

## Teaching an ethics segment in Introduction to Psychology

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In this course, students become familiar with several different psychological models (e.g., psychoanalysis, evolutionary psychology, behaviorism, information processing, existential and structural developmental theory). In the last weeks of the term, we considered how three of these models understand the nature of human morality, as a psychological phenomenon. The unit included readings on morality from evolutionary psychology (on male coalitional violence and cooperation), psychoanalysis (Freud's *Civilization and its Discontents*), and structural-developmental psychology (Kohlberg's stages in the development of moral reasoning).

This unit had two goals: 1) for students to understand morality as a part of human nature, and 2) to examine the "is to ought" question in the light of psychological data, by asking whether psychological findings about human morality have any import for morality itself, i.e., for what is good and right.

This unit was taught as an "open lecture" in this large class (45 students). In general, it was a success- students were very interested in and engaged by the questions, and they seemed able to look critically at the psychological literature.

