PSY 324: Moral Thought and Behaviour
Prerequisites: PSY201H1 (or equivalent), PSY220H1

Note: Material on this syllabus is subject to change

Winter 2022
Time: Mondays 10:10pm – 1:00pm
Location: Zoom link:
https://utoronto.zoom.us/j/84755616379
Meeting ID: 847 5561 6379
Passcode: 387361

NOTE: CONDITIONS PERMITTING, THE CLASS WILL SHIFT TO IN-PERSON ON FEB 7. IF SO, THE CLASSROOM WILL BE 1086 SIDNEY SMITH HALL

Professor: Dr. Jason E. Plaks
Office: 4003 Sidney Smith Hall
Office hour: by appointment
Email address: jason.plaks@utoronto.ca

TA: Cory McKenzie
Office: N/A
Office hour: Thursdays 3-4pm
https://us05web.zoom.us/j/81219638257?pwd=K0w3ZG5SaVV6S2FhSDA4RVQ3Nm xQUT09
Meeting ID: 812 1963 8257
Passcode: 4mNxUg
Email address: cory.mckenzie@mail.utoronto.ca

Course Description:
This third-year undergraduate course primarily involves reading and discussion of seminal articles on the psychology of morality. The instructor will also deliver a short mini-lecture at the start of most sessions. A key emphasis of the course will be on identifying specific psychological processes that lead people (a) to adopt the moral positions they do, (b) to translate their moral positions into action, and (c) to communicate their moral positions to others. Students will read seminal articles from a range of disciplines, including social psychology, cognitive neuroscience, animal behavior, philosophy, and evolutionary psychology. Students will gain: (a) thorough background knowledge on the main issues and debates in the field and (b) critical reading and writing skills necessary for understanding and communicating complex ideas.

Course Format and Requirements:
Grades. Grades will be based on the following components:
1. Weekly reaction papers: 20%
2. Class participation (verbal): 25%
3. Assignment #1 Mid-term ‘long answer’ exam: 30%

penalty for lateness: 1% per day

1. To foster thoughtful, exciting, and worthwhile discussion, students are asked to prepare reaction papers to the weekly readings. This request is designed to get students to think about the readings, while ensuring that everyone has something to contribute during class discussion. Students have some freedom to decide how to complete this assignment. Spend some time highlighting the main points of the readings, but most of the paper should do other things: e.g., connect these main points, critique a study or its findings (or the authors’ interpretation of the findings), consider/discuss/develop new ideas, and/or propose a new study. The goal should be to demonstrate that you really understand the material. To this end, students are encouraged to bring in relevant material from other courses. Details are as follows:

- Papers should be submitted to Quercus before the start of class.
- Papers should be roughly 500 words.
- Papers will be graded with a ‘2’ (excellent), ‘1’ (adequate), or ‘0’ (inadequate).

2. Issues of morality are, of course, an endless source of fascinating debate. To that end, the course will be structured as much as possible to foster high level, intellectual, respectful dialogue among the students on the foundational moral issues that come up in the readings. A significant portion of the course mark (25%) will be based on the instructor’s assessment of the quantity and quality of each student’s contribution to the discussions.

3. For Assignment #1, students will be asked to write in class a 2-3 ‘long answer’ responses to questions posed by the instructor. These questions will ask students to compare, contrast, and synthesize different theorists’ approaches to understanding a contemporary moral issue. Responses will be marked for correctness, clarity, and intellectual rigor.

4. For Assignment #2, students will write a 10-12 page literature review/research proposal. Students will propose new studies to test specific hypotheses that address a lacuna in the literature. The instructor will provide more specific instruction about the nature and format of this paper after the midpoint of the semester.

Course website information
Course readings are available in PDF form on the Quercus site for the course.
TOPICS AND READINGS

Boldfaced items are required.
Regular-type items are available for additional enrichment.

January 10: Introductory Lecture
no readings

January 17: Origins of Morality
Podcast interview with Philip Petit on “The Birth of Ethics” from Philosophy Bites: https://hwcdn.libsyn.com/p/2/1/6/216ca4288bd45785/Philip_Pettit_on_the_Birth_of_Ethics.mp3?c_id=35171321&cs_id=35171321&expiration=1608840041&hwt=eb7cfe
d984941cf7908713addf7652dd


January 24: Emotion / Reason (a)


January 31: Emotion / Reason (b)


February 7: Understanding ‘Harm’

of the National Academy of Sciences, 111(48), 17320-17325.

February 14
ASSIGNMENT #1 Mid-term: Online assessment via Quercus Quizzes to be completed during normal class time.

February 21
NO CLASS (UNIVERSITY HOLIDAY)

Feb 28: Psychological Utilitarianism and Deontology (a)


March 7: Psychological Utilitarianism and Deontology (b)
Kahane, G., Everett, J., Earp, B., Caviola, L., Faber, N., Crockett, M., Savulescu, J. (2018). Beyond sacrificial harm: A two dimensional model of utilitarian psychology, Psychological Review, 125, 131-164.


March 14: Character and Virtue Ethics

Gino, F., Kouchaki, M., & Galinsky, A. D. (2015). The moral virtue of authenticity:


March 21: Intentionality and Responsibility (a)


March 28: Intentionality and Responsibility (b)


April 4: The Cultural Context of Morality


April 8
ASSIGNMENT #2: RESEARCH PAPER DUE submitted via Quercus

Accessibility Needs:
Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please
feel free to approach me and/or Accessibility Services at (416) 978-8060; accessibility.utoronto.ca.

Writing:
As a student at the University of Toronto, you are expected to write well. The university provides its students with a number of resources to help them achieve this. For more information on campus writing centres and writing courses, please visit http://www.writing.utoronto.ca/.

Academic Integrity and Plagiarism:
Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student’s individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto’s Code of Behaviour on Academic Matters (www.governingcouncil.utoronto.ca/policies/behaveac.htm) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see www.utoronto.ca/academicintegrity/resourcesforstudents.html).

Other Resources
Student Life Programs and Services (http://www.studentlife.utoronto.ca/)
Academic Success Services (http://www.asc.utoronto.ca/)
Counselling and Psychological Services (http://www.caps.utoronto.ca/main.htm)