

Psychology 503	Social Psychology of Morality	Fall 2019
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Instructor:	John Ellard	Lecture Location:	Administration 247B
Phone:	403-220-4960	Lecture Days/Time:	M 5:00 – 7:45 p.m.
Email:	ellard@ucalgary.ca	Office:	Administration 231B
Office Hours:	by appointment		

Course Description

Moral psychology encompasses theory and research examining why people care about morality, do or do not behave morally, and the psychological bases of moral judgment. The course provides an overview of current issues and themes in moral psychology with a special emphasis on the contributions of social psychology. Upon completion of the course students are expected to have achieved a level of mastery of current moral psychology theory and research. Consistent with expectations for a senior seminar, students will also have the opportunity to present and discuss their ideas

Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see psyc.ucalgary.ca/undergraduate/program-learning-outcomes), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Mastery of social psychological theoretical frameworks used to understand moral psychological phenomena	Seminar discussion, research proposal	1, 4	A
Enhanced capacity to critically evaluate theory and research in moral psychology	Seminar discussion, research proposal, posted thought questions	2, 4	A
Ability to design research that will address an important question in moral psychology	Research proposal	1, 2, 3, 4, 6	A
Enhanced ability to orally communicate ideas and engage in scholarly discussion.	Seminar discussion	1, 2, 4	A
Ability to analyze and address everyday moral problems using ideas from moral psychology	Seminar discussion	1, 7	A

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles, 7 = apply psychological knowledge and skills. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

Prerequisites

PSYC 200 & 201 – Principles of Psychology I & II

PSYC 300 and 301 – Research Methods and Data Analysis in Psychology I & II

Reading

Required textbook:

Mikulincer, M. & Shaver, P.R. (Eds.) (2012). *The social psychology of morality: Exploring the causes of good and evil*. Washington, D.C.

The book is available in the University of Calgary Bookstore. In addition, students will read and present articles relevant to chapters in the book.

Evaluation

- A. *Seminar Leader (30%)*. You will be responsible for leading a seminar discussion, with another student on a textbook chapter and two research articles of your choosing related to the chapter content. You will lead the discussion of the assigned reading and present the research articles you have chosen. Your goal for the assigned reading is to not simply summarize the chapter, but to create interest and discussion. You can also integrate people's thought questions with your own ideas and questions. Your presentation of research articles will also not just be a summary but include a critical analysis of the strengths and weaknesses of the research. Failure to complete this course component without approved documentation will result in a zero.
- B. *Research Proposal (30%)*. You will write a 10 page APA-formatted research proposal (references are extra to the 10-page limit) based on a topic covered in one of the chapters in the course. Your goal is to come up with one or more experiments that you would like to carry out and that would make an important and original contribution to the literature on that topic. The proposal should include the following labeled sections: literature review, proposal, method, analyses, predictions, implications, and references. Without approved documentation, late submission of this assignment will be penalized 10% per day, including weekends.
- C. *Thought Questions (20%)*. You will post a thought question prior to each class on D2L. Your goal is to post an issue, criticism, or stimulating thought related to that week's readings. Try to keep these to a paragraph. You must post it no later than 6 pm the night before class (Sunday). Be sure to read everyone's thought questions before coming to class. Late submission of thought questions will not be accepted without approved documentation.
- E. *Seminar Participation (20%)*. You are expected to contribute to discussions during each class. This means coming to class having done the readings and having given yourself a chance to think about and synthesize the readings, so that your contributions can be as insightful as possible. Without documentation, absence for more than one seminar will be penalized 2% for each seminar missed.

Grading rubrics for course components will be presented during the first seminar.

	Weight	Due Date
Seminar Leader	30%	Various
Thought Questions	20%	Weekly
Seminar Participation	20%	Weekly
Research Proposal	30%	December 6

Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

A+ grade: *Exceptional Performance.* An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance.* Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance.* Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance.* Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards.* Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met.* Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. In this course, to determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Tentative Seminar Schedule

Ideally in table format with date of class, topics to be covered, and chapters/readings to be read. Due dates for tests/exams and assignments should be included in this schedule as well.

Date	Seminar Topics and Course Component Schedule
M Sept 9	Course Overview, Introduction to moral psychology
R Sep 12	<i>Last day to drop a class without a penalty</i>
F Sep 13	<i>Last day to add or swap a course</i>
M Sept 16	Sacred Values and Evil Adversaries: A Moral Foundations The Philosopher in the Theater
F Sep 20	<i>Fee payment deadline for Fall Term full and half courses.</i>

Date	Seminar Topics and Course Component Schedule
M Sept 23	Deontological Dissonance and the Consequentialist Crutch Moral Nativism and Moral Psychology
M Sept 30	Bringing Character Back: How the Motivation to Evaluate Character Influences Judgments of Moral Blame Morality Takes Two: Dyadic Morality and Mind Perception
M Oct 7	Conscience: The Dos and Don'ts of Moral Regulation Honest Rationales for Dishonest Behavior
M Oct 14	<i>Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.</i>
M Oct 21	Moral Hypocrisy, Moral Inconsistency, and the Struggle for Moral Integrity Morality and Psychological Distance: A Construal Level Theory Perspective
M Oct 28	Humanness, Dehumanization, and Moral Psychology Morality Across Cultures: A Value Perspective
M Nov 4	Autonomous Moral Motivation: Consequences, Socializing Antecedents, and the Unique Role of Integrated Moral Principles An Attachment Perspective on Morality: Strengthening Authentic Forms of Moral Decision-Making
Nov 10-16	<i>Term Break No Classes</i>
M Nov 11	<i>Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.</i>
M Nov 18	Paradigm Assumptions About Moral Behavior: An Empirical Battle Royal When Moral Concerns Become a Psychological Disorder: The Case of Obsessive–Compulsive Disorder
M Nov 25	Moral Dimensions of Trauma Therapies Killing With a Clean Conscience: Existential Angst and the Paradox of Morality
M Dec 2	Moral Convictions and Moral Courage: Common Denominators of Good and Evil Human Evil: The Myth of Pure Evil and the True Causes of Violence Psychology and Morality in Genocide and Violent Conflict: Perpetrators, Passive Bystanders, Rescuers
F Dec 6	Research proposals due.
F Dec 6	<i>Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.</i>
Dec 9-19	<i>Fall Final Exam Period</i>

Reappraisal of Graded Term Work <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work reappraised as follows. The student shall discuss the work with the instructor **within ten business days** of being notified about the mark or of the item's return to the class. If not satisfied, the student shall take the matter to the head of the department offering the course **within 2 business days of receiving the decision from the instructor**, who will arrange for a reappraisal of the work **within the next ten business days**. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected. Students in faculties without a departmental structure should take the matter to the dean, or designate, of the faculty offering the course. The result of that reappraisal will be given to the student in writing along with information about appealing the reappraisal.

The reappraisal of graded term work may cause the grade to be raised, lowered or to remain the same. There is no limit to the number of pieces of graded work that a student may request be reappraised, however a single piece of work may only be reappraised once.

Reappraisal of Final Grade <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

In the reappraisal of a final grade, the only element that will be considered is the grading of the final assessment that makes up the final mark (e.g., final examination, final project, final paper). An exception may occur when the Instructor of Record evaluates a piece of graded term work at the end of the term; that grade may also be considered in a reappraisal of final grade.

A student seeking a reappraisal of a final grade should first attempt to review the final assessment with the department or faculty offering the course. After which, the student shall obtain a Reappraisal of Final Grade form from ucalgary.ca/registrar (under Student Forms). The student must indicate exactly what error was made in marking the final assessment and/or in computing the final grade. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.

Students requesting a reappraisal of a final grade must submit their request by the following dates:

Fall Term – March 1

Winter Term – June 30

Spring Intersession – August 15

Summer Term – October 15

Supplemental Examinations: 30 calendar days from the date the examination was written

The reappraisal form shall be submitted to Enrolment Services who will forward it to the department head or dean of the faculty offering the course. Reappraisals of final grades are dealt with by the head of the academic unit in consultation with members of academic staff. Normally, the department/faculty will respond to a reappraisal request within thirty calendar days of its initiation. After the reappraisal is completed, the department shall return the form to the Registrar's Office who shall inform the student in writing of the decision.

Students should be aware that the grade being reappraised may be raised, lowered or remain the same.

A student may request a reappraisal of final for a maximum of two courses in one academic year (September 1 – August 31).

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodations

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy. Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

Seating During Exams

Instructors and exam invigilators are free to ask students to move seats before an exam begins or even during an exam. Students must comply with this request and refusal to do so may warrant a charge of academic misconduct.

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. A student may be asked to provide supporting documentation for an exemption/special request for a make-up exam <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>. . Students who miss a test/exam have up to **48 hours** to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up exam. **Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam.** At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Once approved by the instructor a makeup test/exam must be written within 2 weeks of the missed test/exam during exam make-up hours provided by the department <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>.

If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Extra Research Participation Course Credit is Not Offered for this Course.

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

Please check this website and note the nearest assembly point for this course.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 130 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911 suvpaca@ucalgary.ca

Student Union Faculty Rep.: arts1@su.ucalgary.ca

Student Ombudsman's Office

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca

(<http://www.ucalgary.ca/provost/students/ombuds>)

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.

Call 403-220-5333.

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **Thursday, September 12, 2019**. Last day add/swap a course is **Friday, September 13, 2019**. The last day to withdraw from this course is **Friday, December 6, 2019**.