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|  **UNIVERSITY OF NIŠ** |
| **Course Unit Descriptor** | **Faculty** | **Faculty of Philosophy** |
| **GENERAL INFORMATION** |
| Study program  | **Psychology** |
| Study Module (if applicable) | - |
| Course title | Psychology of Morality |
| Level of study | X Bachelor ☐ Master’s ☐ Doctoral |
| Type of course | ☐ Obligatory X Elective |
| Semester  | ☐ Autumn X Spring |
| Year of study  | third |
| Number of ECTS allocated | 5 |
| Name of lecturer/lecturers | Snežana Stojiljković, PhD, Full Professor |
| Teaching mode | X Lectures ☐Group tutorials ☐ Individual tutorials☐Laboratory work X Project work X Seminar☐Distance learning ☐ Blended learning ☐ Other |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** |
| *Gaining knowledge about basic concepts of psychology of morality. Understanding of contemporary explanations of moralization process; analyzing and comparing the interpretations of moral development from the perspective of psychoanalysis, learning theory, humanistic psychology, and cognitive-developmental approach. Understand the implications of certain conceptions of morality on the educational practice. Gaining skills of putting in the others’ place and empathizing with others; develop feeling of respect and cooperation with people and clients. To familiarize students with methodological issues, procedures and techniques for the study of moral person. Enabling students for empirical research on morality.* |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** |
| 1. Introduction: basic issues in studying of morality. 2. Process of moralization from the perspective of psychoanalysis and social learning theory: the model of acquiring the values and social norms. 3. Conscience as a result of conditioning (Eysenck's theory). 4. Humanistic psychology: the model of up-growing of morality and realization of the potential for love and cooperation with others. 5. Cognitive-developmental approach: parallelism of cognitive and moral development. 6. Piaget's conception of moral heteronomy and moral autonomy. 7. Kohlberg’s stage theory of development of moral reasoning. The aim of moral education: encouraging the development of moral reasoning. School as a just community. 8. Two moral orientations - justice and care (Carol Gilligan). 9. Hoffman’s theory: Empathy as the basis of morality and altruistic motivation. 10. Holistic study of morality: Rest’s conception of "four components" of morality.  |
| **LANGUAGE OF INSTRUCTION** |
| X Serbian (complete course) ☐ English (complete course) ☐ Other \_\_\_\_\_\_\_\_\_\_\_\_\_ (complete course)X Serbian with English mentoring ☐Serbian with other mentoring \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **ASSESSMENT METHODS AND CRITERIA** |
| **Pre exam duties** | **Points** | **Final exam** | **points** |
| **Activity during lectures** | **20** | **Written examination** | **20** |
| **Practical teaching** | **-** | **Oral examination** | **30** |
| **Teaching colloquia** | **30** | **OVERALL SUM** | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** |