

# SAMPLE SYLLABUS

## Morality in Childhood

### CAMS-UA 9145

NYU London: Fall 2022

#### Instructor Information

- Dr Martyna Chrzescijanska
- Office hours are held *by appointment only* via Zoom. Please email the instructor to confirm date and time.

#### Instruction Mode: In-person

#### Course Details

- Thursday 17.30-20.15
- Location: 6 Bedford Sq Room: G04

#### Course Description

How do children come to know right from wrong? Do we enter the world with a blank moral slate and must learn right and wrong, or are we born with an innate moral sense? How do parents, peers, school, culture, and the media influence and shape our moral development? To answer these questions, this course explores the science of morality, a burgeoning field that has emerged at the intersection of developmental, social, and evolutionary psychology, philosophy, and neuroscience, and now forms a core component of the scientific study of human nature.

In this course, we first define morality and learn about how it is studied scientifically. We then talk about babies, beasts, and brains, and what research with each of these can tell us about morality, where it comes from, and how it develops during childhood. Next, we consider in more detail the role of parents, peers, school, and society in shaping moral development from infancy to adulthood. We will consider how today's youth negotiate the challenges of the modern world, including bullying in school and on the Internet, the influence of the media and popular culture, and hate and prejudice.

#### Course Objectives

Following completion of this course, students will be able to:

1. Explore and evaluate theoretical perspectives on morality and its origins
2. Compare and critically evaluate theories on the development of morality in childhood

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3. Evaluate the role of biological, social, and cultural influences on children's moral development, including family, school, religion, peers, literature, and the media
4. Explore and analyze issues of bullying and prejudice from the perspective of the science of morality and moral development

## Assessment Components

<b>Assignments / Activities</b>	<b>Description of Assignment</b>	<b>% of Final Grade</b>	<b>Due</b>
<b>Participation</b>	Students are expected to actively participate in discussions and class activities, and to demonstrate familiarity with the content of the assigned course materials.	10%	Throughout the course
<b>Presentation</b>	Be prepared to present a summary and lead a discussion regarding one of the assigned readings. Please provide a brief overview of the article. Then, share three key points that you appreciated most from the reading and think are important for your peers to know, and lead a discussion in class using two questions that you prepared ahead of time. Your presentation should be no more than five minutes in length. You <u>can</u> prepare 2-3 PP presentation slides. Remember to send them to a lecturer ahead of time. Use bullet points and keep the text on your slides to a minimum; slide overcrowding appears distracting to your audience.	10%	Throughout the course
<b>Class Journal</b>	You are required to keep a detailed journal reflecting on the assigned readings and ideas	20%	2/12/2022

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Assignments / Activities	Description of Assignment	% of Final Grade	Due
	<p>discussed during the classes. You should write approximately 250 words per class, which can take the form of either bullet points or complete sentences.</p> <p>Each journal entry should integrate material from the readings and your reflection after each class. Possible content includes raising questions about particularly confusing aspects of the readings and issues discussed, remarking on applications to your life or the lives of others, noting contradictions or agreements between different readings/ideas, suggesting potential follow-up research, or critiquing methods or conclusions in the readings.</p> <p>You will be expected to send the notes after each class on Brightspace - these will not be graded but will help you with completing your final assignment. Your full journal should be submitted electronically to NYU Brightspace on <b>December 2, 2022</b>. You will receive full credit for complete, thoughtful entries that demonstrate a sophisticated engagement with the readings and discussed ideas (including a substantial amount of analysis, synthesis, and evaluation). Journals will receive only partial credit if they fail to meet these standards, or if they contain multiple missing entries.</p>		
<p><b>Midterm Exam</b></p>	<p>On <b>November 3, 2022</b>, students will complete an in-</p>	<p>30%</p>	<p>3/11/2022</p>

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Assignments / Activities	Description of Assignment	% of Final Grade	Due
	class, closed-book midterm examination, lasting 75 minutes. The exam will assess students' knowledge of and ability to synthesize the material covered in class, on the slides, and in the readings. If you require accommodations, please work through the Moses Center at the start of the semester.		
<b>Final Exam</b>	On <b>December 15, 2022</b> , students will complete an in-class, closed-book final examination exam, lasting 75 minutes. This exam will be cumulative, covering material and concepts discussed throughout the semester. If you require accommodations, please work through the Moses Center at the start of the semester.	30%	15/12/2022

## Assessment Expectations

Letter Grade	Grade Percentage	
<b>A-range</b>	A = 93-100% A- = 90-92%	Excellent work showing thorough knowledge and understanding of the various philosophical, moral, ethical and psychological concepts, with excellent use of scientific language and clear logical explanations of their meaning. The student makes connections across different topic areas, is engaged in discussion, and provides evidence in written work of literacy, lucidity and critical thinking.

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Letter Grade	Grade Percentage	
<b>B-range</b>	B+ = 87-89% B = 84-86% B- = 80-83%	Good work with good general knowledge and understanding of the various concepts, accurate use of scientific language and ability to describe what they mean in a clear manner. Coursework should display ability to use primary reference material. The student sporadically participates in discussion, and written work is literate
<b>C-range</b>	C+ = 77-79% C = 74-76% C- = 70-73%	Satisfactory work, broadly correct both factually and analytically, with some explanation and reasoning: the work will typically demonstrate a basic understanding of the topic.
<b>D-range</b>	D+ = 67-69% D = 65-66%	Passable work, showing a general, superficial knowledge and understanding of the topic, but lacking satisfactory use of scientific language or adequate analysis or reasoned explanations.
<b>F</b>	F = below 65%	Unsatisfactory work in assessed criteria.

## Course Schedule

## Topics & Assignments

### Course Syllabus

An overview of each of the sessions is below, including readings and media (videos, blogs, websites, etc.) that are relevant to each session and are required for a complete understanding of each topic. Required readings are available through NYU Brightspace and should be completed **before** class – they will be discussed and/or may be the topic of a response question or quiz during class. Supplemental readings are exactly that – “extra” readings that will augment your understanding of the material, but are not required.

Please note that the readings listed may be revised over the course of the semester, so be sure to check the NYU Brightspace page each week prior to class for the most up-to-date information and required material for each session.

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## Resources

- Access your course materials: [Brightspace](#)
- NYU London and Living in London Info: [LDN](#)
- Databases, journal articles, and more: [Bobst Library](#)
- Assistance with strengthening your writing: [NYU Writing Center](#) (nyu.mywconline.com)
- Obtain 24/7 technology assistance: [IT Help Desk](#)

## SESSION 1 | September 1, 2022 | Introduction to the Study of Morality and Moral Development

What is morality? Where does it come from? How do we become moral? This class will provide an overview of the history of the study of morality and moral development, tracking its transition from the armchair, where it was pondered by philosophers and theologians, to the laboratory, where it is studied by growing numbers of developmental, social and evolutionary psychologists and neuroscientists.

Students will be asked to consider their own moral principles and the foundation upon which they are

based. Is something morally wrong because some authority (e.g., god, the law) says so, because rational argument reveals it as such, or because we feel that it is wrong on a visceral or implicit level? Are children born amoral creatures who learn right from wrong from their parents, teachers and religious leaders? Or, do they possess an innate sense of morality, evidence of which can be gleaned from the actions of infants? Can science reveal the answers to these questions? If so, how?

Required readings:

1. Pinker, S. (2008). The Moral Instinct. *The New York Times Magazine*. Retrieved January 9, 2015 from: <http://www.nytimes.com/2008/01/13/magazine/13Psychology-t.html?pagewanted=all>.
2. Brooks, D. (2011). If it feels right... *The New York Times*. Retrieved January 9, 2016 from: <http://www.nytimes.com/2011/09/13/opinion/if-it-feels-right.html>.

Additional readings:

3. Grafenhain, M., Wiegmann, A. (2013). Scientific Study of Morals. In: Lutge C. (Ed.) *Handbook of the Philosophical Foundations of Business Ethics*, pp. 1477-1501.
4. Grush, R. (2014). Introduction to some basic ethical orientations. *Philosophy 1: Introduction to Philosophy*. Retrieved August 9, 2021 from: <http://mind.ucsd.edu/syllabi/02-03/01w/readings/grush-ethical.pdf>

Other media:

1. Audio: The Science Behind Making Moral Decisions; NPR Weekend Edition Sunday (2006, Dec 17). Retrieved from: <http://www.npr.org/templates/story/story.php?storyId=6636701>

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## **SESSION 2 | September 8, 2022 | The Rationalist Perspective: Stage and Domain Theories of Moral Development**

In this class we will examine the seminal psychological theories of moral development. We will begin with Piaget's and Kohlberg's cognitive stage theories of moral development, and learn about the profound impact these rationalist theories have had on the study of morality in childhood. Next, we will cover the basic principles of Elliot Turiel's domain theory, which evolved from Kohlberg's work. Students will consider the differences between conventional rules and moral rules. Strengths and limitations of these rationalist theories will be considered.

Required readings:

1. Fleming, J. S. (2005). Piaget, Kohlberg, Gilligan, and Others on Moral Development. Retrieved on January 9, 2016 from: <http://swppr.org/Textbook/Ch%207%20Morality.pdf>
2. DeVries, R. (1997). Piaget's Social Theory. *Educational Researcher*, 26(2) 4-17 [**read pages 1-7 only, as marked**].

Additional readings:

3. Nucci, L. (2002). *Moral Development and Moral Education: An Overview*. Retrieved on January 9, 2019, from: <http://tigger.uic.edu/~lnucci/MoralEd/overview.html>.

Other media:

1. Golden Rule Develops Early But Doesn't Come Easily; NPR: Radiolab, March 9, 2009. Retrieved from: <http://www.npr.org/templates/story/story.php?storyId=101542962>

## **SESSION 3 | September 15, 2022| Nativist Perspectives**

Following on from Session 2's consideration of rationalist theories of moral development, we will discuss

emerging experimental evidence that young children and babies possess innate prosocial tendencies, perhaps even an innate sense of morality – that they feel empathy and compassion for others, judge other people on the basis of the goodness or badness of their actions, and have a sense of justice and fairness. We will also discuss the development of moral emotions, focusing on the self-conscious emotions shame and guilt and how they influence morality.

Required readings:

1. Bloom, P. (2010). The Moral Life of Babies. *The New York Times*. Retrieved January 9, 2016, from: [http://www.nytimes.com/2010/05/09/magazine/09babies-t.html?\\_r=2&](http://www.nytimes.com/2010/05/09/magazine/09babies-t.html?_r=2&)
2. Vaish, A. & Tomasello, M. (2014). The Early Ontogeny of Human Cooperation and Morality, in M. Killen and J. G. Smetana (Eds.), *Handbook of Moral Development*, 2nd edition. Taylor and Francis: New York.

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Additional readings:

3. Eisenberg, N. (2000). Emotion, regulation, and moral development. *Annual Review of Psychology*, 51, 665-697.

Other media:

1. Are babies born good or evil? NPR: The Leonard Lopate Show, February 4, 2014. Retrieved on January 9, 2016 from: <http://www.wnyc.org/story/origins-good-and-evil/>

## **SESSION 4 | September 22, 2022 | Evolutionary Perspectives**

Building on the evidence that humans possess innate prosocial tendencies, we discuss human morality

as the product of evolution: a set of evolved emotions, intuitions and cognitive adaptations. We will consider the evidence other species also exhibit the building blocks of moral behavior. We will also consider religion and its influence on morality from an evolutionary perspective.

Required readings:

1. Greene, J. (2014). Chapters 1 and 2. *Moral Tribes. Emotion, Reason, and the Gap Between Us and Them*. The Penguin Press.

2. Haidt, J. (2012). Chapters 1, 2, and 11 from: *The Righteous Mind: Why Good People are Divided by Politics and Religion*. Pantheon Books.

Other media:

1. *TED* Talk: Jonathan Haidt, Religion, evolution, and the ecstasy of self-transcendence. Retrieved from:

[http://www.ted.com/talks/jonathan\\_haidt\\_humanity\\_s\\_stairway\\_to\\_self\\_transcendence](http://www.ted.com/talks/jonathan_haidt_humanity_s_stairway_to_self_transcendence)

## **SESSION 5 | September 29, 2021 | Haidt's Moral Foundations Theory, Moral Intuition, and Culture**

In this session, we will consider Jonathan Haidt's Moral Foundations Theory, to describe the different building blocks (foundations) that make up a culture's morality and to explain cultural differences in morality. His theory also emphasizes the role of intuition (gut feelings) and emotion over reason and controlled cognitive processes in moral judgments. Using this framework, we will discuss differences in

moral principles between cultures, and whether religion makes us "good".

Required readings:

1. Haidt, J. (2012). Chapters 5 from: *The Righteous Mind: Why Good People are Divided by Politics and Religion*. Pantheon Books.

2. Bloom, P. (2014). The War on Reason. *The Atlantic*. Retrieved January 9, 2016 from:

<http://www.theatlantic.com/magazine/archive/2014/03/the-war-on-reason/357561/>

Additional readings:

3. Handel, S. (2015). 6 Moral Taste Buds That Shape Our Morality: Why We Have Different Beliefs in Politics, Religion, and Morality. *The Emotion Machine*. Retrieved from

<http://www.theemotionmachine.com/6-moral-taste-buds-that-shape-our-morality>.



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Other media:

1. TED Talk: Jonathan Haidt, The moral roots of liberals and conservatives. Retrieved from: [http://www.ted.com/talks/jonathan\\_haidt\\_on\\_the\\_moral\\_mind](http://www.ted.com/talks/jonathan_haidt_on_the_moral_mind)

## **SESSION 6 | October 7, 2021 | The Neuroscience of Morality; Psychopathy**

If morality evolved, we should be able to identify moral circuitry within our brains. In this session we will

consider the brain bases of moral cognition and emotion and their development throughout childhood.

While consideration of a neurobiological basis for morality might inspire concerns about biological determinism, neurobiology provides evidence for both nature and nurture.

We will also discuss neurodevelopmental disorders associated with deficits in morality, particularly psychopathy. We will consider behavioral and neurobiological evidence suggesting that psychopathic individuals exhibit very different physiological and neural responses when making moral judgments and

in situations requiring empathy. Students will be asked to critically assess clinical manifestations of “amorality” in light of the theories of moral development covered so far in the course, considering possible causes of such a disruption in a child’s evolving cognitive and/or emotional capacities.

Required readings:

1. Greene, J. (2014). Chapter 5. *Moral Tribes. Emotion, Reason, and the Gap Between Us and Them*. The Penguin Press.
2. Decety, J. & Howard, L. (2013). The role of affect in the neurodevelopment of morality. *Child Development Perspectives*, 7(1), 49-54.

Additional readings:

3. Kahn, J. (2012). “Can you call a 9-year-old a psychopath?” *New York Times*. Retrieved January 9, 2016 from: <http://www.nytimes.com/2012/05/13/magazine/can-you-call-a-9-year-old-apsychopath.html>
4. Feilhauer, J., Cima, M., Benjamins, C., & Muris, P. (2013). Knowing Right from Wrong, but Just Not Always Feeling it: Relations Among Callous-Unemotional Traits, Psychopathological Symptoms, and Cognitive and Affective Morality Judgments in 8-to 12-Year-Old Boys. *Child Psychiatry & Human Development*, 44(6), 709-716.

Other Media:

1. TED Talk: Jon Ronson, Stranger Answers to the Psychopath Test. Retrieved from: [http://www.ted.com/talks/jon\\_ronson\\_strange\\_answers\\_to\\_the\\_psychopath\\_test](http://www.ted.com/talks/jon_ronson_strange_answers_to_the_psychopath_test)

## **SESSION 7 | October 13, 2022 | Growing up Moral: The Role of Parents**

Many social and environmental factors contribute to the moral trajectories of children, but parents represent the primary and strongest influence. It is the parents who instruct, model, encourage, and facilitate prosocial behavior and the development of empathy. We will examine this process from infancy through grade school. We will discuss how aspects of parent/child interactions, including

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attachment, discipline styles, and levels of responsiveness and affection affect the development of self-awareness, shame, guilt, pride, empathy, emotion regulation, and prosocial behavior.

Required readings:

1. Grant (2014). Raising a Moral Child. The New York Times. Retrieved from: <http://www.nytimes.com/2014/04/12/opinion/sunday/raising-a-moral-child.html>
2. Grusec, J. E. (2011). Socialization processes in the family: Social and emotional development. *Annual Review of Psychology*, 62, 243-269. **Read only pp. 249-255.**

Additional readings:

3. Kochanska, G. (2002). Mutually responsive orientation between mothers and their young children: A context for the early development of conscience. *Current Directions in Psychological Science*, 11(6), 191-195.

## **SESSION 8 | October 20, 2022 | Growing up Moral: The Role of Peers**

In this session we will address the role of friends in moral development. We will address the importance of peer relationships and play in the early development of conscience and moral understanding. We will consider developmental changes in the emotional interactions between peers during late childhood, how peers come to play a much greater role than parents by early adolescence, and how peer and parental influences continue to evolve into young adulthood.

Required readings:

1. Rubin, K.H., Bowker, J.C., McDonald, K.L., & Menzer, M. (2013). Peer Relationships in Childhood, *The Oxford Handbook of Developmental Psychology*, Vol. 2: Self and Other
2. Schonert-Reichl, K. A. (1999). Relations of peer acceptance, friendship adjustment, and social behavior to moral reasoning during early adolescence. *The Journal of Early Adolescence* 19(2), 249-279.

Additional readings:

3. Gray, P. (2013). The Play Deficit. Retrieved January 9, 2016 from: <http://aeon.co/magazine/beinghuman/children-today-are-suffering-a-severe-deficit-of-play/>
4. Pellis, S. M. & Pellis, V.C. (2007). Rough-and-Tumble Play: Training and Using the Social Brain. *The Oxford Handbook of the Developmental of Play*

**SESSION 9 | No session October 27, 2022 | The session moved to November 11 (Friday), 16.30 Room G04 (Guest Lecture)**

**SESSION 10 | November 3, 2022 | MIDTERM EXAMINATION IN CLASS + REFLECTION ACTIVITY**

**SESSION 11 | November 10, 2022 | Growing up Moral: Moral Education at School and Bullying**

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In a time when test scores are paramount, many schools lack the time and resources for a moral curriculum; furthermore, with the risk of litigation from parents with differing views, many educators are hesitant to broach moral subjects. Historically, however, character development was one of the primary goals of education. While schools can intentionally or inadvertently nurture the development of children who simply follow the rules, school may also actively foster moral development by providing character education, requiring service learning (volunteering), and encouraging moral reflection. This class will discuss Social and Emotional Learning, one of the most successful approaches to moral education. This class will also examine bullying and cyberbullying, and educators' responses to these growing concerns.

## Required readings:

1. Schonert-Reichl, K. A., & Hymel, S. (2007). Educating the heart as well as the mind: social and emotional learning for school and life success. *Education Canada*, 47(2), 20-25.
2. Bazelon, E. (2013). Don't be a bystander. Slate. Retrieved from: [http://www.slate.com/articles/life/bulle/2013/02/bullying\\_can\\_we\\_teach\\_kids\\_to\\_stop\\_being\\_bystanders.html](http://www.slate.com/articles/life/bulle/2013/02/bullying_can_we_teach_kids_to_stop_being_bystanders.html)

## Additional readings:

3. Bazelon, E. (2013). Defining Bullying Down. Retrieved from: <http://www.nytimes.com/2013/03/12/opinion/defining-bullying-down.html>
4. Bazelon, E. (2011). How Not to Prevent Bullying. Slate. Retrieved from: [http://www.slate.com/articles/life/bulle/2011/04/how\\_not\\_to\\_prevent\\_bullying.html](http://www.slate.com/articles/life/bulle/2011/04/how_not_to_prevent_bullying.html)
5. Tough, P (2011). What if the Secret to Success is Failure? *The New York Times*. Retrieved from: <http://www.nytimes.com/2011/09/18/magazine/what-if-the-secret-to-success-is-failure.html>
6. Obermann, M. L. (2011). Moral disengagement in self-reported and peer-nominated school bullying. *Aggressive Behavior*, 37:133-144.

## Other media:

1. Today's Bullied Teens Subject To 'Sticks And Stones' Online, Too. Retrieved from: <http://www.npr.org/2013/02/19/172027445/todays-bullied-teens-subject-to-sticks-and-stonesonline-too>

## **SESSION 12 | November 17, 2022 Cultural Icons and Media Influences**

Children and adolescents are strongly influenced by the celebrities they see on TV, the music they listen

to, and the video games they play. How do these media affect children's moral development, and is there a critical window during which time its influence is most strongly felt? With increasing media coverage of morally dubious behavior by celebrities and violent or sexist themes in games and music, parents often struggle to shield their children from these influences. On the other hand, overly sheltering children may not be helpful. Children who experience age-appropriate and measured exposure to media with monitoring and guidance from caretakers may learn better how to modulate their own negative impulses. In this session, we will discuss the ramifications of cultural icons and media on moral development.

## Required readings:

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1. Browne K., Hamilton-Giachritsis, C. (2005). The influence of violent media on children and adolescents: a public-health approach. *Lancet* 365 (Issue 9460): 702–710.
2. Bushman, B. J., Huesmann, L. R., & Whitaker, J. L. (2009). Violent media effects. In R. L. Nabi & M. B. Oliver (Eds.), *Media processes and effects* (pp. 361-376). Thousand Oaks, CA: Sage.
3. Gibson, B., Thompson, J., Hou, B., & Bushman, B. J. (2014). Just “Harmless Entertainment”? Effects of Surveillance Reality TV on Physical Aggression. *Psychology of Popular Media Culture*. Advance online publication. <http://dx.doi.org/10.1037/ppm0000040>
4. McVeigh, T. (2014). How big-hearted babies turn into selfish monsters. *The Guardian*. Retrieved from: <http://www.theguardian.com/lifeandstyle/2014/may/04/how-babiesturn-into-selfish-monsters>

Other media:

1. Morning Edition (2011), It's a Duel. How do Violent Video Games Affect Kids? Retrieved from: <http://www.npr.org/2011/07/07/137660609/its-a-duel-how-do-violent-video-games-affect-kids>

No session on November 24, 2022 (holiday)

## **SESSION 13 | December 1, 2021 | The Development of Hate and Prejudice**

When and where does hatred and bias begin? We often wish to believe that children are unprejudiced

and unconscious of race or ethnic differences. Surely, children acquire bias from their parents' and teachers' implicit and explicit statements and behaviors. But scientific evidence increasingly suggests that children as young as three months old show racial biases, and toddlers prefer individuals who share

their language and even their taste in food. It is disturbing to consider that prejudice may be innate, an

unfortunate consequence of our evolution, yet to ignore it risks allowing it to continue unchecked. This

session will consider the genesis of hate and bias, their biological basis, and how and to what degree experience and education can reverse both automatic and learned prejudice in the moral development of children.

Required readings:

1. Bloom, P. (2013). Chapter 4: Others. *Just Babies: The Origins of Good and Evil*. Random House.
2. Bigler, R. S., Jones, L. C., & Lobliner, D. B. (1997). Social categorization and the formation of intergroup attitudes in children. *Child Development*, 68(3), 530-543.
3. Bar-Haim, Y., Ziv, T., Lamy, D., & Hodes, R. M. (2006). Nature and nurture in own-race face processing. *Psychological Science*, 17(2), 159-163.

## **SESSION 14| December 8, 2022 | The Moral Reader: Ethics and Morality in Stories for Children**

Since the earliest days of human society, fables and fairy tales have been used to inculcate children with

moral standards and social norms. While today's Disney-fied fairy tales tend to be sanitized “happyever-

afters”, the original versions are dark, bloody and “Grimm.” In this class, we will examine the

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evolution of moral themes in children's literature. Students will be asked to evaluate this literature through the lens of development and consider fiction teaches both ethical principles and social convention.

Required readings:

1. Flood, A. (2011). Reading Fiction 'improves empathy', study finds. *The Guardian*. Retrieved from:

<http://www.guardian.co.uk/books/2011/sep/07/reading-fiction-empathy-study>

2. Binnendyk, L. & Schonert-Reichl, K. (2002). Harry Potter and Moral Development in Pre-Adolescent Children. *Journal of Moral Education*, Vol.31, No.2:195-201.

3. Kidd, D. C., & Castano, E. (2013). Reading literary fiction improves theory of mind. *Science*, 342(6156), 377-380.

Additional readings:

1. Paton, G., (2011). Parents who shun fairy tales 'miss chance to teach children morality.' *The Telegraph*. Retrieved from:

[http://www.telegraph.co.uk/education/educationnews/8378975/Parents-who-shun-fairytales-misschance-](http://www.telegraph.co.uk/education/educationnews/8378975/Parents-who-shun-fairytales-misschance-to-teach-children-morality.html)

[to-teach-children-morality.html](http://www.telegraph.co.uk/education/educationnews/8378975/Parents-who-shun-fairytales-misschance-to-teach-children-morality.html)

2. Jacobs, T. (2014). Harry Potter and the Battle Against Bigotry. *Pacific Standard*. Retrieved from: <http://www.psmag.com/navigation/books-and-culture/harry-potter-battle-bigotry-87002/>

3. Eagleman, D. (2012). The Moral of the Story. Review of "The Storytelling Animal" by Jonathan Gottschall. *The New York Times*. Retrieved from:

<http://www.nytimes.com/2012/08/05/books/review/the-storytelling-animal-by-jonathangottschall.html>

**SESSION 15| December 15, 2022 | FINAL EXAMINATION IN CLASS + REFLECTION ACTIVITY**

## Course Policies

### Classroom Etiquette

Please, do not use your mobile phones during the classes unless they are used for the assigned task (e.g. research). You are allowed to use laptops for the academic purposes.

### Final exams

Final exams must be taken at their designated times. Should there be a conflict between your final exams, please bring this to the attention of the London Academics team ([nyul.academics@nyu.edu](mailto:nyul.academics@nyu.edu)). Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

### Academic Honesty, Plagiarism and Late Work

Students at Global Academic Centers must follow the [University and school policies](#). You can find details on these topics and more on this section of our NYUL

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website (<https://www.nyu.edu/london/academics/academic-policies.html>) and on the Policies and Procedures section of the NYU website for students studying away at global sites (<https://www.nyu.edu/academics/studying-abroad/upperclassmen-semester-academic-year-study-away/academic-resources/policies-and-procedures.html>).

## Attendance

Key information on NYU London's absence policy, how to report absences, and what kinds of absences can be excused can be found on our [website](http://www.nyu.edu/london/academics/attendance-policy.html) (<http://www.nyu.edu/london/academics/attendance-policy.html>)

**To ensure the integrity of the academic experience, class attendance is required and expected promptly when class begins.** These rules apply to class excursions and activities as well.

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations, but must follow NYU London's absence reporting procedure. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also [University Calendar Policy on Religious Holidays](#)

## Moses Accommodations Statement

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 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.

## Inclusivity Policies and Priorities

NYU's Office of Global Programs and NYU's global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

## Pronouns and Name Pronunciation (Albert)

You can edit your pronoun and name pronunciation information on your Albert account, making it visible for faculty and staff. Information on how to do this can be found on the [Pronouns and Name Pronunciation web page](#).

## Bias Response

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community. For more information, including how to report an incident, visit the [Bias Response Line website](#).

# SAMPLE SYLLABUS

## Your Lecturer

Dr Martyna Chrzescijanska – PhD in Psychosocial and Psychoanalytic Studies. She is currently in a Doctorate Training at the Tavistock Clinic. She works at Islington CAMHS as a Child and Adolescent Psychotherapist in Doctoral Training. The author of *Psychogeotherapy: Revisioning Therapeutic Space* (Routledge, 2020).