

## Term Information

Effective Term Spring 2015  
[Previous Value](#) Summer 2012

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

Change the course to a 5000-level course that is also open to undergraduates.

### What is the rationale for the proposed change(s)?

The readings used in the course have a difficulty level suitable for graduate students and advanced undergraduates. The publisher (Oxford University Press) for the course's main text (Moral development and reality, 2014) states: "With its case studies and chapter questions, it serves as a text in advanced undergraduate and graduate courses in social/developmental psychology and human development." Rendering the course available to undergraduates as well as graduate students would better serve the OSU student community.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	Psychology
Fiscal Unit/Academic Org	Psychology - D0766
College/Academic Group	Arts and Sciences
Level/Career	Graduate, Undergraduate
<a href="#">Previous Value</a>	<a href="#">Graduate</a>
Course Number/Catalog	5832
<a href="#">Previous Value</a>	<a href="#">6832</a>
Course Title	Lifespan Sociomoral Development
Transcript Abbreviation	Lfspn Socmoral Dev
Course Description	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).
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No

Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites Psych 2220 and 2300; or Graduate Standing.  
[Previous Value](#)  
Exclusions Not open to students with credit for 832.

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 42.2703  
Subsidy Level Doctoral Course  
Intended Rank Junior, Senior, Masters, Doctoral

## Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

## Course Details

Course goals or learning objectives/outcomes • Students will gain an understanding of the major theories, findings, issues, and ontological implications entailed in the literature on lifespan sociomoral development.

[Previous Value](#)

Content Topic List

- Theory, history and methods
- Infancy: non-social perception and cognition
- Infancy: social perception and cognition
- Infancy: socioemotional
- Understanding symbols
- Language: infancy
- Language: post-infancy
- Social Development: the family and friends
- Social development: prosocial and antisocial behavior
- Applications

## Attachments

- Psych 5832 syllabus.doc: syllabus  
*(Syllabus. Owner: Paulsen, Alisa Marie)*
- Psychology Curriculum Map for Psych 5832.xlsx: curriculum map  
*(Other Supporting Documentation. Owner: Paulsen, Alisa Marie)*

**Comments**

- We are in the process of revising our curriculum map and will submit it when it is complete. I have attached the revised map with only Psych 5832, showing where this course will fit in the undergraduate curriculum. *(by Paulsen,Alisa Marie on 03/03/2014 03:55 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Paulsen,Alisa Marie	03/03/2014 04:14 PM	Submitted for Approval
Approved	Vasey,Michael William	03/03/2014 04:50 PM	Unit Approval
Approved	Haddad,Deborah Moore	03/04/2014 02:21 PM	College Approval
Pending Approval	Hanlin,Deborah Kay Hogle,Danielle Nicole Jenkins,Mary Ellen Bigler Nolen,Dawn Vankeerbergen,Bernadette Chantal	03/04/2014 02:21 PM	ASCCAO Approval

The Ohio State University  
Autumn Semester, 20\*\*  
Prof. John C. Gibbs  
Psychology Bldg. 237 (292-7918)  
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(Office hrs. by appt.)

Psychology 5832: Lifespan Sociomoral Development  
(\*\*. and \*\*, \*\*- \*\* p.m., \*\*, room \*\*)

### Objective

The objective of this course is to enable participants to gain an understanding of the major theories, findings, issues, and ontological implications entailed in the literature on lifespan 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 (2014) *Moral development and reality* (3<sup>rd</sup> edition, Oxford University Press; ISBN 978-0-19-997617-1); and (b) a packet of readings (to be posted on Carmen). Recommended are Martin L. Hoffman's (2000) *Empathy and Moral Development* (NY: Cambridge University Press; ISBN 0-521-01297-X) and DiBiase, Gibbs, Potter, & Blount's (2012) *Teaching adolescents to think and act responsibly: The EQUIP approach* (Champaign, IL: Research Press; ISBN 978-0-878-22671-9). The Gibbs (3<sup>rd</sup> ed.), Hoffman, and DiBiase et al. books can be purchased at the University Barnes & Noble or SBX (or online).

### 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 study questions. These questions will be embedded in "advance organizer" Powerpoint presentations to be posted on Carmen 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.

Students with disabilities that have been certified by the Office for Disability Services (150 Pomerene Hall, 1760 Neil Avenue, 292-3307; <http://www.ods.ohio-state.edu>) will be appropriately accommodated, and should notify the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct [http://studentlife.osu.edu/pdfs/csc\\_12-31-07.pdf](http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf).

### 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 papers: (a) make reference at some point to the pertinent required reading; (b) utilize and cite at least 5 references; and (c) are typed double-spaced for a total length of between five and fifteen pages. Papers are due on the last regular class session before the final

examination period.

### Details Regarding Class Participation

Class participation entails: (a) attendance; (b) of course, reading each assignments (and working with the associated study questions by the assignment due date); (c) contribution of discussion questions (based on the required reading); and (d) a class presentation based on what one has been learning in working on one's paper. 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 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; prompt attention to the assignment questions; and a contribution of at least one discussion question of high quality for most assignments. Class members are invited to consider how the readings relate research projects in which they are or have been involved.

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

August 22 (Thurs.). Preliminary, introductory, and organizational. Study questions (embedded in a Powerpoint-based handout) for the first assignment to be posted and/or distributed.

I. Overview and Basic Themes (see paper topic areas 1-10)

A. Sociomoral development and behavior (including methods)

August 27 (Tues.). Pp. **481-495** of Berk, L. (2013). Moral development. Chapter 12 in Berk's *Child Development* (9<sup>th</sup> ed.). Boston: Allyn & Bacon.

August 29 (Thurs.). Pp. **496-513** of Berk, L. (2013). Moral development. Chapter 12 in Berk's *Child Development* (9<sup>th</sup> ed.). Boston: Allyn & Bacon.

Sept. 3 (Tues.). Pp. **514-527** of Berk, L. (2013). Moral development. Chapter 12 in Berk's *Child Development* (9<sup>th</sup> ed.). Boston: Allyn & Bacon.

Sept. 5 (Thurs.). 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.

Sept. 10 (Tues.). Gibbs, J. C. (2014). "Introduction." Chapter 1 in 3<sup>rd</sup> ed. New York: Oxford U. Press.

B. Identity development

Sept.12 (Thurs.). Moshman, D. (2011). Chapters 7 ("Erikson's Theory of Identity Formation"), 8 ("The Nature of Identity"), and 9 ("The Construction of Identity") spanning pp. 117-165 of his *Adolescent rationality and development: Cognition, Morality, and Identity* (3<sup>rd</sup> ed.). New York: Psychology Press.

Sept. 17 (Tues.). Midterm Quiz I.

II. Topics in Sociomoral Development and Behavior (generally, see paper topic areas 11-20)

A. Cognitive developmental approach to morality

Sept. 19 (Thurs.). **Pp. 27-31** of Gibbs, J. C. (2014). "Beyond Haidt's New Synthesis." Chapter 2 in 3<sup>rd</sup> ed. New York: Oxford U. Press.

Sept. 24 (Tues.). **Pp. 31-38** of Gibbs, J. C. (2014). "Beyond Haidt's New Synthesis." Chapter 2 in 3<sup>rd</sup> ed. New York: Oxford U. Press.

Sept. 26 (Thurs.). **Pp. 39-50** of Gibbs, J. C. (2014). "'The Right' and Moral Development: Fundamental Themes of Kohlberg's Cognitive Developmental Approach." Chapter 3 in 3<sup>rd</sup> ed. New York: Oxford U. Press

Oct. 1 (Tues.). **Pp. 50-60** of Gibbs, J. C. (2014). "'The Right' and Moral Development: Fundamental Themes of Kohlberg's Cognitive Developmental Approach." Chapter 3 in 3<sup>rd</sup> ed. New York: Oxford U. Press.

Oct. 3 (Thurs.). **Pp. 60-80** of Gibbs, J. C. (2014). "'The Right' and Moral Development: Fundamental Themes of Kohlberg's Cognitive Developmental Approach." Chapter 3 in 3<sup>rd</sup> ed. New York: Oxford U. Press

Oct. 8 (Tues.). Gibbs, J. C. (2014). "Kohlberg's Theory: A Critique and New View." Chapter 4 in 3<sup>rd</sup> ed. New York: Oxford U. Press

B. Empathy development and moral internalization

Oct. 10 (Thurs.). **Pp. 98-123** of Gibbs, J. C. (2014). "'The Good' and Moral Development: Hoffman's theory." Chapter 5 in 3<sup>rd</sup> ed. New York: Oxford U. Press. NOTE: For background, you may find it helpful to peruse Hoffman, M. L. (2000). *Empathy and moral development*. New York: Cambridge University Press.

Oct. 15 (Tues.). **Pp. 123-132** of Gibbs, J. C. (2014). "'The Good' and Moral Development: Hoffman's theory." Chapter 5 in 3<sup>rd</sup> ed. New York: Oxford U. Press. NOTE: For background, you may find it helpful to peruse Hoffman, M. L. (2000). *Empathy and moral development*. New York: Cambridge University Press.

Oct. 17 (Thurs.). Midterm Quiz II.

Oct. 22 (Tues.). 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)

Oct. 24 (Thurs.). **Class cancelled.**

Oct. 29 (Tues.). Gibbs, J. C. (2014). "Moral Development, Moral Identity, and Prosocial Behavior." Chapter 6 in 3<sup>rd</sup> ed. New York: Oxford U. Press.

Oct. 31 (Thurs.). Gibbs, J. C. (2014). "Understanding Antisocial Behavior." Chapter 7 of 3<sup>rd</sup> ed. New York: Oxford U. Press.

Nov. 5 (Tues.). **Pp. 175-184** of Gibbs, J. C. (2014). "Treating Antisocial Behavior." Chapter 8 of 3<sup>rd</sup> ed. New York: Oxford U. Press. 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.

Nov. 7 (Thurs.). **Pp. 184-205** of Gibbs, J. C. (2014). "Treating Antisocial Behavior." Chapter 8 of 3<sup>rd</sup> ed. New York: Oxford U. Press. 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, *Teaching adolescents to think and act responsibly: The EQUIP approach*, may also be helpful.

III Larger Issues (see paper topic areas 21-25)

A. Moral development and reality, Conclusion

Nov. 12 (Tues.). **Pp. 206-229** of Gibbs, J. C. (2014). "Beyond the Theories: A Deeper Reality?" Chapter 9 of *Moral development and reality: Beyond the theories of Kohlberg and Hoffman*, 3<sup>rd</sup> ed. New York: Oxford U. Press.

Nov. 14 (Thurs.). **Pp. 230-237** of Gibbs, J. C. (2014). "Beyond the Theories: A Deeper Reality?" Chapter 9 of *Moral development and reality: Beyond the theories of Kohlberg and Hoffman*, 3<sup>rd</sup> ed. New York: Oxford U. Press.

B. Moral quandaries and cross-cultural issues

Nov. 19 (Tues.). Gibbs, J. C. (2014). "Conclusion." Chapter 10 of *Moral development and reality: Beyond the theories of Kohlberg and Hoffman*. New York: Oxford U. Press.

Nov. 21 (Thurs.). Hoffman, M. L. (2000). Chapter 11: Multiple-claimant and caring-versus-justice dilemmas. In *Empathy and moral development*. New York: Cambridge



University Press.

Nov. 26 (Tues.). **Class cancelled.**

Nov. 28 (Thurs.). **No classes; Have a happy Thanksgiving!**

Dec. 3 (Tues.). Hoffman, M. L. (2000). Chapter 12: The universality and culture issue. In *Empathy and moral development*. New York: Cambridge University Press. **NOTE: Papers are due on this date.**

Dec. 10 (Tuesday), 8:00-9:30 p.m.: *Final exam*.

## PAPER TOPIC AREAS

(Sequence roughly follows the readings; **NB: each area encompasses several possible paper topics**)

- I. Overview and Basic Themes (topic areas 1-10)
  1. Comparison of basic theoretical approaches to morality/moral development/human social behavior
  2. Haidt's social intuitionist or five foundations theory; Haidt's proposed new synthesis in the study of morality; sociobiology; evolutionary moral psychology
  3. Sandel's communitarian perspective or argument
  4. Morality of early childhood; Bloom's baby morality; Dunne's morality of early childhood
  5. Nature/nurture issues in morality/moral development
  6. Nature/nurture issues in development of self-control/aggression (see also topic area 15)
  7. Methodological approaches/issues in the study of morality/moral emotions/moral cognitions/sociomoral development/social behavior
  8. Approaches to "the moral" in history of philosophy; relations of moral philosophy to moral psychology; emotivism vs. rationalism; social domain theory
  9. Conceptualization/evaluation of the stage construct; schema theory; processes and stages of moral development
  10. 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 11-20)
  11. Cognitive-developmental approach to moral development/social behavior
  12. Evaluating Kohlberg's stages of moral judgment development
  13. Nature of empathy, development of the empathic predisposition
  14. Children's developing conceptions of distributive justice, friendship, authority
  15. Parenting, disciplinary practices (role of empathy), moral socialization or internalization; family systems and moral development; parents and adolescents
  16. Mainstream moral, character, civic, social studies, or values education (including prevention programs)
  17. Empathy and altruistic behavior; justice and social causes; moral identity/moral self-relevance, moral exemplars, whistle blowers, or individual differences in prosocial behavior; field independence, self-efficacy, ego strength
  18. Information-processing models of social behavior; automaticity, schema activation
  19. Understanding antisocial behavior (delinquency, school or Internet bullies, callous and unemotional traits, 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
  20. Treating or preventing antisocial behavior; intervention programs for the psychopathic, violent, or sexual offender; moral (values, civic, character, etc.) or cognitive-behavioral/psycheducational curricula/intervention programs for bullies or delinquents,

adult offenders

### III Larger Issues (topic areas 21-25)

21. Relations of moral development to existential or spiritual development, flourishing (eudamonia), deeper reality; contribution of the near-death experience to moral development/behavior
22. The multiple-claimant question, in-group (here-and-now, familiarity-similarity) bias; communitarian moral identity; evolutionary/other approaches and altruism beyond one's local community (see also moral exemplars in topic area 17)
23. Gender differences, care-versus justice issues in morality/moral development/social behavior
24. Cross-cultural universality vs. moral relativism or pluralism issues, esp. in Kohlberg's or Hoffman's theory vis a vis Haidt's.
25. Issues in moral motivation (as conceptualized by Rest, Kohlberg, Hoffman, Haidt, others)