

Syllabus

Cross-cultural Moral Development: Implications for moral education

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Dates of Instruction: November 25th -28th, from 9:00am-12:00pm

Objectives:

In this seminar of 15 hours, we will be discussing and learning about different theories of moral development, methods for studying human development and psychology cross-culturally, and the various approaches to moral education. Our goal is that by the end of the seminar you will have learned a little more of the following:

- 1) How to critically consume moral developmental and cross-cultural research
- 2) Understand how to implement a moral educational intervention.

Topics:

Monday, November 25th: Moral Developmental Theories

- o What is morality?
- o Where does morality come from?
- o Cognitive Developmental Approaches to Moral Development
- o Social Domain Theory

Tuesday, November 26th: Culture and Methodology

- o What is culture?
- o How do we study culture?
- o Testing and applying different methods

Wednesday, November 27th: Cross-cultural Moral and Social Development

- o Reasoning about inequality: the case of household labor
- o Challenges in doing cross-cultural research
- o Children's strategies for self-correction
- o Children's prosocial development

Thursday, November 28th: Moral Education

- o What are the approaches to moral education? (Character, Civic, Citizenship, etc)
- o How do we implement a domain-based moral education intervention?
- o Practicing moral discussions

Requirements:

- 1) Read all the required texts (*) before class. Write **two** summaries based on the readings (required or optional readings your choice). Each summary should be one page long, in Portuguese, double spaced and include the following: one paragraph should summarize the main arguments or contributions of the article, a second paragraph should explain your own thoughts and reflections about the article, including limitations or what aspects of the article you disagree with. Both summaries should be **printed out** and turned in on the last day of the seminar (**Thursday**).
- 2) Prepare and bring to class **two questions** about the topic or the reading to turn in to the instructor (write it in paper so it can be turned in) **each day**. Please be thoughtful about your questions as these questions will be used to inform class discussion.

Readings (* required to read before the seminar that day):

Drive

<https://drive.google.com/drive/folders/1MSLrjYtVutE8GTQpgR7L-24p8gQQH0Sf>

November 25th (Monday)

Kohlberg, L. (1963). The development of children's orientations toward a moral order: I. Sequence in the development of moral thought. *Vita humana*.

*Smetana, J. G., Jambon, M. & Ball, C. (2014). The Social Domain Approach to Children's Moral and Social Judgments. In M. Killen & J. Smetana (Eds.), *Handbook of moral development*, 2nd Edition. New York: Taylor & Francis.

November 26th (Tuesday)

Cole, M. (1988). Cross-cultural research in the sociohistorical tradition. *Human development*, 31(3), 137-157.

*Keith, K. D. (2019). Psychology and Culture: An Introduction. Ed Keith, K. E. *Cross-Cultural Psychology: Contemporary Themes and Perspectives*, Second Edition.

November 27th (Wednesday)

Midgette, A. (2018). Children's strategies for self-correcting their social and moral transgressions and perceived personal shortcomings: Implications for moral agency. *Journal of Moral Education*, 47(2), 231-247.

*Midgette, A. (In Press). Chinese and South Korean Children's Moral Reasoning Regarding the Fairness of a Gendered Household Labor Distribution. *Developmental Psychology*.

November 28th (Thursday)

*Althof, W., & Berkowitz, M. W. (2006). Moral education and character education: Their relationship and roles in citizenship education. *Journal of moral education*, 35(4), 495-518.

Nucci, L., Creane, M. W., & Powers, D. W. (2015). Integrating moral and social development within middle school social studies: A social cognitive domain approach. *Journal of Moral Education*, 44(4), 479-496.
