

# PSYCH-GA.2278 Moral Psychology

SPRING 2021 | Friday 2-4pm | Virtual (for now)

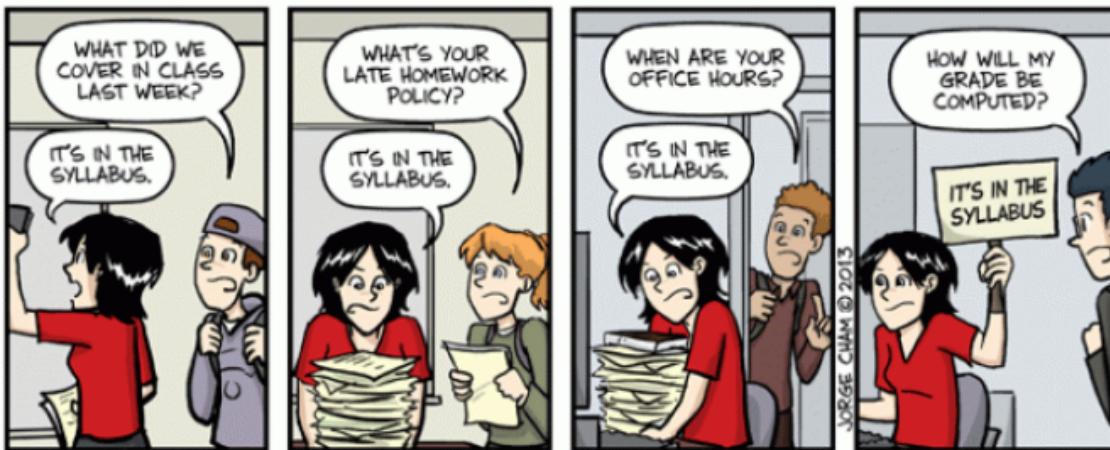
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Office: Room 452, 6 Washington Place

Office Hours: By appointment

Course Website: available on NYU Classes (via your NYU Home account)



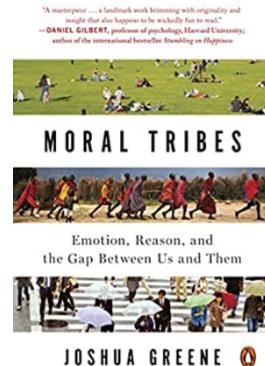
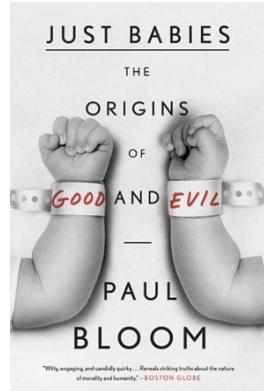
## IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

[WWW.PHDCOMICS.COM](http://WWW.PHDCOMICS.COM)

**Readings:** You are responsible for the assigned readings each week (not the additional readings). I have included links to online versions of articles in this syllabus.

**Additional Reading:**



## Course Description

In *The Descent of Man* (1971), Charles Darwin famously argued “*I fully...subscribe to the judgment of those writers who maintain that of all the differences between man and the lower animals the moral sense or conscience is by far the most important.*” In this class, we examine what may be the most distinctive feature of humanity—our pervasive capacity for moral cognition. We will consider both the evolutionary and cultural foundations of morality.

Philosophers and scientists have been captivated by the human capacity for moral and ethical decision-making for hundreds of years. We will focus on the underlying mental processes the guide moral judgments and decision-making. This interdisciplinary course will include research in social, cognitive and developmental psychology, as well as social and affective neuroscience, political science, communications, and philosophy.

You will read about the major theoretical debates and empirical developments in the area of moral psychology by reading classic and contemporary articles. You will share cutting edge research with your peers. You will have the chance to lead discussion on your favorite topic(s) in the field and ask questions about other topics. You will also design your own experiment on the topic and share it with your peers. By the end of this course, you will have a level of expertise necessary to conduct research in the field.

## Course format and grades

The work in this course includes active participation, leading discussion, writing a research proposal, a class presentation, and submitting a term paper. 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. This year, you get to choose your own adventure: You can either do assignments that will lead you to a (1) traditional research proposal or (2) [pre-registered direct replication for Psychological Science](#). If you do an excellent job, it is possible that you will then be

able to conduct the research you propose in this course and turn it into a scientific publication.

#### **Participation & Weekly discussion questions (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 in a constructive way, either by respectfully challenging your peers or building on a discussion and connecting to relevant areas of research that were not present in the weekly readings. 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. A successful classroom community exists when we all come to class prepared and contribute to the class discussion in a thoughtful, critical, and active manner. Carefully listening to your classmates and building on their contributions will help facilitate a constructive, interactive classroom experience.

You are also required to **email the discussion leader ONE question** you had about each of the required readings at least 48 hours before class each week. Effective questions are those that draw connections between the different readings and topics covered in class, generate new research ideas, and make connections between the readings and events in the larger world. You should also feel free to point out major methodological issues. The discussion leaders should use these questions/critiques to help guide class discussion. You **do not** need to submit questions/critiques during the weeks you lead the class discussion.

#### **Leading discussion (10%)**

Each student will be assigned to lead discussion one week. Discussion leaders will be responsible for facilitating discussion of the assigned readings. Discussion leaders will read the questions submitted from the other students and use them to prepare and distribute a list of less than 10 questions and talking points design to provoke discussion. This will be sent to the entire class at least 24 hours before the class meeting. The questions can focus on specific articles or on themes that connect the articles and you can draw from the most popular or (in your opinion) best questions submitted from the other students. Discussion leaders are encouraged to make a 2-3 slides about the main points from each article (e.g., key figures or findings; but keep it *less than 5 minutes* for each paper to leave time for discussion). Discussion leader assignments will be determined during the first class and the class enrollment is capped at the total number of discussion leaders.

#### **Article Presentation (10%)**

Each student will be assigned to present a cutting-edge research article one week. You will have 10 minutes at the beginning of class to present a recent article on the weekly topic (please practice your timing and do not go over the limit). The article should be an empirical article published in a top peer-reviewed journal within the

past 2-3 years. You are encouraged to have 5-10 slides to present the main findings of the paper. We will then allow 5 minutes for follow-up questions from the rest of the class. You will be graded on your ability to find a (a) relevant, (b) high quality paper, (c) present the paper in a simple way within the time limit, and (d) answer questions about the paper. Please also share a Pdf of the paper at least 24 hours before class.

### Hypothesis generation (15%), Due February 19th

This is where the choose-your-own-adventure begins! Each student will either submit 1) a set of 5 hypotheses for a research proposal or 2) 2 Psychological Science articles that they would like to replicate in the area of intergroup relations. I will provide feedback on the ideas and tell you if any (or all) are approved for use in your presentation and term paper. **All ideas for presentation/term paper must be approved before proceeding to the next assignment.**

1. Students writing a traditional research proposal will generate 5 hypotheses. They should first complete [McGuire's creative hypothesis generation](#) steps and develop five potential term paper ideas for consideration. Be sure to explain why your research is theoretically or methodologically innovative (i.e., what is the core contribution of this proposed study). Each research idea should be described succinctly (200 words or fewer—please provide word count).

2. Students writing a replication proposal should select potential target articles. They should first read this [guide for pre-registered replication reports at Psychological Science](#). Be sure to make a case as to why the proposed replication (based on a published paper in *Psychological Science*) is likely to be theoretically informative and provide rough info about the research plan (e.g., sample, materials). I will make that judgment based on the following criteria (from the RRR section of [Perspectives on Psychological Science](#)): (a) has the original article been influential in the field, (b) is it methodologically sound and the interpretation of the result unambiguous, (c) has it been replicated already, (d) does it force a reconsideration of an important theory or establish the foundation for a theoretical position, (e) would theoretical models or empirical understanding of the phenomenon under study benefit from a more precise estimate of the effect size for this particular study, and (f) would learning that the effect size is larger or smaller than in the original study potentially change how people think about this topic area. NOTE: Replications can include a theoretical extension (e.g., a new moderator that would enrich theory in intergroup relations). Each replication idea should be described succinctly (500 words or fewer—please provide word count). The last time I taught this class, Elizabeth Harris published her replication in *Psychological Science*. You can see her paper [here](#) as an example of a successful pre-registered replication with a significant theoretical extension.

### Initial Research Proposal & Peer Review (15%), Due March 26

Each student will submit either 1) an original research proposal or 2) pre-registered replication proposal in the area of intergroup relations. Please keep your paper *under* 1500 words (includes title page, figures, footnotes, references, etc.—please provide word count on the title page). The short proposal should either 1) present a proposal for future research addressing a specific (approved) research question arising from the hypothesis generation assignment (specifying the research question and purpose

of the study, followed by design and general method), or 2) propose a pre-registered replication of an (approved) article in *Psychological Science*. If you choose the replication option, you spend less time focused on the theoretical background and more time making a case as to why the proposed replication is likely to be informative and provide detailed info about a feasible research plan.

This will then be reviewed by two of your peers over the following week and you will review proposals from two of your peers (reviews are due **April 9**). Your written reviews should be emailed to the original author and cc me. Written reviews should include the following components: 1) Restate the goals, methods, and findings, 2) Assess strong points, 3) Large concerns, 4) Specific concerns, 5) Conclusion - overall assessment of strengths relative to limitations. This feedback can then be used to improve everyone's projects (in addition to giving practice in reviewing). Reviews should be critical, but constructive and supportive. The goal is to help your peers develop better projects.

### **Presentation (15%), Due May 7**

Each student will briefly present their research proposal or replication proposal (for 10 minutes) on the last week of class. 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 effectively communicate your proposal (e.g., interpretive dance, slam poetry, puppet show). You will be graded on your ability to clearly and elegantly communicate the main points of the proposal. The class will be able to ask questions and provide substantive feedback to help improve your project.

### **Term paper (25%), Due May 14**

Each student will submit an original research proposal or pre-registered replication proposal in the area of intergroup relations. Please keep your paper *under* 3000 words (includes title page, figures, footnotes, references, etc.—please provide word count). The papers begin with a review of your specific topic or research issue related to intergroup relations. Following this review of previous research on the selected topic, the paper will either 1) 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 2) propose a pre-registered replication using these [guidelines](#). Be sure to make a case as to why the proposed replication is likely to be informative and provide excruciatingly complete info about the research plan (for more details see [here](#)).

Paper formatting should adhere to [APA guidelines](#) (e.g., double-spaced format, one-inch margins, etc.). The paper is an opportunity to study a topic of interest in great depth and go beyond the course material. Papers must be submitted **by email**. 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 would like to request 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 10<sup>th</sup>**).

**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 one of the articles you read in class (ideally, you would connect it to a 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
Article Presentation	10 points
Hypothesis Generation	15 points
Peer Review	15 points
Presentation	15 points
<u>Term paper</u>	<u>25 points</u>
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

**January 29: Introduction**

Read the syllabus and be prepared to sign up to lead discussion one week

Ellemers, N., van der Toorn, Paunov, Y., & van Leeuwen, T. ([2019](#)). The psychology of morality: A review and analysis of empirical studies published from 1940 to 2017. *Personality and Social Psychology Review*, 23, 332-366.

### February 5: Origins of morality

Krebs, D. L. ([2008](#)). Morality: An evolutionary account. *Perspectives on Psychological Science*, 3, 149-172.

Hamlin, J. K. ([2013](#)). Moral judgment and action in preverbal infants and toddlers: Evidence for an innate moral core. *Current Directions in Psychological Science*, 22, 186-193.

Henrich et al. ([2005](#)). “Economic man” in cross-cultural perspective: Behavioral experiments in 15 small-scale societies. *Behavioral and Brain Sciences*, 28, 795-816. (*The commentaries are additional reading*)

#### Additional reading:

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

### February 12: The sacred domain

Tetlock, P. E. ([2003](#)). Thinking the unthinkable: Sacred values and the taboo tradeoff. *Trends in Cognitive Sciences*, 7, 320-324.

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.

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.

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

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

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.

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.

Skitka, L. J. Hanson, B. E., Morgan, G. S., & Wisneski, D. C. ([2021](#)). The psychology of moral conviction. *Annual Review of Psychology*, 72, 347-366.

Ryan, T. J. ([2017](#)). No compromise: Political consequences of moralized attitudes. *American Journal of Political Science*, 61, 409-423.

## February 19: Moralization

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.

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

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:

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.

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.

Brandt, M. J., Wisneski, D. C., & Skitka, L. J. ([2015](#)). Moralization and the 2012 U.S. presidential election campaign. *Journal of Social and Political Psychology*, 3, 211-237.

Feinberg, M., Kovacheff, C., Teper, R., & Inbar, Y. ([2019](#)). Understanding the process of moralization: How eating meat becomes a moral issue. *Journal of Personality and Social Psychology*, 117, 50-72.

Rhee, J. J., Shein, C. & Bastian, B. ([2019](#)). The what, how, and why of moralization: A review of current definitions, methods, and evidence in moralization research. *Social and Personality Psychology Compass*.

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.

### **February 26: Moral Intuitions**

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. ([2007](#)). The new synthesis in moral psychology. *Science*, 316, 998-1002.

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.

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

### **Additional reading:**

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

Blair, R.J.R. ([2011](#)). Moral judgment and psychopathy. *Emotion Review*, 3, 296-298.

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.

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.

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

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.

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

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

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.

Schein, C., Hester, N., & Gray, K. ([2016](#)). The Visual Guide to Morality: Vision as an Integrative Analogy for Moral Experience, Variability and Mechanism. *Social and Personality Psychology Compass*.

## March 5: 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.

Bouwmeester, S., Verkoeijen, P. P. J. L.; Aczel, B., Barbosa, F., Bègue, L., Brañas-Garza, P., Chmura, T. G. H., Cornelissen, G., Døssing, F. S.; Espín, A. M., Evans, A. M.; Ferreira-Santos, F., Fiedler, S., Flegr, J., Ghaffari, M., Glöckner, A., Goeschl, T., Guo, L., Hauser, O. P.; Hernan-Gonzalez, R., Herrero, A., Horne, Z., Houdek, P., Johannesson, M., Koppel, L., Kujal, P., Laine, T., Lohse, J., Martins, E. C.; Mauro, C., Mischkowski, D., Mukherjee, S., Myrseth, K. O. R.; Navarro-Martínez, D., Neal, T. M. S. Novakova, J., Pagà, R., Paiva, T. O.; Palfi, B., Piovesan, M., Rahal, R.-M., Salomon, E., Srinivasan, N., Srivastava, A., Szaszi, B., Szollosi, A., Thor, K. Ø.; Tinghög, G., Trueblood, J. S., Van Bavel, J. J., van 't Veer, A. E.; Västfjäll, D., Warner, M., Wengström, E., Wills, J., & Wollbrant, C. E. ([2017](#)). Registered Replication Report: Rand, Greene & Nowak (2012). *Perspectives on Psychological Science*, 12, 527-542.

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

### Additional reading:

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.

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

## March 12: 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.

### Additional reading:

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

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.

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

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

### March 19: Spring break NO CLASS

### March 26: Mind Perception and morality

Young, L., Cushman, F., Hauser, M., Saxe, R. ([2007](#)). The neural basis of the interaction between theory of mind and moral judgment. *Proceedings of the National Academy of Sciences*, 104, 8235-8240.

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.

#### Additional reading:

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.

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

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

### April 2: Moral Communication

Brady, W., Wills, J., Jost, J. T., Tucker, J., & Van Bavel, J. J. ([2017](#)). Emotion shapes diffusion of moral content in social networks. *Proceedings of the National Academy of Sciences*, 114, 7313-7318.

Mooijman, M., Hoowver, J., Lin, Y., Ji, H., & Dehghani, M. ([2018](#)). Moralization in social networks and the emergence of violence during protests. *Nature Human Behavior*, 2, 389-398.

Haslam, S. A., Reicher, S. D., & Van Bavel, J. J. ([2019](#)). Rethinking the nature of cruelty: The role of identity leadership in the Stanford Prison Experiment. *American Psychologist*, 74, 809-822.

Feinberg, M., & Willer, R. ([2013](#)). The moral roots of environmental attitudes. *Psychological Science*, 1, 56-62.

### **Additional Reading:**

Brady, W. J., Wills, J. A., Burkart, D., Jost, J. T., & Van Bavel, J. J. ([2019](#)). An ideological asymmetry in the diffusion of moralized content on social media among political leaders. *Journal of Experimental Psychology: General*, 148, 1802-1813.

Feinberg, M., Willer, R., & Schultz, M. ([2014](#)). Gossip and ostracism promote cooperation in groups. *Psychological Science*, 25, 656-664.

### **April 9: Morality in groups**

Curry, O. S. ([2019](#)). Is it good to cooperate? Testing the theory of morality-as-cooperation in 60 societies. *Current Anthropology*, 60, 47-69.

Cohn, A., Marechal, M. A., Tannenbaum, D., & Zund ([2019](#)). Civic honesty around the globe. *Science*, 365, 70-73.

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

Yudkin, D. A., Van Bavel, J. J., & Rhodes, M. ([2020](#)). Young children police in-group members at personal cost. *Journal of Experimental Psychology: General*, 149, 182-191.

### **Additional Reading:**

Fehr, E. & Schurtenberger, I. ([2018](#)). Normative foundations of human cooperation. *Nature Human Behaviour*, 2, 458-468.

Parnamets, P., Shuster, A., Reinero, D. A., & Van Bavel, J. J. ([2020](#)). A value-based framework for understanding cooperation. *Current Directions in Psychological Science*, 227-234.

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.

Halevy, N., Kreps, T. A., Weisel, O., & Goldenberg, A. ([2015](#)) Morality in intergroup conflict, *Current Opinion in Psychology*, 6, 10-14.

Cohen, T. R., Montoya, R. M., & Insko, C. A. ([2006](#)). Group morality and intergroup relations: Cross-cultural and experimental evidence. *Personality and Social Psychology Bulletin*, 32, 1559-1572.

Swann, W. B., Jr., Gómez, Á., Buhrmester, M. D., López-Rodríguez, L., Jiménez, J., & Vázquez, A. ([2014](#)). Contemplating the ultimate sacrifice: Identity fusion

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channels pro-group affect, cognition, and moral decision making. *Journal of Personality and Social Psychology*, 106, 713-727.

### April 16: Moral Politics

Kivikangas, J. M., Fernandez-Castilla, B., Jarvela, S., Ravaja, N, & Lonnqvist, J-E., (2021). Moral foundations and political orientation: Systemic review and meta-analysis. *Psychological Bulletin*, 147, 55-94.

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.

Waytz, A., Iyer, R., Young, L., Haidt, J., & Graham, J. (2019). Ideological differences in the expanse of the moral circle. *Nature Communications*, 10, 4389.

Finkel, E. J., et al. (2020). Political sectarianism in America. *Science*, 370, 533-536.

#### Additional reading:

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.

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

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.

### April 23: Moral Neuroscience

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.

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.

Wills, J., FeldmanHall, O., Meager, M., & Van Bavel, J. J. (2018). Dissociable contributions of the prefrontal cortex in group-based cooperation. *Social Cognitive and Affective Neuroscience*, 13, 349-356.

#### Additional Reading:

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

Koenigs, M. et al. ([2007](#)). Damage to the prefrontal cortex increases utilitarian moral judgments. *Nature*, 446, 908-911.

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.

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

Ellemers, N., & van Nunspeet, F. ([2020](#)). Neuroscience and the social origins of morality: How neural underpinnings of social categorization and conformity affect everyday moral and immoral behavior. *Current Directions in Psychological Science*, 29, 513-520.

#### April 30: The future of morality

Crockett, M. J. ([2017](#)). Moral outrage in the digital age. *Nature Human Behaviour*, 1, 769-771.

Brady, W. J., Crockett, M., & Van Bavel, J. J. ([2020](#)). The MAD model of moral contagion: The role of motivation, attention, and design in the spread of moralized content online. *Perspectives on Psychological Science*.

Awad, E., Dsouza, S., Kim, R., Schulz, J., Henrich, J., Shariff, A., Bonnefon, J-F., & Rahwan, I. ([2018](#)). The moral machine experiment. *Nature*, 563, 59-64.

Stoyanovich, J., Van Bavel, J. J., & West, T. V. ([2020](#)). The imperative of interpretable machines. *Nature intelligence*, 2, 197-199.

#### Additional reading

Spring, V. L., Cameron, C. D., & Cikara, M. ([2019](#)). The upside of outrage. *Trends in Cognitive Sciences*, 23, 80-82.

Brady, W. J. & Crockett ([2019](#)). How effective is on-line outrage? *Trends in Cognitive Sciences*, 23, 1067-1069.

Spring, V. L., Cameron, C. D., & Cikara, M. (2019). Asking different questions about outrage: A reply to Brady and Crockett. *Trends in Cognitive Sciences*, 23, 80-82.

## May 7: Research Presentations

## Course website

Log in and you should see this course. If you don't, please let us know. Readings, grades, assignments, and handouts will be posted online. If you have a question you can email me. If several people email 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 us 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. If you are unsure if an action constitutes academic misconduct, please email us before the assignment is due and/or review NYU's and CAS' academic integrity policies ([here](#) & [here](#)).

## Accommodation

**Disability Disclosure Statement:** Academic accommodations are available for students with disabilities. The Moses Center website is [www.nyu.edu/csd](http://www.nyu.edu/csd). Please contact the Moses Center for Student Accessibility (212-998-4980 or [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu)) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance. We will work with the Moses Center to ensure that educational activities are accessible.

## Wellness Services

NYU offers a rigorous academic environment, devoted to scholarship, teaching, and learning. NYU's approach to the health of our students is one of "wellness": supporting students in all aspects of their lives in order to enable them to achieve academic success. However, the demands of academic life, coupled with work, family, community, and personal responsibilities can create a stressful environment for

students. As such, NYU offers an extensive network of physical and mental health resources [here](#) as well as a 24/7 hotline (**212-443-9999**). Please use these resources if you need additional support outside the classroom (unfortunately our staff is not equipped to help with these issues, but we are happy to direct you to these resources when necessary).

## Diversity & Constructive Disagreement

This class requires and supports a diversity of backgrounds and perspectives and respectful, critical inquiry through the free exchange of ideas. The following principles will guide discussions:

- Because diverse perspectives and constructive disagreement sharpens thinking, deepens understanding, and reveals novel insights, it is encouraged
- All backgrounds and scientific viewpoints are welcome as long as they are respectful
- Reasonable people can differ on a number of perspectives and conclusions
- Treat every member of class with respect, even if you disagree
- Science is an evolving process, and no ideas are immune from scrutiny in the classroom (including any ideas presented by the professor)
- But please try to bring light, not heat, to any discussion
- Please allow time and space for other people to contribute to the discussion
- Please respect the privacy of other members of the class
- No harassment of students or staff will be tolerated (including online harassment, bullying, or targeting)
- To ensure a safe space, please keep your criticisms in the classroom
- If you observe any violations of these guidelines, please report it to Jay or NYU.

## Course Withdrawal

To learn how to withdraw from this course go to this [website](#)