

## **Syllabus**

### **Course Description**

This course focuses on human values, with special attention to moral values, through the lens of psychology. As an *Eloquentia Perfecta* course in the core curriculum, there is an intensive emphasis on verbal presentation and writing. Students will study pioneering theoretical work as well as recent research including evolutionary psychobiology, Freudian psychoanalysis, ego psychology, behaviorism, humanistic thought, structuralism, experimental psychology, and postmodernism. The readings will be considered in connection with students' own value orientations with such related disciplines as philosophy, theology, history, anthropology, sociology, and women's studies. We will explore the variety of human motives/goals; the origins and development of the person's sense of right and wrong; the cognitive and social processes that enter into moral decision making; the function of values in personality; the role of culture, spirituality, and gender in the formation of values; research on why people diverge from professed values in morally challenging situations; how ethical virtue can be fostered in our personal relationships, work life, and social institutions; and origins/remedies for the problem of youth violence.

### **Topics**

- Evolutionary psychobiology: The survival value and phylogenesis of morality.
- Psychoanalysis: Desire, conflict, and the troubled quest for happiness.
- Ego psychology: Emergent values through the life-span and in different cultural contexts.
- Behaviorism: Moral issues in the control of human behavior by rewards and punishments.
- Humanism: From need-satisfaction to growth, self-actualization, and transcendent values.
- Religious study: spiritual experience, religious conversion, and saintly values.
- Structuralism and feminism: The development of moral reasoning and interpersonal care.
- Cognitive-social theory: Modeling aggression and moral disengagement
- Postmodern perspectives: History, gender and social construction of the moral order.
- Social Action: Virtue and the responsiveness to others in our shaping of social life.
- Ecological systems: Origins, prevention, and remedy of youth violence.

### **Eloquentia Perfecta Format**

Students in this course will each be expected to contribute two professional level presentations during class time, including speech and PowerPoint. Each class will contain from one to three such presentations, followed by discussion. Two types of writing will be featured in this course: sharp expository writing and the personal/scholarly essay. Take home exams are of the first type, focused on classic writings in the history of psychology, and they will be evaluated for writing clarity and accurate comprehension of the assigned text, which will be discussed in class. Students will have the opportunity to revise the first two take home exams based on instructor feedback. The term paper is a scholarly essay, which students will develop an original thesis in phases, with feedback at each stage, including an outline/abstract, draft, and final copy.

## Readings

The following books are available in the bookstore: Freud, Erikson, James, Maslow Rogers, and Skinner. These books make wonderful additions to students' personal libraries. All course readings are available in the Fordham library and electronically.

Bandura, A., Ross, D., & Ross, S.A. (1963). Imitation of film-mediated aggressive models.

*Journal of Abnormal and Social Psychology*, 66, 3-11.

Bandura, A. (1999). Moral disengagement in the perpetuation of inhumanities. *Personality and Social Psychology Review*, 3, 193-209.

Clinchy, B.M. (1992). Ways of knowing and ways of being: Epistemological and moral development in undergraduate women. In A. Garrod (Ed.), *Approaches to moral development: New research and emerging themes*, pp 180-200. New York: Teachers College Press.

Darwin, C. (1874). Moral sense. In P. Thompson (Ed.) *Issues in evolutionary ethics*, pp.41-76. Albany: SUNY Press, 1995. (from *The descent of man and selection in relation to race*, 2<sup>nd</sup> ed.. London: John Murray, pp. 148-194).

Erikson, E.H. (1950). *Childhood and society*. New York: Norton.

Freud, S. (1930). *Civilization and its discontents*. New York: Norton, 1986.

Garbarino, J. (1999). *Lost boys: Why our sons turn violent and how we can save them*. New York: Free Press . **E-res, L, (May download from Powell's electronic books for \$11.99 from <http://www.powells.com/cgi-bin/biblio?inkey=91-0684857693-0>)**

Gergen, K.J. (1994). Deceit: From conscience to community. In K.J. Gergen (Ed.), *Realities and relationships: Soundings of social constructionism*, pp 275-290. Cambridge, MA: Harvard University Press.

Gergen, K.J. (1992). Social construction and moral action. In D.N. Robinson (Ed.), *Social discourse and moral judgement*, pp 9-27. London: Academic Press.

Gilligan, C. (1992). Adolescent development reconsidered. In A. Garrod (Ed.), *Approaches to moral development: New research and emerging themes*, pp103-132. New York: Teachers College Press.

Hertz-Lazarowitz, R. (1992). Political altruism: A case study. In P.M. Oliner, S.P. Oliner, L Baron, L.A. Blum, D.L. Krebs, & Z. Smolenska (Eds.), *Embracing the other: Philosophical, psychological, and historical perspectives on altruism*, pp 335-360. New York: NYU Press.

Higgins, A. (1991). The just community approach to moral education: Evolution of the idea and recent findings. In W.M. Kurtines & J.L. Gewirtz (eds), *Handbook of moral behavior and development, volume 3*, pp. 111-141. Hillsdale, NJ: Lawrence Erlbaum Associates.

James, W. (1902). *Varieties of religious experience*. New York: Penguin Classics, 1986.

Kohlberg, L. (1971). Indoctrination versus relativity in moral education. In L. Kohlberg, *The philosophy of moral development: Moral stages and the idea of justice*, pp. 6-28. New York: Harper and Row, 1981.

Koltko-Rivera, M.E. (2006). Rediscovering the later version of Maslow's hierarchy of needs: Self-transcendence and opportunities for theory, research, and unification. *Review of General Psychology*, 10(4), 302-317.

Maslow, A.H. (1954) *Motivation and personalty*, 3<sup>rd</sup> edition. New York: HarperCollins, 19.

Maslow, A.H. (1968). *Toward a psychology of being*, 2<sup>nd</sup> edition. New York. Van Nostrand Reinhold.

Rogers, C.R. (1961). *On becoming a person*. Boston: Hooughton-Mifflin.

Skinner, B.F. (1972) *Beyond freedom and dignity*. New York: Bantum/Vintage.

Smolenska, M.Z. & Reykowski, J. (1992). Motivations of people who helped Jews survive nazi occupation. . In P.M. Oliner, S.P. Oliner, L Baron, L.A. Blum, D.L. Krebs, & Z. Smolenska (Eds.), *Embracing the other: Philosophical, psychological, and historical perspectives on altruism*, pp 213-225. New York: New York University Press.

## Readings

Each reading assignment is to be completed before the class session in which it is discussed.

### Class Presentations (2: 10-15 minutes each)

Each class begins with student presentations, on the personal biography, intellectual biography, and the assigned readings of the great authors. Each student is responsible for 2 presentations in class, strictly limited to 15 minutes. All presentation are to include a verbal component and a PowerPoint presentation. Presentations of authors' **personal biographies** require gathering material on the internet and providing an understanding of the author's family life, personal development, educational experiences, interpersonal relationships, travel, and other noteworthy activities and live events. Presentations of the authors' **intellectual biographies** provide the class with an understanding of the main intellectual contributions for which the author is known, with reference to the current state of knowledge prior to the author's contribution, the influences on the authors' work, the author's main ideas, and the impact of the author's work on others—how it shaped the field. **Reading presentations** address the following questions and issues: 1) Quote of the day: select and read a quotation from the reading that expresses one of its most important ideas, 2) describe the general problem, question, or issue that the author takes on, 2) briefly summarize the structure, logic and thesis (do NOT attempt to cover the entire reading—that is not possible in 15 minutes), 3) note one part of the reading that is especially personally interesting or valuable, 4) identify one part of the reading that may be difficult to understand. Personal and intellectual biographies should aim at interesting material and should not include long lists of institutions, degrees, and awards. ***Presentations should not overlap with the other presentations.*** For instance, *the personal biography does not focus in detail on the author's theories and the intellectual biography should not cover the material from the assigned reading in detail.* Missed presentations cannot be rescheduled or made up.

## Term Paper

The term paper may be written on one of the following topics, or on one of the student's choosing (with instructor permission), assuming that it is relevant to the course. The term paper will require **at least 8 pages** to do justice to these topics, and students are encouraged to write whatever length paper is ideal for their project—there is **no maximum page limit**.

**A.** A critical analysis of one particular **school of thought**, or of two contrasting schools, relating to a general topic chosen by the student (concerning human values or morality in psychology). Such schools include the evolutionary, psychoanalytic, behavioristic, humanistic, cognitive, structural, feminist, constructionist, and ecological perspectives in psychology. For instance, a paper might focus on the relationship between gender and moral development, explore the debate between Kohlberg and Gilligan, review the research supporting both sides, and take a position on the issues. The paper would begin with an exposition of the chosen orientation(s) and develop a critique drawing on other psychological approaches, interdisciplinary considerations, and/or scholarly reflection. This paper should include an articulation of the student's understanding of his or her own values.

**B.** A study of a selected **contemporary problem** that concerns society or individuals today, such as the those in the areas of poverty, international conflict, corruption of leaders, divorce, child abuse/neglect, steroids in sports, terrorism, advertising, globalization, racism, voter apathy, drug abuse, adolescent suicide, eating disorders. First, the paper should provide an exposition of the problem, documenting its presence, its history, the nature of its connection with human values, and possibly some ways it has been addressed by scholars and/or activists/practitioners. Next, the paper should use materials from the course readings in order to provide psychological perspectives on the values or ethical issues involved. One option would be to explore how different views within psychology approach the problem in contrasting ways. Finally, a critical commentary should evaluate the psychological approach(es) in light of the student's own thinking, perhaps including knowledge from other courses and disciplines other than psychology.

**C.** An **analytic, autobiographical narrative**, along the lines of Hertz-Lazarowitz's "Political Activism: A Case Study." In this paper, the student would describe his/her own life experience with particular attention to the formation of his/her values and moral orientation. This description might include an imaginative elaboration of a possible future in which the student's commitment to and/or later transformation of values is evident in his or her fictionally constructed continuing life. This paper should go beyond the autobiographical (including fictional) description by analytically applying ideas from the course readings and discussions in order to provide a reflective and critical commentary on the narrative. The student is encouraged to review all the assigned readings of the course and to determine which in particular are most relevant and fruitful in the autobiographical analysis.

### **Examinations**

The course includes 10 take-home exams, each emailed to students after the relevant reading assignments. Students will have the option to choose between two alternative questions and write an answer limited to two double spaced pages (standard format). Answers will be graded on the basis of writing form, clarity of expression, and expository accuracy in comprehending of the readings.

### **Grading**

The final grade will be derived from the exams (50%), term paper (25%) and class participation (25%). The class participation grade will be based on attendance, individual presentations, and contributions to other students' learning in the class discussions. Attendance assures the student of a passing class participation grade; adequate completion of 2 PowerPoints assures an average grade, and the quality of presentations and contributions to class discussion determine above average (good, excellent) grade.

### **Assignments Accepted in Hard Copies Only**

Hard copies of all student work must be turned in during the class in which it is due. No student work is accepted by email except with special permission by instructor.

### **Late work**

All late work is accepted, with points deducted (passing grade always possible), through last regular class session.

### **Integrity and Attendance Policies**

The Arts and Sciences Policy on Academic Integrity will be enforced in this course. Any violation constituting a breach of academic integrity will result in disciplinary action consistent with this policy. (<http://www.fordham.edu/Audience/handbooks.shtml#7>).

Unexcused absences may affect final grades. After two unexcused absences, each unexcused absence reduces the class participation grade by 5%. Excused absences are those due to a medical issue or an emergency such as a death or serious illness of a family member, as corroborated by a note from a medical professional or class dean.

### Communication with the professor

Office: LL821 (LC) & DE215 (RH). Hours: M-R, 5:00-6:00 DE215 & by appointment.

E-mail: [wertz@fordham.edu](mailto:wertz@fordham.edu). Mailbox: DE226

### Schedule

Class	Date	Reading	Graded Work
1.	T 5/28	Introduction	
2.	W 5/29	C. Darwin on the phylogenesis and survival value of morality	
3.	R 5/30	S. Freud on happiness and civilization (sections 1-4) S. Freud instinctual desire and civilization (sections 5-8)	<b>Take-home #1 &amp; 2 (due 6/3)</b>
4.	M 6/3	E.H. Erikson on 8 virtues through the life cycle, pp. 247-274 (Ch. 7: 8 Ages of Man) E.H. Erikson on Native American tribal values, pp. 114-165 (Ch. 3 Hunters Across the Prairie)	
5.	T 6/4	Skinner, from <i>Beyond Freedom &amp; Dignity</i> , Pelican edition: 9-30, 63-69, 80-83, 101-125, 200-210. Bantam edition: pp. 1-17, 56-62, 74-77, 96-120, 196-206. Knopf edition: 3-19, 60-66, 78-82, 101-126, & 205-215.	
6.	W 6/5	A. H. Maslow on the motivation hierarchy, pp. 80-106 (A Theory of Motivation), 335-352 (Normality and Health), & 199-234 (Self Actualizing People: A Study of Psychological Health)	
7.	R 6/6	C.R. Rogers on helping and “the good life”, pp. 31-57 (Characteristics of the Helping Relationship) & 183-196 (A Therapist’s View of the Good Life: The Fully Functioning Person)	<b>Take-home #3-5 (due 6/10)</b>
8.	M 6/10	W. James on religious experience—religious values, pp. 259-325 (Lectures 11-13: Saintliness)	
9.	T 6/11	L. Kohlberg (1981) on stages toward a principled morality	
<b>Wednesday June 12 No Class</b>			
10.	R 6/12	C. Gilligan and B.M. Clinchy on gender differences and the ethic of care	<b>Take-home #6 &amp; 7 (due 6/17)</b> <b>Term Paper Outline/Draft</b>
11.	M 6/17	Bandura, Ross, and Ross (1963) on imitation of film mediated aggression	

- 12. T 6/18 Bandura on moral disengagement (1999)
- 13. W 6/19 Hertz-Lazarowitz, R. (1992) & Smolenska, M.Z. & Reykowski, J. (1992)  
K. Gergen (1992) on the social constructionist view of moral discourse  
K. Gergen (1994) on a social constructionist view of deceit
- 14. R 6/20 A. Higgins (1991) on the Just Community approach to moral education  
J. Garbarino 1-94 on understanding and remedying youth violence  
**Take-home #8-9 (due 7/31)**
- 15. M 6/24 J. Garbarino 95-177
- 16. T 6/25 J. Garbarino 178-238
- 17. W 6/26 Films: Milgram, Rogers, Animal Prison Programs
- 18. R/27 **Presentations of Term Papers**      **Take-home #10 (due 8/7)**

<b>Presentations</b>	<b>Date</b>	<b>Topic (Reading #/topic)</b>
1.	_____	_____
2.	_____	_____

**Psychology and Human Values      Class Presentations Sign-Up for open**

Darwin reading \_\_\_\_\_

Darwin Personal Biography \_\_\_\_\_

Darwin Intellectual Biography \_\_\_\_\_

Freud 1-4 reading \_\_\_\_\_

Freud Intellectual Biography \_\_\_\_\_

Freud Personal Biography \_\_\_\_\_

Freud 5-8 reading \_\_\_\_\_

Erikson 247-274 reading \_\_\_\_\_

Erikson Personal Biography \_\_\_\_\_

Erikson Intellectual Biography \_\_\_\_\_

Erikson 114-165 reading \_\_\_\_\_

Skinner 1-17, 56-62, & 74-77 reading \_\_\_\_\_

Skinner Personal Biography \_\_\_\_\_

Skinner Intellectual Biography \_\_\_\_\_

Skinner 96-120 & 196-206 reading \_\_\_\_\_

Maslow 15-22, 111-122 reading \_\_\_\_\_

Maslow Personal Biography \_\_\_\_\_

Maslow Intellectual Biography \_\_\_\_\_

Maslow 125-157 reading \_\_\_\_\_

Rogers 39-57 reading \_\_\_\_\_

Rogers Personal Biography \_\_\_\_\_

Rogers Intellectual Biography \_\_\_\_\_

Rogers 183-196 reading \_\_\_\_\_

**Psychology and Human Values      Class Presentations Sign-Up for open**

- James reading \_\_\_\_\_
- James Personal Biography \_\_\_\_\_
- James Intellectual Biography \_\_\_\_\_
- Kohlberg reading \_\_\_\_\_
- Kohlberg Personal Biography \_\_\_\_\_
- Kohlberg Intellectual Biography \_\_\_\_\_
- Gilligan Personal Biography \_\_\_\_\_
- Gilligan Intellectual Biography \_\_\_\_\_
- Gilligan reading \_\_\_\_\_
- Clinchy reading \_\_\_\_\_
- Bandura, Ross and Ross (1963) read. \_\_\_\_\_
- Bandura Personal Biography \_\_\_\_\_
- Bandura Intellectual Biography \_\_\_\_\_
- Bandura (1999) reading \_\_\_\_\_
- Hertz-Lazarowitz, R. (1992) \_\_\_\_\_
- Smolenska, M.Z. & Reykowski, J. (1992) \_\_\_\_\_
- Gergen (1992) reading \_\_\_\_\_
- Gergen (1994) reading \_\_\_\_\_
- Higgins (1991) reading \_\_\_\_\_
- Garbarino personal biography \_\_\_\_\_
- Garbarino 1-119 reading \_\_\_\_\_
- Garbarino 120-238 reading \_\_\_\_\_