

# Culture, Morality, and Society

University of Notre Dame · Instructor: Omar Lizardo

## Discussion

[New Event](#)

[New Assignment](#)

[New Exam](#)

## Calendar

### People

Wednesday - January 15, 2014

### Library

#### **Class: Introduction to the course**

9:30am - 10:45am · Lecture

Shweder, R. A., & Haidt, J. (1993). The Future of Moral Psychology: Truth, Intuition, and the Pluralist Way. *Psychological Science*, 4(6), 360-365.

### Syllabus

Haidt, J. (2008). Morality. *Perspectives on Psychological Science*, 3(1), 65-72.

### Settings

Monday - January 20, 2014

#### **Class: Class cancelled (travel)**

9:30am - 10:45am · Lecture

Wednesday - January 22, 2014

#### **Class: Durkheim on the link between morality and society**

9:30am - 10:45am · Lecture

Emile Durkheim (1964). *Division of Labor in Society*. The Free Press, New York (Pp. 70-110 and 152-164) .

Emile Durkheim (1964). *Division of Labor in Society*. The Free Press, New York (Pp. 164-173, 283-288) .

We begin by examining the work of the sociologist that is best known for linking moral social diversity: Emile Durkheim. We will see that something like his influential distinction between mechanical and organic solidarity reappears in various forms in more contemporary attempts to link culture, morality, and mind.

Monday - January 27, 2014

#### **Class: Application: Punishment and the Moral Order**

9:30am - 10:45am · Lecture

Garland, D. (1990) "Punishment and Social Solidarity" Pp. 23-46 in *Punishment and Modern Society: A Study in Social Theory*. Chicago: University of Chicago Press.

Garland, D. (1990) "Punishment and the Construction of Authority" Pp. 47-81 in *Punishment and Modern Society: A Study in Social Theory*. Chicago: University of Chicago Press.

We examine an application of the Durkheimian connection between solidarity and attitudes towards crime and punishment in contemporary societies.

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Wednesday - January 29, 2014

**Class: Max Weber on Ideas and Worldviews**

9:30am - 10:45am · Lecture

Weber, M. (2011a). "The 'spirit' of capitalism. In *The Protestant Ethic and the Spirit of Capitalism*, pages 76-98. Oxford University Press, New York, the revised 1920 edition.

Weber, M. (2011b). Luther's conception of the calling. In *The Protestant Ethic and the Spirit of Capitalism*, pages 99-109. Oxford University Press, New York, the revised 1920 edition

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Sunday - February 2, 2014

**Assignment: Morality and Society: Accounting for the "Maquiladora Murders" (Application Paper I)**

Due: February 2, 2014

The so-called "Maquiladora Murders" (also known as the "Female homicides in Ciudad Juarez and the Femicidios") are a wave of killings in the Mexican bordertown of Ciudad Juarez that started in the early 1990s and have continued ever since. Official estimates of the number of women killed state that almost 400 women have been murdered (most in gruesome fashion) although unofficial estimates by human rights groups are much larger (approaching 600).

Wikipedia entry: [en.wikipedia.org/wiki/Female\\_homicides\\_in\\_Ciudad\\_Juarez](http://en.wikipedia.org/wiki/Female_homicides_in_Ciudad_Juarez)

NY Times Article (2002): [goo.gl/gXHyN](http://goo.gl/gXHyN)

The femicides in Ciudad Juarez are a major sociological (and criminological) mystery (in that to date they continue to confound the experts). Various explanations have been offered (drug trafficking, serial killers, organ trafficking, etc.) none of which are very satisfying.

In this short paper, I want you to (after consulting the Wikipedia and New York Times articles linked to above, as well as any independent research that you might want to engage in), to put yourself in WWDS?\* mode, and consider the possibility of the female homicides in Juarez as an example of punishment in Durkheim's sense. That is, rather than providing an exclusively instrumental explanation, I want you to look at this phenomenon as an example of a collective (although not necessarily coordinated) response to a disruption in the moral order.

Requirements: outline exactly how the killings fit the Durkheimian pattern of crime and punishment, what sort of collective morality has been disrupted (hint: it's got something to do with traditional gender relations)? What are the sources of this disruption? How can the violence be seen as a (somewhat desperate) attempt to restore what has been lost?

\*What Would Durkheim say?

Specs: 1000 - 2000 words, 12pt Times New Roman Font, Double-spaced

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Monday - February 3, 2014

**Class: Application: The Protestant Ethic as Culture**

9:30am - 10:45am · Lecture

Uhlmann, E. L., Poehlman, T. A., & Bargh, J. A. (2009). 'American moral exceptionalism.' Pp. 27-52 in *Social and psychological bases of ideology and system justification*.

Uhlmann, E. L. (2012). American psychological isolationism. *Review of General Psychology*, 16(4), 381.

Uhlmann, E. L., Poehlman, T. A., Tannenbaum, D., & Bargh, J. A. (2011). Implicit Puritanism in American moral cognition. *Journal of Experimental Social Psychology*, 47(2), 312-320.

Wednesday - February 5, 2014

**Class: Morality and Cultural Worldviews (or why bad things happen to good people)**

9:30am - 10:45am · Lecture

Shweder, R. A., Much, N. C., Mahapatra, M., & Park, L. (1997). The "big three" of morality (autonomy, community, divinity) and the "big three" explanations of suffering. *Morality and health*, 119-169.

Jensen, L. A. (2011). The cultural development of three fundamental moral ethics: Autonomy, community, and divinity. *Zygon*, 46(1), 150-167.  
[www.learnettjensen.com/coding-manuals-survey-instruments-moral-civic-development/](http://www.learnettjensen.com/coding-manuals-survey-instruments-moral-civic-development/)

Sunday - February 9, 2014

**Assignment: The Protestant Ethic as Culture: Application Paper II**

Due: February 9, 2014

A key claim of the readings for this week is that the Protestant Ethic might have lost its connection to religion (and Protestantism!) but continues to be highly pervasive as a cultural value, organizing and influencing American moral judgments across to a wide range of issues.

Uhlmann and collaborators, drawing on Weber, show that Americans (regardless of religious affiliation) are more likely to use intuitive Protestant-Puritan values when assessing the basis of merit in the workplace (leaning towards individualism), in valuing hard work and devaluing social groups who are perceived to not work as hard, in linking sexual purity and the work ethic.

In this paper, I want you to select a particular social issue, and show (e.g. by quoting a magazine or news article, a political speech, or drawing from your own personal experience) how this issue is distinctively moralized by applying Puritan-Protestant values in the United States. The moralization can be positive (e.g. lauding athletes who "work hard" in sports journalism) or negative (e.g. devaluing athletes who "coast on talent"). You can select any issue that is applicable (e.g. welfare, obesity, sports, education, etc.) so do not limit yourself in any way.

Specs: 1000 - 2000 words, 12pt Times New Roman Font, Double-spaced

Monday - February 10, 2014

**Class: Habits of the Heart: Individualism and Moral Diversity in American Culture**

9:30am - 10:45am · Lecture

Bellah, R. N., Madsen, R., & Sullivan, W. M. (1985). *Habits of the heart: individualism and commitment in American life*.

Baker, W. "The Duality of American Moral Culture."

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Wednesday - February 12, 2014

**Class: Application: Beyond the "Culture Wars"**

9:30am - 10:45am · Lecture

Jensen, L. A. (1997a). Different worldviews, different morals: America's culture war divide. *Human Development*, 40(6), 325-344 (Felicia).

Jensen, L. A. (1997b). Culture wars: American moral divisions across the adult lifespan. *Journal of Adult Development*, 4(2), 107-121 (Ha Young).

Jensen, L. A. (1998). Different habits, different hearts: The moral languages of the culture war. *The American Sociologist*, 29(1), 83-101 (Andrea).

Arnett, J. J., Ramos, K. D., & Jensen, L. A. (2001). Ideological views in emerging adulthood: Balancing autonomy and community. *Journal of Adult Development*, 8(2), 69-79.

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Sunday - February 16, 2014

**Assignment: Moral Worldviews and the Culture Wars:**

**Application Paper III (Option 1)**

Due: February 16, 2014

Select a minimum of two issues related to the so-called culture wars. Using example of discourse related to these issues (e.g. opinion pieces, news stories) demonstrate how the debate is structured by distinct cultural worldviews, using the Shweder/Jensen typology of Community, Authority, and Divinity as your guiding framework. How does this exercise help us understand the fundamental axis of conflict in a better way? How can it help move the different sides towards a more constructive dialogue?

Specs: Minimum 1500 words, 12pt Times New Roman Font, Double-spaced

**Assignment: Habits of the Heart: Application Paper III**

**(Option 2)**

Due: February 16, 2014

A key claim made by Bellah et al (1985) and that American culture is has traditionally been caught in trying to resolve the tensions and contradictions between Biblical and Republican traditions that emphasize collective moral responsibility, attachment to communally imposed moral values and civic engagement and the more individualist (utilitarian and expressive) traditions that emphasize self-interest, the pursuit of individual happiness and concern for the self.

For this paper, I want you watch Obama's second (2013) inaugural address\* with an eye towards identifying (1) how these various traditions show up in Obama's speech (the key terms, words and phrases through Obama evokes the individualist, Republican, and Biblical traditions) and (2) The particular ways in which Obama attempts to reconcile the tensions inherent in these traditions. What is Obama's main emphasis (e.g. individualist, Republican or Biblical)? What traditions does Obama see as more important? Which tradition does he consider valuable, but at the same time in need of being reigned in by other traditions?

Specs: Minimum 1500 words, 12pt Times New Roman Font, Double-spaced

To be found at: [www.youtube.com/watch?v=zncqb-n3zMo](http://www.youtube.com/watch?v=zncqb-n3zMo)

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## Monday - February 17, 2014

### **Class: Two ways of being yourself**

9:30am - 10:45am · Lecture

Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological review*, 98(2), 224.

Markus, H. R., & Kitayama, S. (2010). Cultures and selves A cycle of mutual constitution. *Perspectives on Psychological Science*, 5(4), 420-430.

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## Wednesday - February 19, 2014

### **Class: Application I: Social Class, Culture, and the Self**

9:30am - 10:45am · Lecture

Stephens, N. M., Fryberg, S. A., Markus, H. R., Johnson, C. S., & Covarrubias, R. (2012). Unseen disadvantage: How American universities' focus on independence undermines the academic performance of first-generation college students. *Journal of Personality and Social Psychology*, 102(6), 1178. (Tyler)

Kraus, M. W., Piff, P. K., & Keltner, D. (2011). Social Class as Culture The Convergence of Resources and Rank in the Social Realm. *Current Directions in Psychological Science*, 20(4), 246-250. (Grace)

Markus, H. R., & Conner, A. (2013). 'Class Acts: Socioeconomic Cultures.' Chapter 5 in *Clash!: 8 cultural conflicts that make us who we are*. Penguin (Markisha).

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## Monday - February 24, 2014

### **Class: Application II: Ethnicity, Race, and Gender**

9:30am - 10:45am · Lecture

Markus, H. R., & Conner, A. (2013). *Clash!: 8 cultural conflicts that make us who we are*. Penguin (Chaps. 2) (Felicia)

Markus, H. R., & Conner, A. (2013). *Clash!: 8 cultural conflicts that make us who we are*. Penguin (Chaps. 3) (Andrea)

Markus, H. R., & Conner, A. (2013). *Clash!: 8 cultural conflicts that make us who we are*. Penguin (Chaps. 4) (Ha Young)

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## Tuesday - February 25, 2014

### **Assignment: Culture and the Self (Application Paper IV)**

Due: February 25, 2014

Summarize Markus and Kitayama's theory of how different cultural constructions of the self result in distinct psychological predispositions towards emotion, thinking, and personal relationships. How are culture and the self connected in a "cycle"? Provide at least two concrete examples of how independent and interdependent self-construals help us to explain group differences on attitudes, behaviors, and important life outcomes.

Specs: 1500 words minimum, 12pt Times New Roman Font, Double-spaced.

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Wednesday - February 26, 2014

**Class: Violence, Cultures of Honor, and American Regional Cultures**

9:30am - 10:45am · Lecture

Cohen, D., & Nisbett, R. E. (1994). Self-protection and the culture of honor: Explaining southern violence. *Personality and Social Psychology Bulletin*, 20(5), 551-567. (Tyler)

Cohen, D., Nisbett, R. E., Bowdle, B. F., & Schwarz, N. (1996). Insult, aggression, and the southern culture of honor: An experimental ethnography. *Journal of personality and social psychology*, 70(5), 945. (Grace)

Cohen, D., Vandello, J., & Rantilla, A. (1998). The sacred and the social. Pp. 261-282 in P. Gilbert and B. Andrews (Eds.) *Shame : Interpersonal Behavior, Psychopathology, and Culture*. Oxford University Press.

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Monday - March 3, 2014

**Class: Foundations of Moral Diversity**

9:30am - 10:45am · Lecture

Haidt, J., & Joseph, C. (2004). Intuitive Ethics: How Innately Prepared Intuitions Generate Culturally Variable Virtues. *Daedalus*, pp. 55-66.

Haidt, J., & Graham, J. (2009). Planet of the Durkheimians, Where Community, Authority, and Sacredness are Foundations of Morality. In J. Jost, A. C. Kay, & H. Thorisdottir (Eds.), *Social and Psychological Bases of Ideology and System Justification*.

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Tuesday - March 4, 2014

**Assignment: Culture of Honor (Application Paper V)**

Due: March 4, 2014

In this paper, I want you to first summarize and then apply the Culture of Honor thesis of Cohen, Nisbet, and collaborators to a real life empirical case (or a number of cases) taken from news media sources.

Ideally the case should provide a good example of all of the facets of the culture of honor culture cycle, including the influence of regional culture, the role played by socialization, and linkages to institutions as they pertain to conceptions of appropriate use of violence, notions of masculinity and so on.

Specs: minimum 1500 words, 12pt times new Roman font, double spaced.

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Wednesday - March 5, 2014

**Class: Application: Beyond Conservative and Liberals**

9:30am - 10:45am · Lecture

Haidt, J., & Graham, J. (2007). When morality opposes justice: Conservatives have moral intuitions that liberals may not recognize. *Social Justice Research*, 20, 98-116. (Andrea)

Haidt, J., Graham, J. and C. Joseph. 2009. "Above and Below Left-Right: Ideological Narratives and Moral Foundations." *Psychological Inquiry* 20: 110-119. (Felicia)

Koleva, S. P., Graham, J., Iyer, R., Ditto, P. H., & Haidt, J. (2012). Tracing the threads: How five moral concerns (especially Purity) help explain culture war attitudes. *Journal of Research in Personality*, 46(2), 184-194 (Markisha)

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Sunday - March 16, 2014

**Assignment: Final paper topic proposal due**

Due: March 16, 2014

This is a short 500-1000 words proposal which outlines the topic that will be the focus of your final paper. Topic choice is open-ended and up to you. You can propose to write about a topic that we have or will cover in class or a topic of your choice, with the only constraint that it is a topic that indeed looks at an issue related to morality.

Specs: double-spaced, 12pt Times New Roman font.

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Monday - March 17, 2014

**Class: Disgust, the Body and Morality**

9:30am - 10:45am · Lecture

Haidt, J., Rozin, P., McCauley, C., & Imada, S. (1997). Body, psyche, and culture: The relationship of disgust to morality. *Psychology and Developing Societies*, 9, 107-131.

Rozin, P. (1999). Food is fundamental, fun, frightening, and far-reaching. *Social Research*, 9-30.

Bloom, Paul. (2005) *Descartes' Baby: How the Science of Child Development Explains What Makes Us Human*. Basic Books (Chap 6)

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Tuesday - March 18, 2014

**Assignment: Moral Foundations Theory Application**

**Paper VI**

Due: March 18, 2014

Moral Foundations Theory (MFT) argues that morally charged debates surrounding every major political issue in the U.S. (and every other country) today, including the so-called "culture wars," is fueled by the fact that persons on different side of a given issue generate moral judgments according to different foundations. What appears like a morally justified position from one side, may appear like a gross distortion of morality from other.

To (productively) deal with this issue, MFT theorists suggest that rather than thinking that your stance is the moral one and that of your opponent is driven by fundamentally immoral motivations, a better step towards dialogue across the moral divide is to actually step back and ascertain which foundations of morality are being used to form a judgment on an issue (and which ones are not). Odds are that the conflict can be resolved not by the fact that your opponent is using fundamentally non-moral reasoning, but because he/she relying on a moral foundation that you either may not recognize, find meaningless, or at least not important enough to override your preferred foundation(s).

In this paper, I want you to pick a "hot button" issue (preferably one that produces a clear alignment along the conservative-liberal divide and deconstruct the two opposing positions according to MFT. For each side, I want to specify the Moral Foundation(s) that are used to generate the particular moral stance on each side. Be sure to note what the source of the conflict is (one side puts more weight on a given foundation than the other, or uses a different set of foundations than the other). Finally, I want you to go the [YourMorals.org](http://www.yourmorals.org) website and take the Moral Foundations Questionnaire (<http://www.yourmorals.org/explore.php>) this will give you a sense of the extent to

which you rely on a given foundation or not the other. Use the results of this test to reflect on how your own stance on the issue that you selected corresponds (or fails to correspond) to that which would be predicted by MFT.

Specs: Minimum 1500 words, 12pt Times New Roman Font, Double-spaced.

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Wednesday - March 19, 2014

**Class: Application I: The role of disgust in moral judgment**

9:30am - 10:45am · Lecture

Inbar, Y., Pizarro, D., Iyer, R., & Haidt, J. (2012). Disgust sensitivity, political conservatism, and voting. *Social Psychological and Personality Science*, 3(5), 537-544. (Tyler)

Taylor, K. (2007). Disgust is a factor in extreme prejudice. *British Journal of Social Psychology*, 46(3), 597-617. (Felicia)

Esquine, K. J., Kacirik, N. A., & Prinz, J. J. (2011). A Bad Taste in the Mouth Gustatory Disgust Influences Moral Judgment. *Psychological Science*, 22(3), 295-299. (Il-Jee)

Ritter, R. S., & Preston, J. L. (2011). Gross gods and icky atheism: Disgust responses to rejected religious beliefs. *Journal of Experimental Social Psychology*, 47(6), 1225-1230. (Grace)

Schnall, S., Haidt, J., Clore, G. L., & Jordan, A. H. (2008). Disgust as embodied moral judgment. *Personality and Social Psychology Bulletin*, 34(8), 1096-1109. (Andrea)

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Monday - March 24, 2014

**Class: Application II: Dynamics of moralization**

9:30am - 10:45am · Lecture

Rozin, P., & Singh, L. (1999). The moralization of cigarette smoking in the United States. *Journal of Consumer Psychology*, 8(3), 321-337. (Markisha)

Rozin, P., Markwith, M., & Stoess, C. (1997). Moralization and becoming a vegetarian: The transformation of preferences into values and the recruitment of disgust. *Psychological Science*, 8(2), 67-73.

Horberg, E. J., Oveis, C., Keltner, D., & Cohen, A. B. (2009). Disgust and the moralization of purity. *Journal of personality and social psychology*, 97(6), 963. (Felicia)

Rozin, P. (1999). The process of moralization. *Psychological Science*, 10(3), 218-221.

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Tuesday - March 25, 2014

**Assignment: Disgust and Morality Application Paper**

Due: March 25, 2014

A key claim of the readings for this week is that emotion of disgust, which initially evolved as a "food/contamination protection system" subsequently became recruited as a "moral emotion," playing a role in (a) supporting boundary making in relation to outgroups, (b) supporting the moralization of various ritual and religious practices associated with bodily purity, (c) used in the condemnation of various sexual practices, the ingestion of certain substances and even the deeming of the ingestion of certain foods as immoral (e.g. prohibition against eating pork in certain religions).

In this paper, I want you select a set of moral issues (or recent news events associated with moral impropriety) and examine the role that discourses associated with "disgust" (e.g. literally calling certain behaviors and beliefs "disgusting") play in the relevant moral debates. You can use any source you want, but usually either speeches or news articles are ideal. (A good sampling can be found in this custom created Google News section [news.google.com/news/section?pz=1&cf=all&ned=us&hl=en&csid=5243925cecff565b&redirect=true](https://news.google.com/news/section?pz=1&cf=all&ned=us&hl=en&csid=5243925cecff565b&redirect=true)). Make sure to specify clearly how discourses associated with "disgust" and how the labelling of certain beliefs, behaviors or persons as "disgusting" is doing moral work here. When appropriate you should refer back to the readings noting when your findings support the Rozin/Haidt theory and when they challenge it. Does your score on "disgust scale" ([http://www.yourmorals.org/disgust\\_process.php](http://www.yourmorals.org/disgust_process.php)) shed any light on your own stance towards these issues?

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Wednesday - March 26, 2014

**Class: Religion and Morality**

9:30am - 10:45am · Lecture

Graham, J., & Haidt, J. (2010). Beyond beliefs: Religions bind individuals into moral communities. *Personality and Social Psychology Review*, 14(1), 140-150.

Markus, H. R., & Conner, A. (2013). Clash!: 8 cultural conflicts that make us who we are. Penguin (Chaps. 7)

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Monday - March 31, 2014

**Class: Regional cultures, regional moralities**

9:30am - 10:45am · Lecture

Woodward, C. (2013) Up in Arms.

[www.tufts.edu/alumni/magazine/fall2013/features/up-in-arms.html](http://www.tufts.edu/alumni/magazine/fall2013/features/up-in-arms.html)

Markus, H. R., & Conner, A. (2013). Clash!: 8 cultural conflicts that make us who we are. Penguin (Chaps. 6) (Andrea)

Markus, H. R., & Conner, A. (2013). Clash!: 8 cultural conflicts that make us who we are. Penguin (Chaps. 9) (Il-Jee)

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Tuesday - April 1, 2014

**Assignment: Moralization (Application Paper VIII)**

Due: April 1, 2014

Select an issue, behavior or social practice that has either been moralized (or demoralized) over-time. The readings (and class) examples included cigarette smoking, vegetarianism, homosexuality, and marijuana use. You may use any of these examples, but it would be better if you can come up with your own original example. Discuss the specific ways in which the particular practice and behavior went from being a preference to being considered a morally binding value (or vice versa). Make sure to outline the mechanisms that account for the historical change in its moral status. These must include at least five of the following:

- a) Government action (prohibition, regulation, censure)
- b) Institutional action (schools, churches, etc.)
- c) Scientific endorsement
- d) Individual moral censure
- e) Incorporation into self-identity
- f) Internalization
- g) Parent-to-child transmission
- h) Connection to purity and disgust

Specs: Minimum 1500 words, 12pt Times New Roman font, double-spaced.

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### Wednesday - April 2, 2014

#### **Class: Emotion and Morality**

9:30am - 10:45am · Lecture

Rozin, P., Lowery, L., Imada, S., & Haidt, J. (1999). The CAD triad hypothesis: a mapping between three moral emotions (contempt, anger, disgust) and three moral codes (community, autonomy, divinity). *Journal of personality and social psychology*, 76(4), 574.

Haidt, J. (2003). The moral emotions. *Handbook of Affective sciences*, 852-870.

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### Sunday - April 6, 2014

#### **Assignment: Draft introduction and bibliography due**

Due: April 6, 2014

Your draft introduction should at a minimum include:

- 1) A statement of your main question or problem (what is it, why it is important).
- 2) A summary of a possible answer suggested by some of the readings that we have done so far.
- 3) At the very least, an outline of the main body of the paper, with a preview of the main argument and conclusions.

Your bibliography should include at least five (5) outside sources (material that we have not covered in class) that deal with that question in addition to the in-class material.

Specs: Minimum 1500 words, double-spaced, 12pt Times New Roman font.

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### Monday - April 7, 2014

#### **Class: The Role of Metaphors in Moral Reasoning I**

9:30am - 10:45am · Lecture

Lakoff, G. (1994). *Metaphor, Morality, and Politics, Or, Why Conservatives Have Left Liberals In the Dust*. The workings of language: From prescriptions to perspectives, 139-56. (Markisha)

McAdams, D. P., Albaugh, M., Farber, E., Daniels, J., Logan, R. L., & Olson, B. (2008). Family metaphors and moral intuitions: How conservatives and liberals narrate their lives. *Journal of Personality and Social Psychology*, 95(4), 978. (Ha Young)

Lakoff, G. (1992). *Metaphor and War: The Metaphor System Used to Justify War in the Gulf*. Thirty Years of Linguistic Evolution: Studies in Honour of René Dirven on the Occasion of his Sixtieth Birthday, John Benjamins, Amsterdam, 463-481. (Felicia)

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### Wednesday - April 9, 2014

**Class: The Role of Metaphors in Moral Reasoning II:****Dirt and Cleanliness**

9:30am - 10:45am · Lecture

Churchill, L. R. (1990). AIDS and 'dirt': Reflections on the ethics of ritual cleanliness. *Theoretical Medicine and Bioethics*, 11(3), 185-192 (Tyler)

Cisneros, J. D. (2008). Contaminated communities: The metaphor of "immigrant as pollutant" in media representations of immigration. *Rhetoric & Public Affairs*, 11(4), 569-601. (Grace)

Lynch, M. (2002). Pedophiles and Cyber-predators as Contaminating Forces: The Language of Disgust, Pollution, and Boundary Invasions in Federal Debates on Sex Offender Legislation. *Law & Social Inquiry*, 27(3), 529-557. (Andrea)

Monday - April 14, 2014

**Class: Class cancelled (conference travel)**

9:30am - 10:45am · Lecture

Tuesday - April 15, 2014

**Assignment: Moral Emotions Application Paper**

Due: April 15, 2014

A key claim of the "moral emotions" thesis is that the three major emotions associated with moral judgments and moral actions (contempt, anger, and disgust) have an elective affinity with the three major moral worldviews (Community, Autonomy, and Divinity). The basic claim is that violations of the logic of community (e.g. disrespect for superiors) is likely to lead to contempt, violations of autonomy (being unfair or not supporting equal rights for persons) lead to anger, and violations of divinity or purity concern are likely to lead to disgust. In this paper, I want you to provide one example (taken from real life) that supports this linkage as well as one counter-example that seems to violate the CAD triad hypothesis (e.g. a violation of purity that leads to anger or a violation of autonomy that leads to disgust). How would a CAD theorist handle the counter-example?

Specs: Minimum 1500 words, 12pt Times New Roman Font, Double-spaced

Wednesday - April 16, 2014

**Class: Putting it all together, culture, the self, intuitions, and moral diversity**

9:30am - 10:45am · Lecture

Reading: TBA

Tuesday - April 22, 2014

**Assignment: Metaphors and Morality Application Paper**

Due: April 22, 2014

We have seen that the metaphor of "dirt" is used to refer to a generalized perception that a given person, thing or entity is "out of place," thus threatening the coherence of the established (moral) order. The perception of something being out of place in its turn leads to morally tinged (usually collective) reactions to reestablish moral order by either putting the offending entity "back in its place" or expelling it from the system. Things that don't fit in their place (because they violate categorical boundaries) are as a rule seen as dangerous, threatening and "polluting" (you can become like them if you get near).

In this assignment I want you apply this insight to some historical or contemporary episode of "moral panic" and "moral entrepreneurship" using news stories, magazines or other secondary material. A moral panic consists in the sudden identification that there is some set of persons or entities that (by their very presence) threaten moral order (and thus constitute dirt). This may include as we have seen, AIDS victims, immigrants, pedophiles, and so on. Moral entrepreneurship consists in a collective effort to restore moral order via the two mechanisms mentioned above (putting people back in their place, expelling them or erasing them symbolically). Examples of this process may include the presence of noxious or undesirable categories of persons, or types of things that threaten to "pollute" (usually the young) such as mass media messages, images or video games. Other examples include the emergence of certain styles and practices that (because they violate the sanctity of established categories) are seen as dangerous and threatening.

Make sure in your example to note how discourses of danger, pollution, defilement, contagion, and harm are explicitly used. In addition make sure to note specifically why your example counts as one of "dirt" in Douglas' sense (e.g. by noting why it does not fit in established social or cultural categories).

Specs: 1500words, 12pt Times New Roman Font, Double-spaced

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Wednesday - April 23, 2014

**Class: Class cancelled (conference travel)**

9:30am - 10:45am · Lecture

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Sunday - April 27, 2014

**Assignment: Draft final paper due**

Due: April 27, 2014

This a preliminary full draft of the final paper. It must contain at a minimum four major sections, indicated by Headings, with (optional) sub-headings within. These sections are:

- 1) Introduction: this is where you outline the topic of your paper, summarize what the problem or puzzle that you will tackle is, and why it is important.
- 2) Literature Review: This is where you summarize how your topic or problem has been treated in the previous literature, what answers or formulations have been offered by others, and where you evaluate how these answers contribute to our understanding of the topic and how they fall short.
- 3) Discussion: This is where you introduce your own approach to the problem or puzzle. You introduce your main argument, how it compares to other arguments, and how you would answer criticisms brought up by people coming from a different perspective.
- 4) Conclusion: This is where you recapitulate in summary form the major argument of your paper and summarize your main conclusion. Here you also let the reader know what is the main lesson to take away from your paper and how you have advanced over previous views on the subject. You may also outline limitations and scope of the argument and what questions or issues remain to be dealt with in future research on the topic.

Specs: Minimum 3500 words, double-spaced, Times New Roman font.

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Monday - April 28, 2014

**Class: Student Presentations I**  
9:30am - 10:45am · Lecture

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Wednesday - April 30, 2014

**Class: Student Presentations II**  
9:30am - 10:45am · Lecture

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There are currently no upcoming events.