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Subject: Psychology 832 Course Change Request

Please find attached the documents for a course change request for Psychology 832.

Contact Information:

Faculty Member: Dr. John Gibbs  
Email: [gibbs.1@osu.edu](mailto:gibbs.1@osu.edu)  
Phone Number: 292-7918  
Address: 237 Psychology Building, 1835 Neil Avenue Mall

New Graduate Studies Chair (as of Jan 1, 2009): Dr. Michael Vasey  
Email: [vasey.1@osu.edu](mailto:vasey.1@osu.edu)  
Phone Number: 292-2951  
Address: 141 Psychology Building, 1835 Neil Avenue Mall

Angela Mercer  
Department of Psychology  
292-4131

**The Ohio State University  
Colleges of the Arts and Sciences Course Change Request**

Psychology  
Academic Unit

Psychology  
Book 3 Listing (e.g., Portuguese)

832  
Course Number

Summer      Autumn **X**      Winter x      Spring      Year 2010

**Proposed effective date:** choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

**A. Course Offerings Bulletin Information.** Follow instructions in the OAA curriculum manual. Before you fill out the "Present Course" information, be sure to check the latest edition of the *Course Offerings Bulletin* and subsequent Circulating Forms. You may find that the changes you need have already been made or that additional changes are needed. If the course offered is less than quarter or term, please also complete the Flexibly Scheduled/OffCampus/Workshop Request form.

**COMPLETE ALL ITEMS THIS COLUMN**

**Present Course**

1. Book 3 Listing: Psychology
2. Number: 832
3. Full Title: Sociomoral Development
4. 18-Char. Transcript Title: Sociomoral Develop
5. Level and Credit Hours G4
6. Description: Focus upon recent work stemming from Piagetian and Eriksonian approaches; relation of specific Theoretical perspectives to current issues and findings Emphasized.
7. Qtrs. Offered : AU
8. Distribution of Contact Time: 2 cl  
(e.g., 3 cl, 1 3-hr lab)
9. Prerequisite(s): Grad Standing
10. Exclusion: N/A  
(Not open to....)
11. Repeatable to a maximum of \_\_\_\_\_ credits.
12. Off-Campus Field Experience: No
13. Cross-listed with: No
14. Is this a GEC course? No
15. Grade option (circle): x Ltr    S/U    P  
If P graded, what is the last course in the series?
16. Is an honors version of this course available? Y  N   
Is an Embedded Honors version of this course available?    Y  N
17. Other general course information:

**COMPLETE ONLY THOSE ITEMS THAT CHANGE  
Changes Requested**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. Lifespan Sociomoral Development
4. \_\_\_\_\_
5. G5
6. Cognitive, emotional, and cross-cultural aspects of moral development and social behavior across the life span. Emphasis on current findings, basic theoretical issues, and applied topics (e.g., treatment of antisocial behavior).
7. WI
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_

**B. General Information**

1. Do you want the prerequisites enforced electronically (see the OAA manual for what can be enforced)?  
Yes

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2. Does this course currently satisfy any GEC requirement, if so indicate which category?  
No

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3. What other units require this course? Have these changes been discussed with those units?  
No, No

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4. Have these changes been discussed with academic units that might have a jurisdictional interest in the subject matter? Attach relevant letters.  
No

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5. Is the request contingent upon other requests, if so, list the requests?  
No

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6. Purpose of the proposed change. (If the proposed change affects the content of the course, attach a revised syllabus and course objectives and e-mail to [asccurrofc@osu.edu](mailto:asccurrofc@osu.edu).)  
To increase credit hour level to be consistent with the demand of course requirements.

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7. Please list Majors/Minors affected by the proposed change. Attach revisions of all affected programs. This course is (check one):  
 Required on major(s)/minor(s)     A choice on major(s)/minors(s)  
 An elective within major(s)/minor(s)     A general elective:  
 N/A

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8. Describe any changes in library, equipment or other teaching aids needed as a result of the proposed change or if the proposed change involves budgetary adjustments, describe the method of funding:  
N/A

**Approval Process** The signatures on the lines in ALL CAPS ( e.g. ACADEMIC UNIT) are required.

	Printed Name	Date
1. Academic Unit Undergraduate Studies Committee Chair	Marilynn B. Brewer	12/1/08
2. Academic Unit Graduate Studies Committee Chair	Richard E Petty	12/1/08
3. ACADEMIC UNIT CHAIR/DIRECTOR		
4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17 <sup>th</sup> Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to <a href="mailto:asccurrofc@osu.edu">asccurrofc@osu.edu</a> . The ASC Curriculum Office will forward the request to the appropriate committees.		
5. COLLEGE CURRICULUM COMMITTEE		
6. ARTS AND SCIENCES EXECUTIVE DEAN		
7. Graduate School (if appropriate)		
8. University Honors Center (if appropriate)		
9. Office of International Affairs (study tours only)		
10. ACADEMIC AFFAIRS		

**Rationale for Change:**

Psychology 832 Sociomoral Development should add Lifespan to its title and augment to 5 credit hours. The first change would reflect my emphasis in the course not only on "standard" development but also "existential" (adult) development across the life span. The augmentation from 4 to 5 credit hours is warranted given consistent student feedback each academic year that the extensive reading, discussion questions, class presentations, examinations, and paper requirements (see syllabus) are collectively comparable to the work load entailed in a typical FIVE credit-hour course. (The shift from Autumn to Winter Quarter should reduce certain scheduling conflicts for students.)

The Ohio State University  
Autumn Quarter, 2008  
Dr. John C. Gibbs  
Psychology Bldg. 237 (292-7918)  
gibbs.1@osu.edu  
(Office hrs. 1:30-2:30 p.m. MW or by appt.)

Psychology 832: Sociomoral Development (4 credit hours)  
(Mon. and Wed., 9:30 a.m.-10:48 a.m., Central Classrooms room 209)

### Objective

The objective of this course is to enable participants to gain an understanding of the major current theories, findings, issues, and ontological implications entailed in the literature on sociomoral (and to some extent identity) development, and to gain particular sophistication with respect to selected topics in the pertinent literature.

### Plan for Achieving the Objective

Participants will gain this understanding and sophistication through: completion and discussion of assigned readings (featuring discussions of questions as provided mainly by class members); development and completion of a paper relating to a selected topic pertaining to one or another of the readings; a class presentation of one's in-progress treatment of that paper topic; and discussions of the class presentations.

### Reading Assignments

The readings are in the required and recommended categories. The common required reading for the course will be: (a) the instructor's (2003) *Moral development and reality: Beyond the theories of Kohlberg and Hoffman* (Sage Publications, Thousand Oaks, CA) (NOTE: The instructor will also provide course members with copies of the in-press second edition version of the chapters); and (b) a Uniprint Course Packet. Recommended are Martin L. Hoffman's (2000) *Empathy and Moral Development* (Cambridge University Press, New York) and Ann-Marie DiBiase et al.'s (2005) *EQUIP for educators* (Research Press, Champaign, IL). The packet readings can be purchased at the Tuttle Uniprint store on Millikan Way. The Gibbs and Hoffman books can be purchased at the University Book Store (Millikan Road), University Barnes & Noble, or SBX.

### Determinants of Grades

Grades for the course will be determined by performance on: (1) the paper; (2) midterm and final quizzes; and (3) class participation (see "Details Regarding Class Participation," below). These

three factors will each count about one-third of the grade.

#### Details Regarding the Quizzes and Question Lists

Whereas the paper and class presentation/discussions provide an opportunity for individual synthesis and expression, the quizzes provide an opportunity for demonstrating mastery of knowledge and theory in moral development, that is, the field's "meat and potatoes." The quizzes will be more like exercises than examinations, since all of the questions will be drawn verbatim from the question lists. These questions will be embedded in "advance organizer" Powerpoint presentations to be distributed by the instructor to introduce each reading assignment. There will be 12 short-answer questions on each of the 2 midterm quizzes, and 12 on the final quiz (with two questions on each quiz being "throw-away" items). The final quiz will cover the post-midterm assignments only.

#### Details Regarding the Paper

Students will each prepare and write one paper for the class. Paper topics will be selected from the list of paper topic areas provided later in this syllabus. The areas pertain to those addressed in the course readings, and are arranged in at least rough correspondence with the sequence of reading assignments.

As noted, the objective of students as they develop their papers will be to gain particular sophistication with respect to their chosen topic. Accordingly, the paper should reflect diligent and comprehensive library work (helpful in this connection are consultations with reference librarians as well as on-line services such as PsycInfo, Oscar, and OhioLink). The GoogleScholar.com data base can be useful but does not include proprietary resources such as PsycInfo; other web sources may be suspect and are not encouraged. In addition to its scholarly substance, the paper should entail organization, coherence, and reflective thought. Specific requirements are that the paper: (a) make reference at some point to the pertinent required reading; and (b) are typed double-spaced for a total length of between five and fifteen pages. Papers are due on the last regular class session before finals week; students submitting papers after this date will receive an Incomplete with prejudice.

#### Details Regarding Class Participation

Class participation entails: (a) attendance; (b) of course, reading the assignments (in the event of widespread non-participation in this respect, the instructor reserves the right to administer a "pop quiz"); (c) a class presentation based on what one has been learning in working on one's paper; and (d) contribution of discussion questions (based on the required reading). The paper presentations will be graded highly satisfactory, satisfactory, and unsatisfactory by the criteria indicated above. Regarding discussion question contributions, students are encouraged (but not required) to prepare at least one question per assignment. The discussion contributions should be submitted (either electronically or directly) prior to class (thereby giving the instructor adequate time to discern a possible thrust of the contributions for class discussion). The question should be typed if possible, with one's name and the assignment/date at the top of the page. Ideal class participation would

entail, then: perfect or near-perfect attendance; a highly satisfactory class presentation; and contribution of at least one discussion question of high quality per assignment.

Discussion Agenda for Required Readings (Note: A separate agenda will be provided for dates of seminar presentations.)

September 24. Preliminary, introductory, and organizational. First “advance organizer” presentation/handout.

I. Overview and Basic Themes (see paper topic areas 1-7)

A. Sociomoral development and behavior (including methods)

September 29. Pp. **481-509** of Berk, L. (2010). Moral development. Chapter 12 in Berk's *Child Development* (7th. ed., pp. 475-517). Boston: Allyn & Bacon.

October 1. Pp. **510-523** of Berk, L. (2006). Moral development. Chapter 12 in Berk's *Child Development* (7th. ed., pp. 475-517). Boston: Allyn & Bacon.

October 6. Miller, S. A. (2007). Pp. 269-286 of Chapter 8 ("Social Development"). In *Developmental research methods (3<sup>rd</sup> ed.)*. Englewood Cliffs, NJ: Prentice-Hall.

October 8. Gibbs, J. C. (2003). "Introduction." Chapter 1 of *Moral development and reality: Beyond the theories of Kohlberg and Hoffman*. Thousand Oaks, CA: Sage. [cf. in-press version, to be distributed]

B. Identity development

October 13. Moshman, D. (2005). Chapters 7 ("Erikson's Theory of Identity Formation"), 8 ("The Nature of Identity"), and 9 ("The Construction of Identity") spanning pp. 79-111 of his *Adolescent psychological development: Rationality, Morality, and Identity(2<sup>nd</sup> ed.)*. Mahwah, NJ: Erlbaum.

October 15. Midterm Quiz I.

II. Topics in Sociomoral Development and Behavior (see paper topic areas 8-16)

A. Cognitive developmental approach to morality

October 20. Gibbs, J. C. (2003). Pp. **16-37** of "'The Right' and Moral Development: Kohlberg's Cognitive Developmental Approach." Chapter 2 of *Moral development and reality: Beyond the theories of Kohlberg and Hoffman*. Thousand Oaks, CA: Sage. [cf. in-press version, to be distributed]

October 22. Gibbs, J. C. (2003). Pp. 37-56 of "'The Right' and Moral Development: Fundamental Themes of Kohlberg's Cognitive Developmental Approach." Chapter 2 of *Moral development and reality: Beyond the theories of Kohlberg and Hoffman*. Thousand Oaks, CA: Sage. [cf. in-press version, to be distributed]

October 27. Gibbs, J. C. (2003). "Kohlberg's Theory: A Critique and New View." Chapter 3 of *Moral development and reality: Beyond the theories of Kohlberg and Hoffman*. Thousand Oaks, CA: Sage. [cf. in-press version, to be distributed]

#### B. Empathy development and moral internalization

October 29. Pp. 78-97 of Gibbs, J. C. (2003). "'The Good' and Moral Development: Hoffman's theory." Chapter 4 of *Moral development and reality: Beyond the theories of Kohlberg and Hoffman*. Thousand Oaks, CA: Sage. [cf. in-press version, to be distributed] Note: For background, you may find it helpful to look through Hoffman, M. L. (2000). *Empathy and moral development*. New York: Cambridge University Press.

November 3. Pp. 97-110 of Gibbs, J. C. (2003). "'The Good' and Moral Development: Hoffman's theory." Chapter 4 of *Moral development and reality: Beyond the theories of Kohlberg and Hoffman*. Thousand Oaks, CA: Sage. [cf. in-press version, to be distributed]

November 5. Midterm Quiz II.

November 10. Damon, W. (1995). "Parenting." Chapter 8 in *Greater expectations: Overcoming the culture of indulgence in America's homes and schools* (see also notes, pp. 268-270). New York: The Free Press.

#### C. Moral development and social behavior (prosocial, antisocial)

November 12. Gibbs, J. C. (2003). "Moral Development, Moral Self-Relevance, and Prosocial Behavior." Chapter 5 of *Moral development and reality: Beyond the theories of Kohlberg and Hoffman*. Thousand Oaks, CA: Sage. [cf. in-press version, to be distributed]

November 17. Gibbs, J. C. (2003). "Understanding Antisocial Behavior." Chapter 6 of *Moral development and reality: Beyond the theories of Kohlberg and Hoffman*. Thousand Oaks, CA: Sage. [cf. in-press version, to be distributed]

November 19. Gibbs, J. C. (2003). "Treating Antisocial Behavior." Chapter 7 of *Moral development and reality: Beyond the theories of Kohlberg and Hoffman*. Thousand Oaks,



CA: Sage. [cf. in-press version, to be distributed] Note: For background, you may find it helpful to read Hoffman, M. L. (2000). Chapter 13: Implications for intervention. In *Empathy and moral development*. New York: Cambridge University Press. One of the recommended books, *EQUIP for Educators*, may also be helpful.

### III Larger Issues (see paper topic areas 18-21)

#### A. Moral development and reality

November 24. Gibbs, J. C. (2003). "Beyond the Theories: A Deeper Reality?" Chapter 8 of *Moral development and reality: Beyond the theories of Kohlberg and Hoffman*. Thousand Oaks, CA: Sage. [cf. in-press version, to be distributed]

November 26, **CLASS CANCELLED**: Have a good Thanksgiving Nov. 27!

#### B. Moral quandaries and cross-cultural issues

December 1. Two assignments: (1.) Hoffman, M. L. (2000). Chapter 11: Multiple-claimant and caring-versus-justice dilemmas. In *Empathy and moral development*. New York: Cambridge University Press. (2.) Hoffman, M. L. (2000). Chapter 12: The universality and culture issue. In *Empathy and moral development*. New York: Cambridge University Press.

#### C. Conclusion

December 3. Gibbs, J. C. (2003). "Conclusion." Chapter 9 of *Moral development and reality: Beyond the theories of Kohlberg and Hoffman*. Thousand Oaks, CA: Sage. [cf. in-press version, to be distributed]

December 9 (Tuesday), 8:00--9:18 a.m. Final quiz.

#### Academic Misconduct:

All students at the Ohio State University are bound by the Code of Student Conduct (see <http://oaa.ohio-state.edu/coam/code.html>). Suspected violations of the code in this class will be dealt with according to the procedures detailed in that code. Specifically, any alleged cases of misconduct will be referred to the Committee on Academic Misconduct.

#### Students with disabilities:

This syllabus is available in alternative formats upon request. In addition, if you may need an accommodation based on the impact of a disability, you should contact the instructor immediately. Students with special needs should contact the Office of Disability Services (ODS) at 292-3307 for certification if they have not already done so. Upon such certification, the ODS and the instructor will make every effort to accommodate special needs. However, to ensure that evaluation of student performance in the course is conducted in a manner that is fair to all students, special

accommodation will not be granted in the absence of ODS certification.

## **PAPER TOPIC AREAS**

(Sequence roughly follows the readings; each area encompasses several possible topics)

### **I. Overview and Basic Themes (topic areas 1-7)**

1. Basic theoretical approaches to moral development, human social behavior
2. Biological and/or environmental factors, issues in moral development
3. Biological and/or environmental factors, issues in development of self-control, aggression/hyperactivity (see also topic area 15)
4. Methodological approaches and issues in the study of moral development and behavior
5. Philosophical criteria for "the moral;" psychology of the moral domain
6. Nature of evaluation of the stage construct; schema theory; processes and stages of moral development
7. Relations between cognitive development, moral development and identity development; identity development during adolescence, the college years

### **II. Topics in Sociomoral Development and Behavior (topic areas 8-17)**

8. Cognitive developmental approach to moral development, social behavior
9. Evaluating Kohlberg's stages of moral judgment development
10. Nature of empathy, development of the empathic predisposition
11. Morality of early childhood; children's developing conceptions of distributive justice, friendship
12. Parenting, disciplinary practices, role of empathy, moral internalization
13. Mainstream moral, character, civic, or values education (including prevention programs)
14. Empathy and altruistic behavior; moral identity, moral self-relevance, moral exemplars, whistle blowers, or individual differences in prosocial behavior; field independence, self-efficacy, ego strength
15. Evaluating information-processing models of social behavior; automaticity, schema activation
16. Understanding antisocial behavior, psychopathy, sexual offenders; role of biological factors, child abuse, neglect; role of the family, peer group; role of cognitive distortions or deviant modes of social information processing
17. Treating or preventing antisocial behavior; the psychopathic, violent, or sexual offender; moral (values, civic, character, etc.) or psychoeducational curricula/intervention programs for offenders (juvenile, adult)

### **III Larger Issues (topic areas 18-21)**

18. Relations of moral development to existential or spiritual development, deeper reality; contribution of the near-death experience to moral development/behavior
19. The multiple-claimant question, gender differences, care-versus justice issues in morality
20. Cross-cultural universality issues in Kohlberg's theory, Hoffman's theory
21. Issues in moral motivation, comparing Kohlberg's and Hoffman's theories

## QUESTION POOL FOR MIDTERM QUIZ I

RE Berk's "Moral Development" (questions 1-11 for September 24; 12-16 for September 26)

1. Briefly discuss and evaluate the biological perspective on morality.
  2. Briefly discuss developments within (or beyond) the psychoanalytic perspective on moral development. How does inductive discipline "contrast" with Freudian ideas, especially in terms of the role of guilt and induction's "power to cultivate" (p. 478) moral internalization? How do recent psychoanalytic ideas "retain continuity with Freudian theory" (p. 480)?
  3. Briefly discuss the social learning perspective on moral development. Include in your discussion the importance of modelling, the effects of punishment, and the value of positive discipline.
  4. Briefly discuss "ethnic differences in the consequences of physical punishment" (p. 482)
  5. What do the psychoanalytic and social learning theories of moral development have in common, and why have they been criticized?
  6. Briefly discuss and evaluate Piaget's theory of moral development. Are there clear-cut stages in "the general direction of change in moral judgment" (p. 486)?
  7. Briefly discuss methods that have been used to study moral judgment development. How did Kohlberg's clinical interview method differ from Piaget's? What method has been used "for more efficient gathering and scoring of moral reasoning" (p. 488)?
  8. Briefly discuss and evaluate Kohlberg's extension of Piaget's stages. What research findings provide some "support for Kohlberg's developmental sequence" (p. 490)? How does Gibbs revise "Kohlberg's conception of moral maturity" (p. 498, 500)?
  9. "Are there sex differences in moral reasoning?" (p. 493)
  10. Briefly discuss influences on the development of moral reasoning.
  11. Briefly discuss the relationship between moral reasoning and social behavior.
- N.B.: "Even 4-year-olds recognize the importance of sharing, but their reasons seem self-serving: 'I shared because if I didn't, she wouldn't play with me,' or 'I let her have some, but most are for me because I'm older' . . . Children in the early school grades are intent on making sure that each person gets the same amount. . . . Finally, children . . . recognize that special consideration should be given to those at a disadvantage. . . . They adapt their basis of fairness to the situation" (pp. \*\*\*-\*\*\*).
12. Briefly discuss the development of morally relevant self-control from early childhood into adolescence. Note in particular strategies for self-control, knowledge of strategies, and individual differences. What is Metcalfe and Mischel's analysis?

13. Briefly discuss the emergence of aggression and gender differences in its expression.

14. Briefly discuss how the family can be a "training ground for aggressive behavior" (p. 509).

N.B.: "Persistent adolescent delinquency follows two paths of development. . . . Early-onset youngsters are emotionally negative, restless, and impulsive as early as age 2" (p. 510).

15. Briefly discuss the role of social-cognitive deficits and distortions in aggressive behavior.

N.B.: "Antisocial young people are delayed in moral judgment maturity. And they are low in moral self-relevance as well. In a study of 16- to 19-year-old college students, those with immature moral reasoning and low moral self-relevance were prone to self-serving cognitive distortions (such as blaming the victim and minimizing the harm done), which predicted high levels of acting-out behavior. Compared with boys, girls scored higher on moral self-relevance and lower in self-serving cognitive distortions--likely contributors to their lower rates of antisocial activity (Barriga et al., 2001)" (p. 512).

N.B.: "Little is known about the long-term development of these [bistrategic controllers], who meld selfish motives with impressive social savvy" (p. 512).

16. Briefly discuss interventions and approaches that help "children and parents control aggression" (pp. 512, 514).

RE Miller's "Social Development"

17. Briefly discuss the behavioral aspect of morality. How does Miller construe the two "sides" (p. 270) of moral behavior? What two "criteria" or "definitional points" (p. 270) do both sides of moral behavior satisfy?

--(Discussion:) regarding the "negative, avoidance" characterization of "moral" behavior: "Is resisting playing with an arbitrary, forbidden toy akin in any way to resisting the temptation to lie or cheat or steal?" (p. 273).

18. Briefly discuss and evaluate naturalistic and laboratory approaches to the study of moral behavior. Are these approaches mutually exclusive? Why or why not?

19. Briefly discuss the strengths and weaknesses of the ratings approach to the assessment of moral behavior.

N.B.: "What we need . . . is a convergence of methods--an attack upon the particular research problem . . . through as many different methods as possible. . . . It should be clear that Eisenberg et al.'s approach to the measurement of empathy embodies the kind of converging operations philosophy that is stressed at various points throughout this book. Self-reports of emotion, although

certainly a reasonable source of evidence, may for various reasons be either inaccurate or incomplete. A particular facial expression can clearly be a clue to internal experience, but in themselves facial expressions are unlikely to be sufficient. Any specific patterns of physiological change is even less likely to be free of alternative interpretations. When all three forms of evidence point in the same direction, however, we can be much more confident that we really have succeeded in measuring the target construct" (pp. 275, 278-279).

20. Briefly evaluate the use of the story completion method in the assessment of moral emotions such as guilt or empathy.

21. Briefly evaluate Eisenberg et al.'s approach to measuring empathy.

--N.B.: You are encouraged to read Miller's coverage of Piaget's and Kohlberg's work on the development of moral judgment as a way of consolidating what you have already learned from the Berk chapter.

22. What "two predictions follow" from the "claim that moral reasoning develops through a series of stages" (p. 285)? What roles are played by longitudinal and cross-sectional studies?

RE Gibbs' Chapter 1, "Introduction." Briefly discuss the following:

23. the author's conception of the bases of moral evaluation. In what sense can morality be objective, according to this conception? How does this conception differ from other views of morality?

24. "growing beyond the superficial" in morality.

25. antisocial behavior, even among those who may not be delayed in moral judgment development. What are some possible explanations in terms of the camp incident?

RE Moshman's "Erikson's Theory of Identity Formation" (Chapter 8)

26. Briefly discuss Erikson's theory of personality development. How did it differ from Freud's approach? In general, how is "each of Erikson's stages" (p. 69) presented?

N.B.: "Erikson's view was that adolescent exploration of alternatives ideally results in a sense of individuality, a role in society, an experience of continuity across time, and a commitment to ideals" (p. 70).

27. Briefly discuss Marcia's theory of identity formation. In particular, give an illustration of developmental pathways among his identity statuses.

28. Briefly discuss concerns, complications, or questions regarding Marcia's identity formation scheme.

RE Moshman's "The Nature of Identity" (Chapter 9)

29. Briefly discuss Moshman's definition of identity. What characteristics of personhood are entailed?

30. Briefly discuss the influence of gender and culture on identity. What is Moshman's evaluation of gender and cultural differences in identity?

N.B.: "To have an identity is to have commitments in those domains that you yourself see as central to personhood, and to have an overriding sense of self that coordinates these commitments" (p. 86).

RE Moshman's "The Construction of Identity" (Chapter 10)

31. Briefly discuss the process of identity formation in terms of the constructivist work of Grotevant and Berzonsky.

N.B.: "[In the Boyes and Chandler (1992) study,] Formal operational thinking was strongly associated with higher epistemic levels, and higher epistemic level, in turn, was strongly associated with more advanced identity status. A more fine-grained analysis indicated that rationalist epistemologies were most strongly associated with identity achievement. . . . Students who saw knowledge as simple and absolute were likely either to have foreclosed identities or to be unconcerned with identity formation. . . . Students who understood the potential for rational judgment . . . were most likely to have constructed an identity" (p. 91).

--(Possible discussion question) Is identity (for example, ethnic or sexual identity) created or discovered?

--(Possible discussion question, from earlier in the Moshman book) "Why do some people routinely construe social issues in moral terms, make moral judgments about such issues, and act on the basis of such judgments, whereas others, although equally capable of advanced moral reasoning, are less inclined to apply such reasoning in their daily lives?"

One intriguing possibility, noted by Augusto Blasi and others, is that moral action depends on how central morality is to one's sense of self. . . . If morality is not important to you, then you are less likely to apply moral reasoning in your daily life and act on the basis of moral judgments. If being moral is central to your deepest sense of who you are, however, then you are more likely to construe issues in moral terms, to reflect deeply on what you ought to do, and to do what you deem morally correct—the alternative is to betray yourself and suffer the self-imposed emotional consequences of your lack of integrity. Thus, at the level of behavioral choice and associated feelings, questions of morality direct us to questions of identity" (p. 66).

## QUESTION POOL FOR MIDTERM QUIZ II

RE Gibbs' Chapter 2. "The Right and Moral Development: Fundamental Themes of Kohlberg's Theory." *Short-Answer Essay Questions for Chapter 2 (questions 1-7 for Oct. 15; questions 8-12 for Oct. 17).*

Briefly discuss the following:

1. the thesis that early-childhood moral (and other) judgment tends to be "superficial." What (especially in terms of Piaget's theory) accounts for this superficiality?
2. the sense in which the social cognition of young children tends to be egocentrically biased. In what sense can egocentric bias be construed as part of superficial moral judgment?
3. superficial judgment in the context of nonsocial cognition. How does centration in judgments pertaining to conservation relate to "the curious caprice of the young child" also seen in the social sphere?
4. "growth beyond the superficial" in terms of decentration and construction in nonsocial cognition. Describe how experiments using the conservation task have helped to distinguish construction from internalization.
5. conservation knowledge. How is it "crucially" different from nonconservation responses? Can conservation knowledge motivate behavior?
6. reciprocity as (a) an internalized moral norm and (b) a socially constructed ideal. What conditions enhance the likelihood that peer interaction will lead to the construction of moral reciprocity?
7. manifestations of logical necessity and cognitive primacy in the context of sociomoral motivation.
8. moral reciprocity. Is it a uniquely human phenomenon? What stage-related distinction is important in this connection? What role does "reflective abstraction" play?
9. the difference made by moral reciprocity as an ideal in moral motivation. Does Hoffman specifically identify ideal reciprocity? How does ideal reciprocity help us to evaluate norms of blood vengeance?
10. moral judgment development beyond stage 3 in the Gibbs et al. view. Under what conditions does stage 3 moral judgment not fully represent moral-cognitive adequacy? What social perspective-taking opportunities seem to be important for advanced development?
11. immature and mature moral judgment stages. How are they assessed by the Sociomoral Reflection Measure-Short Form (SRM-SF)? What are stages or schemas? How must "stage sequence" be understood in moral development?



12. adaptive learning and development in terms of Piagetian theory.

RE Gibbs et al.'s "Moral Judgment Development across Cultures: Revisiting Kohlberg's Universality Claims." Briefly discuss the following:

13. Kohlberg's cognitive developmental approach. How does it differ from a "broad" cognitive developmental approach?

14. Snarey's and Gibbs' revised models of moral judgment development (see esp. Table 2). How do these models revise Kohlberg's stage model? How does Gibbs' model differ from Snarey's?

15. the revisiting of Kohlberg's universality claim for moral judgment development with a new assessment method (the SRM-SF). In what respects does the SRM-SF appear to be suitable for such cross-cultural research? What convergent trends appear in childhood, adolescence, and adulthood?

16. evidence pertaining to Kohlberg's (and Piaget's) claim that moral judgment develops through social perspective-taking opportunities. How does moral judgment research on gender differences and delinquents relate to this claim?

RE Gibbs' Chapter 3. Kohlberg's Theory: A Critique and New View." (Portion assigned.) *Short-Answer Essay Questions for Chapter 3. Briefly discuss the following:*

17. adult moral development in Kohlberg's theory. What is Gibbs's critique? [see also previous assignment]

18. the author's two-phase view of lifespan moral judgment development. [see also previous assignment]

RE Gibbs' Chapter 4. "'The Good' and Moral Development: Hoffman's Theory. *Short-Answer Essay Questions for Chapter 4 (questions 18-25 for October 29; questions 26-30 for October 31). Briefly discuss the following:*

19. the empathic predisposition and its functional importance for human society. What factor promotes the reliability of empathic responding, according to Hoffman?

20. the question of whether empathy is unique to the human species. Make sure to include the modes of empathic arousal and the complexity of the "full-fledged" (p. 84) empathic predisposition in your discussion.

21. Hoffman's conception of "fully mature" perspective-taking.

22. The meaning of "growing beyond the superficial" in Hoffman's (especially, vis a vis Kohlberg's) theory.

23. Hoffman's immature stages of empathic distress.
24. Hoffman's mature stages of empathic distress. What modes of empathic arousal are involved?
25. the impact of causal attribution and inference on the empathic predisposition.
26. two limitations of empathy. How can these limitations be attenuated?
27. the cognitive regulation of affect. In what sense is affect such as empathy "primary" in Hoffman's theory?
28. the role of socialization and moral internalization in the eventuation of the empathic predisposition into prosocial behavior. How does the parent give effective inductions?
29. two empirical studies of Hoffman's moral socialization theory. In what ways were the results supportive? What is the issue regarding parental expression of disappointment?
30. the role of nurturance in moral socialization.
31. Gibbs' critique of Hoffman's theory, with particular attention to the issue of moral motivation.

## QUESTION POOL FOR FINAL QUIZ

### RE Damon's "Parenting"

N.B.: "Between the confusing cultural relativism of modern times and the disquieting cultural wars of the present epoch, adults in our society have become uncertain about what are the 'right' prescriptions and proscriptions to impart to the young" (p. 165).

1. Briefly discuss Damon's conceptualization of Baumrind's authoritative parenting style as optimal, especially in relation to the alternative styles.
2. Briefly discuss Damon's conceptualization of Dix's three classes of parental goals. Given this conceptualization, what is Damon's critique of Gordon's PET?
3. Briefly discuss how inductive discipline combines "communication and control," according to Damon. Why can't inductions "by themselves socialize the child"? (p. 151)
4. What is Damon's objection to social psychological theories that oppose compliance to internalization?
5. Briefly describe how Lepper's minimal sufficiency principle can be applied to parenting approaches, including discipline and the use of praise.

N.B.: "When the quality of the relationship is in line with the parent's message, the message becomes convincing to the child. When a parent's socialization practices are also sound, a positive, enduring, and powerful influence on the child's character is established" (p. 188).

RE Gibbs' Chapter 5. "Moral Development, Moral Self-Relevance, and Prosocial Behavior." *Short-Answer Essay Questions for Chapter 5. Briefly discuss the following:*

6. the issue of the motivation of prosocial behavior, especially in terms of the presented case study of a rescue. How do Hoffman's and the author's positions on moral motivation differ?
7. the factors that help to account for individual differences in the likelihood of prosocial behavior. What factors are involved in clear or accurate moral perception?
8. the integration of self and morality in human development.
9. the strengths and weaknesses of information-processing models of social behavior. Can such models account for quick behavioral responses?
10. "ego strength," with particular attention to its processes and relations to honesty and to prosocial

behavior.

11. three points regarding prosocial behavior that are highlighted by considering certain counterexamples.

RE Gibbs' Chapter 6. "Understanding Antisocial Behavior." *Short-Answer Essay Questions for Chapter 6. Briefly discuss the following:*

12. the limitation of moral developmental delay.

13. the limitation of self-serving cognitive distortions. What are the four categories of distortion? What is the relation of the primary distortion to proactive vs. reactive aggression? What is the function of the other three categories of distortion?

14. the limitation of social skill deficiencies.

15. Timothy McVeigh as a case study of the three main limitations of antisocial youth. What challenges to Kohlberg's and Hoffman's theories are represented by this case, and how might those challenges be addressed?

RE Gibbs' Chapter 7. "Treating Antisocial Behavior." *Short-Answer Essay Questions for Chapter 7. Briefly discuss the following:*

16. the mutual help (in particular, Positive Peer Culture) approach to treating antisocial behavior. What is its aim? How does it provide social perspective-taking opportunities? Why has it had only mixed success, according to Gibbs and colleagues?

17. the psychoeducational or skills training approach to treating antisocial behavior. How does EQUIP integrate the psychoeducational with the mutual help approaches? What does each approach contribute to the other?

18. the psychoeducational curriculum in the EQUIP program. How do its three components remedy, respectively, the three main limitations of antisocial youth?

19. a research evaluation of the EQUIP program.

20. social perspective-taking for the severe offender.

RE Gibbs' Chapter 8. "Beyond the Theories: A Deeper Reality?" *Short-Answer Essay Questions for Chapter 8. Briefly discuss the following:*

21. ontological and existential questions pertaining to moral development, and Kohlberg's exploration of these questions. How does the author propose to go beyond Kohlberg's and Hoffman's theories?

22. the near-death experience, its types, and whether it is of a deeper reality. What does the author conclude, in terms of what five ontologically relevant questions?

23. moral insight, inspiration, and transformation from the near-death experience. What feature or features of the experience might be especially important for moral transformation? What moral issue is often raised by one of the experience's typical aftereffects?

RE Hoffman's Chapter 11. Multiple-Claimant and Caring-Versus-Justice Dilemmas

24. Briefly discuss theoretical perspectives on the question of who is helped in multiple-claimant situations. How does the perspective of empathic morality (or what psychology can contribute) go beyond the perspective/contribution of evolutionary biology [note that there are two points here]? Why do principled helpers in extreme multiple-claimant situations sometimes feel guilt?

25. Briefly illustrate caring-versus-justice dilemmas. Why can such dilemmas be so problematic, so difficult to resolve?

RE Hoffman's Chapter 12. The Universality and Culture Issue

26. Why does Hoffman "applaud Kohlberg's and his followers' rejecting relativism and advocating a universal principle of justice"? What caveats does he add, however?

27. Briefly describe the biological support for empathy's universality.

--(Discussion) "Putting together the evidence for empathy's biological substrate and its congruence with caring and justice principles, it seems reasonable to conclude that although empathy's prosocial motive property has only been studied in the United States, empathy must be considered a prime candidate for being a universal motive base for prosocial moral behavior when humans observe others in distress. What about the other tenets of my empathic morality theory--the five modes of empathic arousal, inductive discipline's contribution to transgression guilt and moral internalization [Parents everywhere find it necessary to intervene and change children's behavior against their will, but most of the research showing induction's role in transgression guilt and moral internalization was done on White middle class Americans. Do the findings apply to other populations?], and, above all, the hypothesis that empathy develops apace with the child's development of a sense of others as distinct from the self? Are the underlying processes universal, or culture-bound?" (p. 274).

28. Briefly discuss the issue of whether a differentiated sense of self (a prerequisite for Hoffman's theory of empathy development) is universal. How could it be viewed as a non-universal, Western cultural artifact? What is Hoffman's defense? Does self-subordination necessarily imply a less differentiated sense of self?

N.B.: "It seems to me that there is nothing more powerful than fights, arguments, and involvement in negotiations over disputes, to sharpen one's self-awareness--indeed, to make it virtually

impossible *not* to be aware of the separation of self and other" (p. 276).

29. Briefly describe Hoffman's defense of the universality of the modes of empathic arousal. N.B. "The *frequency* of parents' using induction and power-assertion--indeed the frequency of discipline encounters--can obviously not be generalized. The research has long documented more frequent power-assertion and less frequent induction (and other reasoning) in lower socio-economic groups" (p. 280).

30. In what societies might moral internalization be "relatively unimportant"?

31. If empathic morality is universal or part of human nature, why doesn't it always lead to helping others?

32. Briefly discuss the impact of empathic bias on morality. How serious are the adverse effects?

RE Gibbs' Chapter 9. "Conclusion." *Short-Answer Essay Questions for Chapter 9. Briefly discuss the following:*

33. the main sources of moral motivation. How do Hoffman's and Kohlberg's theories differ? Describe the different categories of knowledge to which the theories refer.

34. the integrability of Kohlberg's and Hoffman's theories. What is Gibbs's epistemological argument?

35. moral perception and the question of a deeper reality. What paradox seems to be involved?