CGSC 281/PHIL 181: Phil&Sci Human Nature   Gendler/Yale University, Spring 2011

Reading Guide
Virtue and Habit I

Readings for 8 February 2011

READINGS (REQUIRED)

[A] Jonathan Haidt, *The Happiness Hypothesis*, Chapter 2, pp. 23-44.

[B] Aristotle, *Nicomachean Ethics*, selections from Books I-III; X (details below)

[C] Alan Kazdin, *Behavior Modification in Applied Settings*, Selections from chapters 1 & 2 (V*2)

READINGS (RECOMMENDED)

[D] Alan Kazdin, *Parenting the Defiant Child*, Chapters 2 and 7 (V*2)

[A] Jonathan Haidt, *The Happiness Hypothesis*, Chapter 2, pp. 23-44.

Background

[For background information about Jonathan Haidt, see the Reading Guide for 1.18.11]

Terms, Concepts and Examples

Be sure that you understand and are able to distinguish among the following terms and concepts and examples:

Terms and Concepts: like-o-meter, affective priming, negativity bias, heritability of happiness, meditation, cognitive therapy, cognitive triad of depression, SSRIs

Examples: Boethius writing "The Consolation of Philosophy," subliminal word and face priming study, name biases, many examples of negativity bias, Haidt's experience with Paxil

Reading Questions

As you read through the selection, keep in mind the following questions:

(1) What does Haidt mean by "retraining the elephant"?

(2) What are some examples of our systematic negativity bias? Why might such a bias have been selected for?

(3) What are the three ways that Haidt considers for retraining the elephant?

[B] Aristotle, *Nicomachean Ethics*, selections from Books I-III

Background

[For background information about Aristotle, see handout for January 25]

Passages to focus on/passages to skim

- Reread Book I, Chapters 1-3 (pp. 1-3) to remind yourself of the context.
- Reread Book I, Chapter 13 (pp. 16-18)
- Reread all of Book II (pp.18-30)
- Read Book III, Chapters 1-5 (pp. 30-40)
- Read Book X, Chapter 9 (pp. 167-171)

- **For each of these passages, the Irwin edition has extensive notes, beginning on p. 172, that should be *extremely* helpful in enabling you to understand the material**

Reading Questions

As you read through the selection, keep in mind the following questions:

(1) What role does habit play in the cultivation of virtue, according to Aristotle?

(2) On what grounds does Aristotle distinguish between voluntary and involuntary actions? Do you find his taxonomy convincing? Why or why not?

(3) What, according to Aristotle, is the relation between virtue and decision, between virtue and deliberation, between virtue and wishing?

(4) Why does Aristotle think that virtue and vice are within our power? Do you think he is right? Why or why not?

(5) How does Aristotle suggest moral education should be carried out?

[C] Alan Kazdin, *Behavior Modification in Applied Settings*, selections from Chapters 1&2 (V*2)

Background

Alan Kazdin is the John M. Musser Professor of Psychology and Child Psychiatry here at Yale, where he also directs the Yale Parenting Center and Child Conduct Clinic. His personal website can be found at http://www.alankazdin.com/, and the Center's website can be found at http://www.childconductclinic.yale.edu/.

An expert on child behavior and development, Kazdin has published more than 45 books for professional, classroom and popular audiences. Our readings for today are taken from two

different genres: the first reading comes from Kazdin's textbook *Behavior Modification in Applied Settings*, which is directed at advanced students and aspiring professionals. The second comes from his *Parenting the Defiant Child*, which is a popular book directed at struggling parents.

As you read through these two selections, pay attention to their stylistic and contentual differences and similarities.

Passages to focus on/passages to skim

You do not need to understand this text in detail, but do read through it with sufficient care to get a sense of the theoretical and practical underpinnings of Cognitive Behavioral Therapy as currently practiced.

Terms, Concepts and Examples

If you are interested in understanding the details of CBT, you should make sure that you understand and are able to distinguish among the following terms and concepts and examples:

Terms and Concepts: behavior modification, classical conditioning (including unconditioned stimulus/response and conditioned stimulus/response), operant conditioning (including reinforcement, punishment, extinction), behaviorism, modeling/observational learning, shaping, chaining, positive punishment, negative punishment, positive reinforcement, negative reinforcement

Examples: Kazdin's two provided case studies, Pavlov's Dogs, Thorndike's Cats, Skinner's Pigeons and Rats (used in "Skinner Boxes"), Albert, Bandura aggression modeling study – also known as the "Bobo Doll Study," Watson's ridiculously famous quote

Reading Questions

As you read through the selection, keep in mind the following questions:

(1) According to Kazdin, what are the key characteristics of behavior modification?

(2) How does each set of animal experiments (i.e., the results and information gained from them) relate to modern clinical practice?

(3) How do shaping and chaining make use of previously studied behavior modification techniques?

(4) What are negative punishment, positive punishment, negative reinforcement, and positive reinforcement? (Pay close attention here: negative reinforcement may not be what you think it is.)

[D] Alan Kazdin, *Parenting the Defiant Child*, chapters 2 and 7 (V*2) [Recommended Reading]

Background

See above.

Passages to focus on/passages to skim

This is easy popular writing, and should not be difficult to get through quickly.

Reading Questions

As you read through the selection, keep in mind the following questions:

(1) How does Kazdin's description of cognitive behavioral therapy in this popular context differ from his description in the more technical context? Which details are retained and which are altered or omitted?

(2) How do you think Aristotle would respond to Kazdin's parenting suggestions?

[Posted 02/03/11]