roman). In addition to the introduction and methods, you should provide a results section with expected results, and a discussion section drawing out implications of your findings. In the final class, you will give a 15-minute PowerPoint presentation summarizing the theoretical background and method of your proposed experiment, which will be followed by feedback from the class. Feedback should be incorporated into the paper, which will be due on ICON at midnight on Wednesday, Dec. 16. The paper is 25% of the final grade; the presentation is 15%.

Course Schedule (readings subject to change on ICON):

Week 1 (August 25): Introduction to Moral Psychology

- Doris, J. M., & Stich, S. (2010). Moral psychology: Empirical approaches. *Stanford Encyclopedia of Philosophy.* **Sections 1 and 2 only.** http://plato.stanford.edu/entries/moral-psych-emp/ - IntWhaMorPsy
- Haidt, J. (2008). Morality. *Perspectives on Psychological Science, 3*, 65-72.
- Greene, J. (2015). The rise of moral cognition. *Cognition, 135,* 39-42.
- Greene, J. (2013). *Moral Tribes.* **Introduction and Chapter 1 (available on ICON).**
- Greene, J. (2003). From neural 'is' to moral 'ought': What are the moral implications of neuroscientific moral psychology? *Nature Reviews Neuroscience, 4*, 846-850.

Week 2 (September 8): Empathy & Morality
Skype Guest Star: Jamil Zaki, Stanford University

- Zaki, J. (2014). Empathy: A motivated account. *Psychological Bulletin, 140,* 1608-1647.
- Batson, C. D. (2010). Empathy-induced altruistic motivation. In M. Mikulincer and P. Shaver (Eds.), *Prosocial motives, emotions, and behavior: The better angels of our nature* (pp. 15-34). Washington, DC: APA Press.
- Bloom, P. (2013). The baby in the well: The case against empathy. *New Yorker.*
- Decety, J., & Cowell, J. M. (2015). The equivocal relationship between empathy and morality. In J. Decety & T. Wheatley (Eds.), *Moral Brains* (pp. 279-302). MIT Press.
- Rand, D. G., Greene, J. D., & Nowak, M. A. (2012). Spontaneous giving and calculated greed. *Nature*, 489, 427-430.
- Crockett, M. J., Kurth-Nelson, Z., Siegel, J. Z., Dayan, P., & Dolan, R. J. (2014). Harm to others outweighs harm to self in moral decision making. *Proceedings of the National Academy of Sciences, 111*, 17320-17325.

Week 3 (September 15): Moral Dilemmas
Skype Guest Star: Piercarlo Valdesolo, Claremont McKenna College

- Greene, J. D. (2007). The secret joke of Kant's soul. In W. Sinnott-Armstrong (Ed.), *Moral Psychology, Volume 3: Neuroscience of Morality—Emotion, disease, and development.* MIT Press: Cambridge, MA. **Read pages 1-15, 31-40.**
- Conway, P., & Gawronski, B. (2013). Deontological and utilitarian inclinations in moral decision making: A process dissociation approach. *Journal of Personality and Social Psychology, 104*, 216-235.
- Bartels, D. M., & Pizarro, D. A. (2011). The mismeasure of morals: Antisocial personality traits predict utilitarian responses to moral dilemmas. *Cognition*, *121*, 154-161.
- Kahane, G., Everett, J. A., Earp, B. D., Farias, M., & Savulescu, J. (2015). 'Utilitarian' judgments in sacrificial moral dilemmas do not reflect impartial concern for the greater good. *Cognition, 134*, 193-209.

- Bauman, C. W., McGraw, A. P., Bartels, D. M., & Warren, C. (2014). Revisiting external validity: Concerns about trolley problems and other sacrificial dilemmas in moral psychology. *Social and Personality Psychology Compass, 8*, 536-554.
- Valdesolo, P., & DeSteno, D. (2006). Manipulations of emotional context shape moral judgment. *Psychological Science, 17*, 476-477.

Week 4 (September 22): Moral Emotions
Skype Guest Star: Kristen Lindquist, UNC Chapel Hill

- Cameron, C. D., Lindquist, K. A., & Gray, K. (2015). A constructionist review of morality and emotions: No evidence for specific relationships between moral content and discrete emotions. *Personality and Social Psychology Review.*
- Haidt, J. (2003). The moral emotions. In R. J. Davidson, K. R. Scherer, & H. H. Goldsmith (Eds.), *Handbook of affective sciences* (pp. 852-870). Oxford, UK: Oxford University Press. At: http://faculty.virginia.edu/haidtlab/articles/alternate_versions/haidt.2003.the-moral-emotions.pub025-as-html.html
- Rozin, P., Lower, L., Imada, S., & Haidt, J. (1999). The CAD triad hypothesis: A mapping between three moral emotions (contempt, anger, disgust) and three moral codes (community, autonomy, divinity). *Journal of Personality and Social Psychology, 76*, 574-586.
- Horberg, E. J., Oveis, C., & Keltner, D. (2011). Emotions as moral amplifiers: An appraisal tendency approach to the influences of distinct emotions upon moral judgment. *Emotion Review, 3*, 237-244.
- Horberg, E. J., Oveis, C., Keltner, D., & Cohen, A. B. (2009). Disgust and the moralization of purity. *Journal of Personality and Social Psychology*, *97*, 963-976.
- Cheng, J. S., Ottati, V. S. C., & Price, E. (2013). The arousal model of moral condemnation. *Journal of Experimental Social Psychology*, *49,* 1012-1018.
- Gu, J., Zhong, C. B., & Page-Gould, E. (2013). Listen to your heart: When false somatic feedback shapes moral behavior. *Journal of Experimental Psychology: General*, *142*, 307-312.

Week 5 (September 29): Moral Intuitions
Skype Guest Star: Chris Oveis, UC San Diego

- 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 the moral intuitions: A comment on Haidt (2001). *Psychological Review*, *110*, 193-196.
- 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.
- Paxton, J. M., Ungar, L., & Greene, J. D. (2012). Reflection and reasoning in moral judgment. *Cognitive Science*, *36*, 163-177.
- Monin, B., Pizarro, D. A., & Beer, J. S. (2007). Deciding versus reacting: Conceptions of moral

judgment and the reason-affect debate. *Review of General Psychology*, *11*, 99-111.

- Oveis, C., Horberg, E. J., & Keltner, D. (2010). Compassion, pride, and social intuitions of self-other similarity. *Journal of Personality and Social Psychology*, *98,* 618-630.

Week 6 (October 6): Moral Functions
Skype Guest Star: Tage Rai, Northwestern University

- 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.
- Rai, T. S., & Fiske, A.P. (2015). *Virtuous Violence.* **Chapter 1 (available on ICON).**
- DeScioli, P., & Kurzban, R. (2013). A solution to the mysteries of morality. *Psychological Bulletin*, *139*, 477-496.
- Fessler, D., et al. (2015). Moral parochialism and contextual contingency across seven societies. *Proc. R. Soc. B., 282*.
- Carnes, N. C., Lickel, B., & Janoff-Bulman, R. (2015). Shared perceptions: Morality is embedded in social contexts. *Personality and Social Psychology Bulletin*, *41*, 351-362.
- Uhlmann, E. L., Pizarro, D. A., & Diermeier, D. (2015). A person-centered approach to moral judgment. *Perspectives on Psychological Science, 10*, 72-81.
- Uhlmann, E. L., Zhu, L. L., & Tannenbaum, D. (2013). When it takes a bad person to do the right thing. *Cognition*, *126*, 326-334.

Week 7 (October 13): Moral Politics
Skype Guest Star: Jesse Graham, University of Southern California

- Graham, J., Haidt, J., Koleva, S., Motyl, M., Iyer, R., Wojcik, S., & Ditto, P. (2013). Moral foundations theory: The pragmatic validity of moral pluralism. *Advances in Experimental Social Psychology, 47,* 55-130.
- Hofmann, W., Wisneski, D. C., Brandt, M. J., & Skitka, L. J. (2014). Morality in everyday life. *Science, 345*, 1340-1343.
- Frimer, J. A., Biesanz, J. C., Walker, L. J., & MacKinlay, C. W. (2013). Liberals and conservatives rely on common moral foundations when making moral judgments about influential people. *Journal of Personality and Social Psychology*, *104*, 1040-1059.
- Gray, K., & Keeney, J. (2015). Impure, or just weird? Scenario sampling bias raises questions about the foundation of morality. *Social Psychology and Personality Science*.
    - Graham, J. (2015). Explaining away differences in moral judgment: Comment on Gray & Keeney (2015). *Social Psychological and Personality Science.*
    - Gray, K., & Keeney, J. (2015). Disconfirming Moral Foundations Theory on its own terms: Reply to Graham (2015). *Social Psychological and Personality Science*.
- Janoff-Bulman, R., & Carnes, N. C. (2013). Surveying the moral landscape: Moral motives and group-based moralities. *Personality and Social Psychology Review*, *17,* 219-236.
- Inbar, Y., Pizarro, D., Iyer, R., & Haidt, J. (2012). Disgust sensitivity, political conservatism, and voting. *Social Psychological and Personality Science, 3*, 537-544.

Week 8 (October 20): Moral Minds
Skype Guest Star: Kurt Gray, University of North Carolina

- Gray, K., Young, L., & Waytz, A. (2012). Mind perception is the essence of morality. *Psychological Inquiry*, *23*, 101-124.
  - Graham, J., & Iyer, R. (2012). The unbearable vagueness of "essence": Forty-four clarification questions for Gray, Young, and Waytz. *Psychological Inquiry*, *23*, 162-165.
  - Sinnott-Armstrong, W. (2012). Does morality have an essence? *Psychological Inquiry*, *23*, 194-197.
  - Gray, K., Waytz, A., & Young, L. (2012). The moral dyad: A fundamental template unifying moral judgment. *Psychological Inquiry*, *23*, 206-215.
- Gray, K., Schein, C., & Ward. A. F. (2014). The myth of harmless wrongs in moral cognition: Automatic dyadic completion from sin to suffering. *Journal of Experimental Psychology: General, 143,* 1600-1615.
- Schein, C., & Gray, K. (2015). The unifying moral dyad: Liberals and conservatives share the same harm-based moral template. *Personality and Social Psychology Bulletin.*
- Ames, D. L., & Fiske, S. T. (2015). Perceived intent motivates people to magnify observed harms. *Proceedings of the National Academy of Sciences*, *112*, 3599-3605.
- Miller, R., & Cushman, F. (2013). Aversive for me, wrong for you: First-person behavioral aversions underlie the moral condemnation of harm. *Social and Personality Psychology Compass*, *7*, 707-718.

Week 9 (October 27): Moral Cognition & Moral Self
Skype Guest Star: Jay Van Bavel, New York University

- Van Bavel, J. J., Packer, D. J., Haas, I. J., & Cunningham, W. A. (2012). The importance of moral construal: Moral versus non-moral construal elicits faster, more extreme, universal evaluations of the same actions. *PLoS ONE, 7,* e48693.
- Gantman, A. P., & Van Bavel, J. J. (2014). The moral pop-out effect: Enhanced perceptual awareness of morally relevant stimuli. *Cognition, 132*, 22-29.
- Pärnamets, P., Johansson, P., Hall, L., Balkenius, C., Spivey, M. J., & Richardson, D. C. (2015). Biasing moral decisions by exploiting the dynamics of eye gaze. *Proceedings of the National Academy of Sciences, 112*, 4170-4175.
- Hall, L., Johansson, P., & Strandberg, T. (2012). Lifting the veil of morality: Choice blindness and attitude reversals on a self-transforming survey. *PloS ONE*, 7, e45457.
- Strohminger, N., & Nichols, S. (2014). The essential moral self. *Cognition*, *131*, 159-171.
- Strohminger, N., & Nichols, S. (2015). Neurodegeneration and identity. *Psychological Science.*
- Newman, G. E., De Freitas, J., & Knobe, J. (2015). Beliefs about the true self explain asymmetries based on moral judgment. *Cognitive Science*, *39*, 96-125.

Week 10 (November 3): Moral Motivation
Skype Guest Star: Paul Piff, University of California Irvine

- Piff, P. K., Stancato, D. M., Cote, S., Mendoza-Denton, R., & Keltner, D. (2012). Higher social class predicts increased unethical behavior. *Proceedings of the National Academy of Sciences, 109,* 4086-4091.
- Côté, S., Piff, P. K., & Willer, R. (2013). For whom do the ends justify the means? Social class and utilitarian moral judgment. *Journal of Personality and Social Psychology*, *104*, 490.
- Monin, B., & Jordan, A. H. (2009). Dynamic moral identity: A social psychological perspective. In D. Narvaez & D. Lapsley (Eds.), *Moral self*, *identity and character: Prospects for a new field of study* (pp. 341-354). New York: Cambridge University Press.
- Effron, D. A., & Conway, P. (2015). When virtue leads to villainy: Advances in research on moral self-licensing. *Current Opinion in Psychology*.
- Sachdeva, S., Iliev, R., & Medin, D. L. (2009). Sinning saints and saintly sinners: The paradox of moral self-regulation. *Psychological Science*, *20*, 523-528.
- Smith, I. H., Aquino, K., Koleva, S., & Graham, J. (2014). The moral ties that bind... Even to out-groups: The interactive effect of moral identity and the binding moral foundations. *Psychological Science*, *25*, 1554-1562.
- 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.

Week 11 (November 10): Moral Behavior

- Bandura, A. (1999). Moral disengagement in the perpetration of inhumanities. *Personality and Social Psychology Review*, *3*, 193-209.
- Shalvi, S., Gino, F., Barkan, R., & Ayal, S. (2015). Self-serving justifications: Doing wrong and feeling moral. *Current Directions in Psychological Science*, *24*, 125-130.
- Gino, F., Schweitzer, M. E., Mead, N. L., & Ariely, D. (2011). Unable to resist temptation: How self-control depletion promotes unethical behavior. *Organizational Behavior and Human Decision Processes, 115*, 191-203.
- Ruedy, N. E., Moore, C., Gino, F., & Schweitzer, M. E. (2013). The cheater's high: The unexpected affective benefits of unethical behavior. *Journal of Personality and Social Psychology*, *105*, 531-548.
- 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.
- FeldmanHall, O., Mobbs, D., Evans, D., Hiscox, L., Navrady, L., & Dalgleish, T. (2012). What we say and what we do: The relationship between real and hypothetical moral choices. *Cognition*, *123*, 434-441.
- Teper, R., Zhong, C. B., & Inzlicht, M. (2015). How emotions shape moral behavior: Some answers (and questions) for the field of moral psychology. *Social and Personality Psychology Compass*, *9*, 1-14.

Week 12 (November 17): Moral Brains
Skype Guest Star: Liane Young, Boston College

- Young, L., & Dungan, J. (2012). Where in the brain is morality? Everywhere and maybe nowhere. *Social Neuroscience*, *7*, 1-10.
- Greene, J. (2015). The cognitive neuroscience of moral judgment and decision making. In J. Decety & T. Wheatley (Eds.), *Moral Brains* (pp. 197-220). MIT Press.
- Crockett, M., & Rini, R. A. (2015). Neuromodulators and the (in)stability of moral cognition. In J. Decety & T. Wheatley (Eds.), *Moral Brains* (pp. 221-235). MIT Press.
- Van Bavel, J. J., FeldmanHall, O., & Mende-Siedlecki, P. (in press). The neuroscience of moral cognition: From dual processes to dynamic systems. *Current Opinion in Psychology.*
- Koenigs, M., Young, L., Adolphs, R., Tranel, D., Cushman, F., & Hauser, M. (2007). Damage to the prefrontal cortex increases utilitarian moral judgments. *Nature*, *446*, 908-911.
- Taber-Thomas, B. C., Asp, E. W., Koenigs, M., Sutterer, M., Anderson, S. W., & Tranel, D. (in press). Arrested development: Early prefrontal lesions impair the maturation of moral development. *Brain.*
- Cushman, F. A. (2013). Action, outcome and value: A dual-system framework for morality. *Personality and Social Psychology Review, 17*, 273-292.

Week 13 (December 1): Moral Disorders
Skype Guest Star: Walter Sinnott-Armstrong, Duke University

- Kiehl, K. W. (2010). Inside the mind of a psychopath. *Scientific American Mind*, *21*, 22.
- Borg, J. S., & Sinnott-Armstrong, W. (2013). Do psychopaths make moral judgments? In K. Kiehl & W. Sinnott-Armstrong (Eds.), *Oxford handbook of psychopathy and law* (pp. 107-128).
- Harenski, C. L., Harenski, K. A., Shane, M. S., & Kiehl, K. A. (2010). Aberrant neural processing of moral violations in criminal psychopaths. *Journal of Abnormal Psychology*, *119*, 863-874.
- Glenn, A. L., Iyer, R., Graham, J., Koleva, S., & Haidt, J. (2009). Are all types of morality compromised in psychopathy? *Journal of Personality Disorders*, *23*, 384-398.
- Gray, K., Jenkins, A. C., Heberlein, A. S., & Wegner, D. M. (2011). Distortions of mind perception in psychopathology. *Proceedings of the National Academy of Sciences*, *108*, 477-479.
- Moran, J. M., Young, L. L., Saxe, R., Lee, S. M., O'Young, D., Mavros, P. L., & Gabrieli, J. D. (2011). Impaired theory of mind for moral judgment in high-functioning autism. *Proceedings of the National Academy of Sciences*, *108*, 2688-2692.
- Summers, J. S., & Sinnott-Armstrong, W. (2014). Scrupulous agents. *Philosophical Psychology*, 1-20.

Week 15 (December 9): Research Project Presentations
Guest Stars: The class!

Collegiate Policies

Administrative Home

The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the CLAS Student Academic Handbook (http://www.clas.uiowa.edu/students/handbook/).

Electronic Communication

University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences. (Operations Manual, III.15.2. Scroll down to k.11.)

Accommodations for Disabilities

A student seeking academic accommodations should first register with Student Disability Services and then meet privately with me to make particular arrangements. See www.uiowa.edu/~sds/ for more information.

Academic Honesty

All CLAS students or students taking classes offered by CLAS have, in essence, agreed to the College's Code of Academic Honesty: "I pledge to do my own academic work and to excel to the best of my abilities, upholding the IOWA Challenge. I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty." Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled (CLAS Academic Policies Handbook).

CLAS Final Examination Policies

The final examination schedule for each class is announced by the Registrar generally by the tenth day of classes. Final exams are offered only during the official final examination period. No exams of any kind are allowed during the last week of classes. All students should plan on being at the UI through the final examination period. Once the Registrar has announced the date, time, and location of each final exam, the complete schedule will be published on the Registrar's web site and will be shared with instructors and students. It is the student's responsibility to know the date, time, and place of a final exam.

Making a Suggestion or a Complaint

Students with a suggestion or complaint should first visit the instructor, then the course supervisor, and then the departmental DEO. Complaints must be made within six months of the incident. See the CLAS Student Academic Handbook (http://www.clas.uiowa.edu/students/handbook/).

Understanding Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI Comprehensive Guide on Sexual Harassment (http://www.uiowa.edu/~eod/policies/sexual-harassment-guide/index.html) for assistance, definitions, and the full University policy.

Reacting Safely to Severe Weather
In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the Public Safety web site (http://police.uiowa.edu/stay-informed/emergency-communication/)

Emails
In accordance with the Psychology Department's email policy, all official course emails will be sent only to your UI email accounts. Students in this course are expected to check their email regularly (at least every other day) for updates or other important course information sent by email.

My Policy
During our classes, I ask that you shut down all (non-note-taking) electronics unless invited to do otherwise. In other words, *resist the urge to send email, texts or tweets; check Facebook; read the news; or otherwise engage online via your computer, tablet, or phone during class!*