

Teaching Dossier

Stephanie Schwartz, MA, PhD Candidate
Department of Psychology
University of Toronto, Scarborough

Stephanie.Schwartz@mail.utoronto.ca
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Personal Website:
StephSchwartz.com
[Under Construction]

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Summary and Goals

My teaching philosophy revolves around fostering student engagement with social psychological material in an approachable, open classroom environment. My core pedagogical beliefs are:

- 1. Course materials should be accessible, non-intimidating, and instructors should be relatable*
- 2. Education is not meant to be a unidirectional experience*
- 3. Teaching / course materials / structure should be flexible, and updated with student input*
- 4. Students should be given opportunity to show academic growth throughout the duration of a course.*
- 5. Successful instruction should lead students to pursue experiences as lifetime learners*

I strive to create a multidirectional learning space in which students learn from myself and their peers. In return, I learn from them every day.

My strengths as an instructor center on my ability to relate to my students both as an academic, and by making the course materials as accessible as possible. I have a long record of success in showing my students my investment in their learning and well-being.

Going forward, my most proximal goals for my teaching are:

1. Learn more about how to balance the needs of the top and bottom students in my course, including updating my syllabi to incorporate recent feedback from students.
2. Learn to better set my TAs up for success with more efficient course and marking timelines.
3. Continue to connect with my students and make them feel that I care about their individual successes in my class and overall
4. Expand my repertoire of courses I'm prepared to teach
5. Get a full-time job as a teaching stream professor. Ideally at U of T!

Teaching Roles and Responsibilities

Course Instructor:

University of Toronto, Scarborough

The Psychology of Morality – PSYD14, PSYD15 (As *Current Topic in Social Psychology*)

Taught: Fall 2020, Winter 2021, Summer 2021, Fall 2021 (2 sections), Winter 2022, Summer, 2022, Fall 2022, *upcoming*: Winter 2023 (2 sections)

The Psychology of Morality is a D-level / 4th year undergraduate discussion based seminar with enrollment capped at 24 students.

Judgment and Decision Making – PSYC10

Taught: Fall 2022

Judgment and Decision Making is a C-level / 3rd year undergraduate lecture based course with an enrollment of 100 students.

Undergraduate Student Mentorships:

University of Toronto, Scarborough

Independent Research projects / Theses – (PSYC90, PSYD90)

Direct supervision of undergraduates completing a 1 or 2 semester independent research project with the Inbar Lab.

I've led 5 students over about 4 pre-pandemic years through independent research projects as part of their credit requirements for their Psychology BA / BS at UTSC. This typically does not lead to any publication for our lab, but it helps the students gain experience, mentorship, and content for their CVs.

Teaching Assistantships:

University of Toronto, Scarborough

See my CV for more detail on my recent teaching assistantships, as I've TAed for 20+ course sections since arriving at U of T in 2015.

I've served as a TA at least eight, likely 10 times for Introduction to Social Psychology (PSYB10), largely for Yoel Inbar. Further, I've served as a teaching assistant at UTSC for Introduction to Psychology, parts one and two (PSYA01, PSYA02), Judgment and Decision Making (PSYC10), The Psychology of Prejudice (PSYC12), Cognitive Neuroscience of Decision Making (PSYC57), and, The Psychology of Emotion (PSYC18). For reference, UTSC faculty who I have TAed for at least twice, and could speak to my abilities and effort include; Cendri Hutcherson, Kosha Bramesfeld, and Gerry Cupchick.

Lewis & Clark College, Portland, Oregon (2008 – 2012)

(Forgive me, the course codes have been long lost from my brain to time)

Introduction to Psychology, Introduction to Social Psychology, Introduction to Statistics (for Psychology), Advanced Statistics (for Psychology), Exploration and Discovery (a first year, writing-based class, this one on “The Psychology of Deception”

Teaching Philosophy

My attitudes and beliefs regarding how to best engage students across types of learning materials and classroom settings are constantly evolving. This reflects my goal of actively updating my course structures and teaching styles in response to student feedback and insights from my teaching colleagues. However, I've developed core pedagogical values as I've accumulated teaching and mentoring experiences across three different universities. These values guide my teaching decisions whenever I prepare syllabi, lecture materials, lesson plans, and assignments.

1. Course materials should be accessible, non-intimidating, and instructors should be relatable

My experience working with students with a range of academic abilities suggests that students will disengage with materials that they view as intimidating or “too much.” I've seen this result in students failing to do assigned readings, not participating in class discussions, and being afraid to ask questions of myself or their peers. To combat this, I choose readings for my courses that err towards simpler language use (when possible), and avoid an excess of technical jargon. When discussing readings with my students, I provide a distilled summary of the key findings of the empirical articles, and key arguments of theory papers. Further, I provide my students in my seminar courses with copies of my own notes on each reading, as I see no reason to withhold my interpretations of the materials. When specific readings or concepts I've assigned are more complex than usual, I start the discussion by acknowledging the difficulty level of the material, and pointing out the content that I found particularly challenging or opaque upon first read. Before closing a topic of discussion we go through summaries of the readings, and I ask the students: “What would be the main points (e.g.) Haidt would want us to take home about the Social Intuitionist Model?”

I aim to be relatable as an instructor. I find that students who view their instructors as approachable and non-judgmental overcome classroom struggles much more easily than those who find a professor intimidating. During the first meeting of each of my courses in a semester, I introduce myself, and explain to my students how I can best be an academic resource to them. While I might not have the name or research clout of our world-class faculty, I focus time and efforts on the individual undergraduates' academic success. I frequently answer questions about graduate school, getting research experience, or on how to improve understanding of empirical social psychology material. The most frequent feedback I get in course reviews and emails from students is that I'm “relatable” and that the students feel as though I genuinely care about their success.

2. Education is not meant to be a unidirectional experience

I balk at the idea that teaching should take the form of experts handing down our knowledge onto students below from our Ivory Tower. I've learned as much from my students over the course of the last 10+ years of teaching and mentorship as they have from me. I start each class by asking my students for any fun life updates they'd like to share (one student just drove on the highway for the first time!), updates on the current world topics that interest them, and about their semester in other courses thus far. Recently I learned the term ‘Rizz’ and that I probably don't have a lot of it. Beyond pop culture trends, I'm always learning about research in fields outside of social psychology from my students. They've taken neuroscience, cognitive, developmental, etc., courses much more recently than I have. When relevant research from other psychology fields comes up in class, I take the opportunity to let my students teach me about what they've

learned, and ask them to share articles with me via email. I generally find the students are quite responsive to this. They enjoy sharing what they know and making connections between our course and others that myself and their peers may not have picked up on.

3. Teaching / course materials / structure should be flexible, and updated with student input

Opportunities to improve teaching methodology, course materials, and classroom structure arise as a result of multi-directional learning experiences. My students do not merely keep me up to date and relevant (enough) on current social media and Gen Z trends. I frequently turn to my students for feedback on my teaching methods, course content, and assignments. I ask what they like about their favorite classes and favorite professors. I ask what they don't like about other courses. I ask how other professors maintain interactivity in 100+ person lectures. This semester I did a mid-course solicitation of my students' opinions on my *Judgment and Decision Making* course. From this I learned that students were wanting more ways to interact with the material, despite very few of them raising their hands to contribute during class time. Since then I've been using polleverywhere.com to allow students to answer questions in real time in class, which they seem to find engaging, and they do largely choose to participate in this manner. I'll ask them to respond to questions used in the studies we read, and see if we can observe the same biases in responses in our class as in famous behavioral economic works (turns out, my students are not immune to the effects of loss aversion). I've changed the way I make course readings available, and the forms of participation students can engage in, as a couple examples of my pedagogical flexibility.

4. Students should be given opportunity to show academic growth throughout the duration of a course.

It's important to me that students are given chances to show academic growth over the course of a semester, and beyond. I offer my students opportunities to integrate feedback from myself and my TAs in future writing assignments and via revision of previous work. This semester, in response to a well-reasoned request from one of the students in C10, I allowed re-weighting of their final marks to afford more emphasis on later writing assignments than ones earlier in the semester. In my seminar course, I give very detailed feedback on my students' reaction papers each week, and often meet with them to discuss their marks and how they can improve. It seems that a fair proportion of fourth year students haven't been given much feedback on their writing at how to improve, despite being near graduation. I've included an example of the way I give feedback on D15 reaction papers in the appendix.

5. Successful instruction should lead students to pursue experiences as lifetime learners

I do my best to encourage students to make connections between our course material and the 'real world.' In my seminar course I make a shared media spreadsheet on Google sheets. The students all have editing access. Any time someone makes a connection from our material to a podcast, show, movie, book, etc., we add it to the spreadsheet so students can explore their classmates' suggestions.

In PSYC10, I try to illustrate each new concept with an experience from my life that students can relate to. For example, when we talk about Sunk Cost, I mention that at least once a week I wait multiple minutes for the elevator in my building, though I could easily take the stairs. But, I've *already* waited a couple minutes! I want my students to be reflecting on our course material throughout their normal days, making connections like this.

My goal is for my students to still remember how much they learned from my course years later. For example, I recently received this email from a student I mentored in my lab in 2013:

“During this Thanksgiving season, I thought about how grateful I am to have been working in a lab with you. It was such a fun, enriching, and meaningful experience. You were the best lab manager ever! Thank you for writing so many letters of recommendations for me. Without your help, I wouldn't be where I am today. Finally in a career that I enjoy, doing work that I love. Thank you for being integral to my success!!”

This student went on to do her Masters and now works for Zoom as a Security Learning and Development Specialist. That 10 years later, she still reflects on her experience in my lab and what she learned there means a lot to me.

Teaching Methodologies and Materials

My small courses are discussion based and semi-casual in nature. I lead students through discussion of each of the week's readings, and have questions for them throughout. Over the last two years I've learned how to balance the content of the discussions so that I can make sure we cover all the key elements of our readings while also letting the students drive the discussion towards the content they found most interesting. This can be difficult at times if the students are particularly passionate about some digression we've taken (they LOVE talking about psychopaths. Within any topic. Always.) but I've generally found that they respond well to me pointing out that we have more material to cover, and I may need to refocus the discussion. Participation is a large portion of their mark in this class, and I offer Quercus based means to earn some participation points if students are too nervous or unable to speak in class. Besides participation, students write 5 or 6 reflection papers on the readings during the semester. I encourage them to write about what was most interesting to them, anything they took issue with, other studies they would suggest to the authors, etc. I give no rubric for these assignments as I don't want cookie cutter responses. Their final assessment comes in the form of a formal written research proposal along with a presentation. My goal of these assignments is to give students experiences they can put on their CV. I point out that they can say they've written a formal research / grant proposal after this, and that they will have given a formal research presentation. I try to make it clear how each form of assessment is relevant to their learning and skills, not just busy work. My syllabus for this course is included here in Appendix B.

My larger Judgment and Decision Making course is lecture based. I try to make it as interactive as possible, with discussion board contributions required for each topic. I connect every topic to real world examples, and I play video clips from The Office each week that map onto concepts from lecture. I'm VERY good at finding relevant clips, if I do say so myself. I make sure that students have time between assignment due dates to reflect on the feedback they got on past assignments to incorporate into future work. This semester, my TAs struggled to complete marking by the next written assignments' due dates. I ended up given extensions to the whole class for this, and the students were quite appreciative. I'd rather divert from the course structure to increase learning opportunity than by strict with arbitrary deadlines.

Teaching and Learning Research/Scholarship

I was a member of an undergraduate research lab that was designed to teach its members to be research mentors. We literally helped [write](#)¹ a book on it! Through my experience in this lab, I learned to mentor newer research team members and conduct research in an undergraduate lead team.

Throughout my undergraduate career, I worked for, and eventually lead a Howard Hughes Medical Institute funded program to teach underprivileged high school students to love science. The bulk of my formal pedagogical training via workshops and courses occurred through this program. I was taught how to engage students in subject matter that they never found interesting or as related to potential future careers. These were students who were either placed in alternative learning high schools, or attended high schools where extreme family hardship was the norm.

Educational Service and Leadership

I was the student coordinator for SPRG – our social and personality psychology research group for the 2017 – 2018 school year, and continued to help with our SPRG graduate student recruitment weekend the following year.

I served on the Social and Personality Psychology Society's student committee for the 2018 – 2019 school year. I organized mentor lunches between 40 faculty members and post docs with undergraduates who share interests in their research specialties. This event is well attended and very rewarding for all parties involved. Kathleen Vohs told me it's her favorite part of SPSP each year!

Every semester I hold an optional graduate school information session for my students. I answer their questions about getting into graduate school. We cover asking for letters of recommendation, writing a personal statement, gaining research experience, among many others. We also talk about different types of psychology Masters programs (which I've had to educate myself on for this purpose) and what a PhD program *really* entails. We also talk about what one might do with just a BA or BS in psychology. I've found that these sessions are well attended and that the students very much appreciate my help in this way. This is one of the things I do in my teaching that I've gotten the most 'thank yous' for.

I've requested to join UTSC's [working circle](#) for the following school year. I only recently learned about this group when I found their [report](#) for the 2021 – 2022 school year. This group works to implement curriculum and educational structure change in efforts to hear more diversity of voices, lived experiences, and ways of knowing in the classroom. I haven't yet found out if I will be able to join the new committee in July, but fingers crossed!

¹ Detweiler-Bedell, J. B., & Detweiler-Bedell, B. (2012). *Doing Collaborative Research in Psychology: A Team-Based Guide*. Sage Publications.

Diversity

I have a minor degree in Gender Studies from Lewis & Clark. This was an interdisciplinary department that required classes across multiple fields. Since beginning that degree, I think about education through an intersectional lens. As we discuss classic judgment and decision making works and philosophy writing in my courses, inevitably a bulk of our readings come from cisgender heterosexual white men. I encourage my students to think about the role of the authors' assumptions in their findings. My students speak about their cultural backgrounds in relation to the moral systems we learn about in class. I openly point out that students of color might want to comment first on the materials we cover when the research focuses on minority groups or countries that my students are from. I would never call specific students out and put them on the spot, but I think it's important for students to notice when we're discussing findings about a group that some but not all of us are members of. I lead a discussion near the end of the semester with my seminar students on research bias and ethics. We talk about the role of personal bias in forming research questions, and if we should be wary of publishing certain findings, and why (think, forbidden base rates). We discuss what our role as social scientists is in promoting equality in and outside of our field, and what we might do to achieve related goals.

I encourage sharing alternate names and pronoun preferences with myself and fellow students. My seminar students fill out a contact information sheet for the class that has their preferred names and pronouns. When introducing this sheet to my students, I let them know that they can call me she/her, or they/them, if they'd like. This is in effort to normalize the use of non-binary pronouns for folks who present gender normatively. Gender inclusivity and safety are extremely near and dear to my heart. I am openly Queer / Gay / Lesbian, as my students inevitably learn the over the course of the semester. I think it's important for queer students to see queer professors at their learning institutions.

I tolerate no prejudice, discrimination, or hateful discussion in my courses.

Accessibility

Open discussion and destigmatization around learning differences are very important to me. I was given my first mental health diagnosis (GAD) around my second year of graduate school. I openly share my experiences with getting diagnosed, going on medication, and attending therapy with my students, if it becomes relevant. I make sure to do as much as I can to let my students know that they can come to me if they are struggling academically because of mental health issues.

I also openly talk about the fact that I was diagnosed with ADD / ADHD after I'd turned 30 years old. I've had several students tell me that they've been made to comfortable discussing their struggles related to learning differences with me, as I bring up the topic from a place of personal experience and non-judgment.

It's important to me that students in my courses receive accommodations that they require to be set up for educational success. However, at least at UTSC, there is a lot of improvement that needs to be done in how our Academic Accessibility program is managed. I've thought about this a lot recently, and I believe we need to put in efforts to streamline the AA requests process, as well as personalize accommodations to more realistically fit students' needs. I'd be thrilled to serve on a committee or working circle related to these issues.

Course Evaluations (Quantitative Student Feedback)

You can find written feedback from my students at the end of this dossier, as it takes up quite a few pages. Here are the formal, quantitative course reviews I've received since I've begun teaching at UTSC.

	Departmental Average	My Most Recent Semester Average	My Composite Average (6 Semesters)
Item			
I found the course intellectually stimulating.	4.0	4.5	4.69
The course provided me with a deeper understanding of the subject matter.	4.2	4.7	4.65
The instructor (Stephanie Schwartz) created an atmosphere that was conducive to my learning.	4.1	4.8	4.83
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	3.8	4.3	4.70
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	3.9	4.5	4.62
Overall, the quality of my learning experience in this course was....	3.6	4.5	4.54
The course inspired me to think further about the subject matter outside of class.	3.8	4.5	4.48
Compared to other courses, the workload for this course was:	3.3	3.5	3.39
I would recommend this course to other students.	3.7	4.3	4.59
Feedback on course assignments, projects, tests, and/or papers provided guidance on how to improve my performance in the course.	3.5	4.7	4.43
Course assignments, projects, tests, and/or papers helped me to develop skills I can use inside and outside of the classroom	3.7	4.5	4.38
The course instructor (Stephanie Schwartz) explained concepts clearly.	4.3	4.7	4.61
**Scales: 1 - 5 with 5 being the most positive rating option, with the exception of the course load, with 5 being "very heavy"			

Evidence of Student Learning and Success

I have lost track of how many letters of recommendation I've written for my students to go on to Masters and PhDs in psych, as well as law school, medical school, and research jobs. Many of these students have been successful in their graduate school applications.

Recently I helped an amazing student from my D15 class, who knew nothing of the graduate school application process earn acceptance into a master's program at Oxford. I attended her graduation ceremony from U of T as her mentor, as her parents were stuck in China do to travel restrictions. I wrote her a recommendation for her U of T application, as well as to Yale, Stanford, Columbia...! While this is clearly anecdotal evidence of my students' academic success, this is one of quite a few stories that I'm very proud of.

Awards and Recognition

Council of Canadian Departments of Psychology
Certificate of Teaching Excellence – Teaching Assistantship Award 2020 – 2021

Emergency Course Instructor, 2 lectures, PSYC14 Fall 2022
Cross Cultural Social Psychology
Asked by department chair to fill in for a lecturer who wasn't able to finish the teaching term in person.

Written Student Feedback

That my students have positive experiences in my course is among my top priorities as an instructor. Some of the most rewarding experiences I have as a teacher / mentor come in the form of kind messages and thank yous from current and former students. I've included a number of these messages, as these truly are the examples of what makes me feel most successful as a teacher. These include messages from course reviews, emails I've received, and input from a few students from the past who I asked for anonymous, optional feedback or contributions to my dossier.

Praise:

- "The best teachers don't simply teach, but rather engage with and inspire their students to learn and build upon the knowledge presented. Stephanie Schwartz is definitely one of those teachers. During my time in her class, she proved to me and the rest of her students as to why she deserves to be a professor. She chose interesting content that kept us engaged every week regardless of what the topic was. Her assignments were not routine essay assignments which are seen so often in university, but rather are ones that make you test the limits of your understanding as a student, as well as breaking boundaries of both knowledge and personal constraints that one have may thought for themselves. Furthermore, as a person, she is extremely understanding and approachable regarding any topic. I've personally had several

instances where I couldn't make a class or was late for an assignment and Steph would always be understanding but fair when it came to helping me out in my situation. Having Steph as a professor would be beneficial to both the students in her class and to the school itself and whoever has her teaching would be lucky to do so!"

-“Stephanie Schwartz has been my favourite teacher throughout my whole undergraduate studies. Her passion for delivering courses and interacting with her students impressed me. She is very approachable and able to get along well with all of the students in her class. She is always energetic and enthusiastic, making me willing to focus carefully on the content she taught us. The course materials she selected for us are also interesting to read. Moreover, she is always willing to provide her students with help generously. I would also like to share some of my personal experiences. When taking her course, I was torn between trying to apply for PhD or not. Basically, I really wanted to pursue a PhD degree and an academic career in the future, but I was not sure about whether I had sufficient ability to do so. It was Stephanie who made me become self-confident and feel encouraged by praising me for my thoughts demonstrated in the weekly reaction papers and the final project. She has had a huge influence on me (which is a positive one). She also helped a lot when I applied for master's program and PhD subsequently. I am 120% sure that such a person will be the ideal candidate for this position.”

- “I really enjoyed my time in PSYD15 with Stephanie! As someone who gets nervous to participate in class discussions, Stephanie made the classroom environment very safe and inclusive. It didn't feel intimidating to state your opinion about the readings in front of the class. Moreover, she would clarify and add onto our opinions which made me feel like she valued everyone's input. I felt included and learned a lot in PSYD15, as the safe and fun environment Stephanie created made it less intimidating to participate. Stephanie is also friendly and easy to talk to. She is always eager to help and would let her students know we could email/talk to her about anything. For instance, whenever my partner and I had trouble understanding a concept for the final paper she would take her time and answer any questions we had. She also created a timeline for our final paper so students wouldn't feel overwhelmed. PSYD15 is one of my favourite classes at UTSC.”

- “I honestly enjoyed being in PSYD15 with Prof Schwartz. I really liked how we had seminar sessions that were interactive and where we were encouraged to deeply engage with the course materials. I was so grateful for taking this course as it was one of the most enjoyable courses I took that summer I feel that I took a lot away from the course. I know I learned to engage more critically with research articles and opinions after this course. Prof Schwartz encouraged all of us to think beyond and criticize the authors' theories, viewpoints, and discussions. In addition to her encouragement, I feel that the course readings throughout the semester that she picked were quite interesting to read and when we were discussing the articles in class I know everyone enjoyed the readings each week. Whenever I had questions about the readings or had any doubts before submitting my reflection assignments before the week, I would email her and she would help me understand the material without giving the answer right away. I believe that this was an important learning tool as just getting the answer from the professor is not simulating. For instance,

once I reached out to her to discuss one of my grades as I wanted to understand how I can further improve for my next reflection paper. I met her during office hours and she read over my paper with me and helped me understand where I lost marks and explained her detailed comments to me as well. This type of feedback and encouragement helped me excel in this course.

This course was definitely memorable because of Prof Schwartz's passion for morality psychology-related research and her care for students. She provided us with great advice and helped us succeed in the classroom. She respected our students and wanted to get to know our names and respected our pronouns throughout the course. She made sure that we were all comfortable and it meant a lot to our class that she cared about us.”

- “Most of my courses never required me to collaborate or participate in class so this was a first for me and I'm generally a introvert. That was one goal I had for this class and it was one of my accomplishments by the end of the semester. Was I the student getting 90's? Nope but that doesn't mean I didn't learn or develop as a student. This class has pushed me to break a barrier that I had for myself and that was only possible due to the safe classroom environment that you had created.”

- “I learned a *lot* about effectively communicating, approaching things with compassion and how well-armed one can be with scientific knowledge. Thank you so much for enabling that and supporting that journey. Thank you for leading the class so wonderfully and being so passionate in class- it really was, by an enormous margin, my favourite course in all of university and it seems like I've made a real friend because of it (that makes my grand total like 6 or so! woo!). You've been a wonderful reminder of how great it can be to have a professor who is as much a human as they are an academic (is that insulting? maybe more of a human?? but that's also vaguely insulting! there's no winning!)

- “Professor Schwartz was fantastic. Her youth and energetic personality makes her very approachable. Her friendly and open personality is contagious and allows her to truly engage the class.”

- “Stephanie was an amazing instructor and taught the course concepts really well. She created a comfortable environment for students to share their ideas on the weekly class readings and was always available to help students in any way possible.”

- “Professor Schwartz is hands down the best professor I've had. she is approachable and makes the course interesting. Everyone class was interactive. She fostered an open environment for learning. She is always helpful and willing to help you succeed.”

- “Professor Stephanie really helped make the course topics engaging during the discussion classes. The topics were interesting to read and write about. The course really makes you think deeper about certain aspects of morality in social psychology. The reaction papers helped me stay on track with the course material and I never felt behind in the course. The layout and the grading framework for this course definitely allowed students to earn marks in multiple ways and not just rely on huge portions of the mark dedicated towards just a final or midterm.”

- “This was my favourite class that I've taken at UTSC. The instruction was interactive and allowed for questions, discussion, and to fully engage with the material.”
- “Professor Stephanie was always available and would hold office hours. I did join the course late but she was accommodating and helped me catch up in the course. She was easy to reach through email and would really break down the topics in class so that we can better digest it.”
- “Professor Schwartz is an amazing instructor. She makes sure everyone feels comfortable when participating and ensures everyone has a great understanding of the material being taught.”
- “I'm not one to voice my opinion about something, especially in seminar courses, but the professor created an inviting and comfortable atmosphere that encouraged many to participate which obviously lends itself nicely to a stimulating class discussion”
- “I thoroughly enjoyed this course this semester and Professor Stephanie Schwartz made this semester online so much better. I would have loved this course even more in person. The weekly discussions and reflections challenged my knowledge and ideas. The only thing I would suggest for this course is a scaffolding of the final paper where students complete an annotated bibliography of sorts before hand to get a better idea earlier on in the semester of how they might format their final assignments.”
- “Exceptional course. it was a perfect environment to foster great discussion.”
- “Great! Stephanie was always willing to help out on assignments and provided ample amount of feedback on our work. An excellent instructor and super friendly! Highly recommend!”
- “I really enjoyed Stephanie Schwartz as a professor. She made our class discussions very interesting and I was super engaged throughout the class.”
- “Excellent. Instruction was very intellectually stimulating. I did not feel like there were any gaps in my understanding of the subject material covered thanks to the level of instruction in the course.”
- “10/10, I really enjoyed the classes that started off talking about the readings specifically, and then branched off to talking about the overarching concepts the readings were about”
- “Stephanie was an excellent professor and she'll make an amazing educator to future students.”
- “I enjoyed the class environment very much and did not feel at any given moment as if I had to hold back on my opinions and thoughts. Professor Schwartz was very kind and welcoming with all the students and was very organized with the course content which provided a good flow to the material. If I had to take the course again, the only thing I would

recommend is to have more out of the norm discussion topics that truly reflect "current topics in ____" while still maintaining the historical foundation of the field."

- "It was a seminar course so the professor did not have teaching assistants, but she offered to schedule office hours whenever we needed it. When I attended those office hours, she was incredibly accommodating, insightful and personable."

- "I appreciate that there were many ways to earn participation marks and not just the whole "you must contribute meaningful verbal discussion and questions during class". Given that the course is online, I truly value the efforts professor Schwartz made to engage with students during and outside of class hours whether it be through office hours or by email."

- ** "Professor Schwartz has been a remarkable teacher this semester and has truly had a great impact on my life. For starters, she created a safe environment in the classroom that made me feel comfortable enough to participate in, which I never have before. She demonstrated that she truly cared about her students and their learning experience which meant the world. Not once did it feel as though she abused her power and role as a professor, rather she genuinely just wanted to share her knowledge and wisdom which made her very approachable. Additionally, she has always been very understanding of my mental health struggles and has provided enough flexibility to help me get through the semester and complete all of my assignments without additional anxiety. I will never forget the week I was extremely ill and could not make it to class, which was extremely upsetting because I did not want miss it because I really enjoy the class, and professor Schwartz allowed me to listen in through a phone call with one of my class mates. There was another week we had to have class on zoom, and she was still able to keep the lecture as engaging as it would have been in person. Furthermore, she encouraged open discussions amongst the students whilst guiding them in the direction of the course material. She posed questions to challenge our current thoughts which allowed for an expansion of knowledge. She presented the content of the course in a way that was easy to understand and fun which kept me engaged throughout the entire semester. Although I was in her psychology of morality class, she managed to tie in various social psychology topics such as sex roles, culture, law, personality, and environment. She hand selected articles for each week's readings that were fascinating and made wonderful course topics. They ranged from development in children in regards to helping and cooperation, to sacred values in cultures, to politics, to altruism, and many more. I found myself excited to go to her class every week and would stay after class with other students to continue discussing the content. I'm in my fourth year of my undergraduate degree and I've never experienced this with a class before. She has been an excellent mentor this semester and has provided great guidance not just with the course material, but has been there to answer my questions and ease my anxiety about my post graduate journey. I'm privileged to have had the opportunity to be in her class and will value her teaching skills for the rest of my life. University can be very overwhelming and make learning challenging; however, her teaching approach has made me fall in love with learning again and want to keep expanding my knowledge. I highly recommend professor Schwartz and appreciate the privilege I've had to be one of her students."

*** This particular student has so much self-doubt but is, in reality, an amazing student and consumer of quantitative social psychology research. I will be doing everything I can to help her get into the Master's program she's been eyeing for the upcoming application cycle.*

- "The course contents are pretty interesting for me. I even introduced some of the examples mentioned in lectures during my volunteering (some sort of mental health support, similar to peer support). It's great to get people know about the bias they might be having when they are making decisions. If possible, I'd really like to hear more examples in lectures. Thank you for this amazing course!"

- ****"So far, I am really enjoying the course and your teaching style. I find that you explain things very clearly and simply so it is easy to follow along and recall. The office video examples and the pictures of nacho and paul are also a bonus that I enjoy very much. One thing that would be helpful to me as a student is if you could upload the slides earlier so we could type them out completely before the lecture starts."

*** Regarding examples in lecture, I'm still learning to balance between students who want more examples and slower progress through concepts with the students who find my pace to be on the slower side. This is something I've been working to improve on each week. Also, Nacho and Paul are my cats and I do force pictures of them into my lecture slides with some frequency.*

- "This is my fifth year at UTSC and that means I took MANY courses. I'm so grateful that I chose this course in my final year because, to be honest, this was the only course that I was excited to attend, enjoyed every minute of it and didn't want it to end!!! Professor Schwartz also picked the best readings. At the start of the semester, I was actually questioning how could we understand morality through only papers readings and class discussions since morality is a very complex concept. BUT I WAS WRONG! I learned so much from this course, much better than other lecture-based courses and the other seminar course I took. This course taught me how to think from a moral standpoint about everything. Everyone participated and spoke in the class discussion was not because of the participation mark (the major difference I discovered from my other seminar course), it was because everyone truly had something meaningful or they wanted to say! I really love this course and I really don't want it to end.

- "Steph is the best prof I've ever had! She made PSYD14 very engaging, interesting and easy to understand. She created a very safe and comfortable environment for learning and discussions, and I really enjoyed her class. Out of all the courses I've ever taken, I have never been more eager and happy to learn. Her teaching style is the best I've experienced in all my years at UTSC. Steph made the class excited to have discussions, which made the course so much more engaging. Instead of forcing students to talk for marks, she created a comfortable environment so that we were participating because we were engaged and genuinely wanted to. This is how all courses should be taught! I would enthusiastically take any class she teaches in the future.

Steph was also very personable and approachable. Any issue I had (personal or regarding course content) was met with above and beyond understanding and flexibility. During the beginning of the semester I was in an accident at my workplace, which affected my mental

health fairly significantly. But Steph was very understanding when I had to miss that week, and didn't put any pressure on me about the course. If I was in any other course I probably would have dropped out, but I enjoyed her class so much that I wanted to keep going and I'm so glad I did. It helped me in more ways than I can express. She's also the only openly queer professor I've ever met at UTSC. I think this is so important, especially for younger students, so they have a positive role model in academia. I definitely think we need to see more of that. As a queer indigenous woman, this representation matters.

I think she has so much to offer to U of T and would be the perfect candidate for this job. I truly think that U of T and its students would benefit greatly by having her on board. I hope every student gets the opportunity to take one of Steph's courses, or at least get to meet her. She's a one of a kind prof and I don't think any other course I take will top PSYD14."

- "I had the pleasure of working under Stephanie Schwartz in a research lab at UCSD. She kept the lab organized, created a lab schedule for the students, and gave clear instructions to the students on how to run the experiments. She created lots of learning opportunities for the us. She taught us about research best practices and explained the different types of studies. I specifically remember her explaining a double blind study to me and how it was executed. She was informative and thorough in her explanations and was patient with us when we didn't understand something. She was also approachable which made it easy for the students to come up to her and ask about why a study was being run a certain way. Not only did she teach students about research, she also went out of her way to organize events where the primary investigator would come in and speak to the students about their research study to expand our learnings. In addition, she mentored the students on how to get into grad school. She told me how to prepare for grad school, and this was integral to my success in my career.

Sometimes research doesn't go as planned, but she was quick on her feet and able to adapt right away. She was a fantastic communicator that ensured that everyone in the lab was up to date on whatever the new protocol was in order to be consistent.

She worked very well with many of the students, and we came to respect her and appreciate her. She created a fun environment that allowed everyone to thrive and feel understood."

- "I greatly enjoyed taking PSYC10, Judgement and Decision Making, with Professor Schwartz. This one of my first ever C level classes taken and it has been the best possible experience I can imagine. This is largely due to Professor Schwartz' flexibility, understanding, and the positive learning environment she created for students.

The professor was consistently flexible in the lectures learning plan as well as with the overall course. She allowed students the opportunity to gauge whether the lectures were going at a comfortable pace for them at every lecture. This made me feel comfortable with the learning speed and unafraid to ask questions throughout. For example, she included a midway questionnaire during the semester to ask what needed to be changed and on the first day of class asked students' opinion of the syllabus and how we felt about it. This flexibility also applied to overall coursework as the professors offered an extension on a large paper when many students had reached out to see if this was possible. Likewise, the professor was extremely understanding to students' personal lives and troubles which was always

appreciated. For instance, I felt comfortable enough to ask for a one day extension on a submission post, after being sick, which is not something I personally have ever done. She treated students with respect and was always willing to help, which is what I believe made students comfortable enough to be so engaged in classes.

Finally, Professor Schwartz created a very positive learning environment in her course. During lectures, she was engaging, easily to follow, and prompted students to think critically about the material. Her lectures were both professional and conversational which made it very easy to take notes and understanding, while also actively listening and wanting to hear more. For instance, I have incorporated content from this class into two discussion posts in other classes because the professor made it so interesting that I was able to remember and apply the content elsewhere. One of my favorite topics she discusses, was nudges and both the positive and negative ways they have been used. This made me take notice of when business try to use these nudges on consumers. Her assignments were also part of the great learning culture she developed in the classroom. Each of the writing assignments allowed students to incorporate course content while simultaneously bringing in their own novel ideas and opinions. This was either in the form of designing our experiments, furthering the work in the specific field, thinking of interventions with nudges, etc. This made the assignments easy to complete because, once again, it was so interesting.

To conclude, Professor Schwartz was approachable, understanding, and flexible which allowed for such a positive learning experience in PSYC10 and I would love to take more classes taught by her. “

Less rosy reviews, and how I have adjusted:

“Some assignments were confusing to follow, and required a lot of emailing to understand. Lectures were a bit disorganized in terms of structure, as no slides were provided summarizing main concepts.”

Since receiving this review in 2020, I have started making my own, detailed notes on the readings available to students. I do not present slides in my seminar courses, as I want to avoid veering from a discussion based format. However, I've found that giving students access to my own notes and outlines of the readings has helped them further comprehend readings they struggle with at first. This also makes it easier for my students to feel confident citing course readings in their final research proposal papers. This student also wanted rubrics for the responses papers (which I have not implemented) but I have started giving them examples of past papers and my notes I gave on those.

“I think that the class can be a little more interactive. Since this is a judgement and decision making class, it would be interesting to see how different people answer different question or how the class differs in their choices. For example, when talking about studies where individuals have to choose A or B, I think it would be cool to see what the class picks and if it is similar to the study findings. “

Since receiving this feedback I'm implemented class polling in C10 via polleverywhere as mentioned earlier in my teaching philosophy and methods.

To avoid negative recency bias – a review from my midcourse C10 feedback solicitation this semester:

“I really enjoy class and am appreciative of all you do to make it fun and engaging! **I think you're one of the only profs I've ever had who I genuinely get the impression that you care about us and how we do****. My only ask would have been to post the readings for the entire semester at once, so that I could print them all at once/upload them to my kurzweil reading software - it would save me the effort to remember to print out/upload my readings week by week, which I frequently forget to do. Otherwise I am very happy!”

*I made the suggested adjustment and made all reading PDFs available for the rest of the semester upon reading this feedback. ** This one really got at my heartstrings.*

Appendix A. Example feedback on student response paper

3

Name [redacted]
Student Number [redacted]
Course: PSYD14

Reaction Paper Week #2

Revenge and Punishment was the main topic for this week and out of all the readings, I believe that the reading by Pinker (1997) was the most memorable one. The key idea that I took away was what derives revenge, which are emotion and reason. Pinker (1997) also elaborates that emotions are strong enough to take control over our actions to the point where individuals do not know what is considered as right and what is wrong based upon their emotions and can "drive people to fight far out of proportion to the stakes" (Pinker, 1997). In addition, Pinker (1997) also states that when individuals seek out revenge, emotions mainly, "pride, love, or rage" are the ones that have lost control and our reasonings become more illogical that when another party hears the reasoning to the act, they would think it is bizarre.

I agree with what Pinker (1997) has stated on how emotion is a very powerful and uncontrollable factor that suppresses our reasoning, can overly impact our choices and actions, and can over consume our thoughts when it isn't in our favor. An example that I believe where individual's emotions like anger or rage gets out of control and when our reasonings could be classified as unusual to the point where we believe that revenge is acceptable is, when our close ones like our family is being wronged. There was a time where my younger sister was accused of stealing a pencil from one of her close friends, and as a sister, even though I was taught to not seek revenge, my emotions controlled my body and my reasoning for seeking revenge was that, as my sister had to go through a range of emotions like stressed, annoyance and helplessness, I wanted her friend to go through those too as it seemed to be the most fair even though it wasn't the most logical reasoning and I didn't know the individual.

In addition, with what Pinker (1997) has questioned in the reading, I also wonder "why did we never evolve the ability to control expressions" and even though Pinker (1997) brought up

THIS IS CERTAINLY NOT UNIQUE TO REVENGE, HOWEVER CAUSES? DRIVES?

NOT QUITE SURE WHAT THIS MEANS.

HOW CAN AN EMOTION LOSE CONTROL?

I WOULD SAY FACTORS IN. NOT SURE WHAT SUPPRESS MEANS. AFFECTS?

? BY WHOM?

WHAT DO YOU MEAN BY "MOST LOGICAL?" IF YOU THINK

EMOTIONS -> ERRORS IN JUDGMENT YOU NEED TO SUPPORT THE IDEA THAT A CERTAIN OUTCOME OR DECISION IS "WRONG"

Course: PSYD14

different reasonings in the paper, such as it doesn't take much effort to send "honest signals" and when every individual showcases all their honest emotions everyone would follow this act, I believe that for an individual to control their expressions, it also comes with experience of going through them. Even though emotions are universal and are biologically driven reactions, individuals are able to gain knowledge on how to utilize these emotions; knowing how and when to react, through the different experiences they gain with the many different social interactions. This means that human beings can't just biologically evolved into controlling their expressions as it is a factor that also is socially constructed through our peers as sometimes individuals are taught and learnt to not be as blunt through the many individuals they meet as they are learnt that it could harm others. This is why I believe that through learning and practicing, it enhances the ways in which individuals are able to control their emotions instead of it being a factor that is biologically influenced. In addition with this, I believe that it might lead to decreasing our reaction times as human beings react on the spot and by being able to control our emotions biologically, it lowers the chances of quickening our responses when dealing with different severe situations such as when a car is about to hit you, if human beings are biologically able to control our emotions, it might delay the feeling of fear even though we will be in a danger situation and can mess up our human anatomy.

example?

CLEAN UP / CLARIFY + SIMPLIFY. AVOID RUN-ONS.

JUSTIFY

SPECIFY. CONTROL HOW? EXPRESSIONS? THE FEELINGS THEMSELVES? SUBSEQUENT REACTIONS TO THE EMOTIONS?

WHAT IS "IT"?

CLEAN UP

Along with emotions and reasoning being the two mechanisms that creates individuals to seek revenge, I also believe that power could be a factor that connects with emotion and reason.

INTO REVENGE-SEEKING.

TENSE INCONSISTENT

When someone has seeked revenge, I believe that it is done so to demonstrate an individual's ability and how much they can perform, in this case it would be challenging the other party that they can perform equally of what they have performed or even better. I also believe when seeking revenge, as it relates with power, it also connects with boosting our confidence as it

VAGUE. EXAMPLE?

allows individuals to feel fulfilled when “getting back at the person” and it also encourages themselves and others to do this action in the future as the majority of the outcome would them feeling good about themselves. In addition, like emotion, seeking power can be uncontrollable as it is known that individuals like the feeling of power and can misuse it at multiple times as they enjoy being an authoritative figure.

UNCLEAR
JUSTIFY

Discussion Questions

1. To what extent do biological and/or social factors affect suppressing and exhibiting emotions?
2. To what extent does culture impact the way we perceive revenge? Are there any differences in ideas of what is considered revenge due to our culture ?

Bibliography

Pinker, S. (1997). *How the Mind Works*. “Doomsday Machine” (Excerpt from “Hotheads”). W.

W. Norton & Company.

I PUT IN MORE NOTES
THAN USUAL BECAUSE I KNOW
YOU WANTED FEEDBACK, SO
DON'T PANIC ABOUT THE
AMOUNT OF EDITS HERE!
GENERAL TIPS:
SIMPLE WORD, LANGUAGE.
+ SENTENCE STRUCTURE
CHOICES ARE ALWAYS BETTER.
AVOID RUN-ONS.
JUSTIFY YOUR CLAIMS!
IF _____ → BAD OUTCOME,
YOU NEED TO EXPLAIN WHY
THE BAD IS BAD!

Appendix B. Psychology of Morality Rubric

Syllabus

The Psychology of Morality (PSYD14 LEC01)
Prof. Stephanie Schwartz
Fall 2022
Thursdays 3:00 PM to 5:00 PM AC 332

Instructor

Steph Schwartz
Office: SW569
Email: stephanie.schwartz@mail.utoronto.ca
Office Hours: Tuesdays 4:00 PM – 5:00 PM & Thursdays 1:00 PM – 2:00 PM
And by appointment on Zoom!

Course Description

Thinking about good and evil seems to come naturally to human beings. We write poems, novels, and comic books about right and wrong, and make movies and TV shows about ‘good guys’ and ‘bad guys.’ Where does this moral sense come from? Is any of it innate? How much depends on socialization? Why do some people disagree so strongly about what is right and wrong? Are there any moral rules that are agreed upon across cultures?

In recent years there has been a resurgence of interest in the science of human morality. The goal of this course is to offer an introduction to the research in this field. We will read articles from a variety of disciplines including philosophy, animal behavior, neuroscience, economics, and almost every area of scientific psychology (social psychology, developmental psychology, evolutionary psychology, and cognitive psychology).

By the end of the course you will:

- Understand the primary issues and debates involved in the scientific study of morality.
- Be able to explain the major normative ethical perspectives: deontology, consequentialism, and virtue ethics (character).
- Know how to critically evaluate the primary research literature (i.e. empirical journal articles) and share your perspective with your classmates.
- Have formally presented a research proposal to your peers.
- Have written an in-depth research proposal in APA style, just as you would if you were submitting an empirical article for publication.

Course Structure

This course is designed to not only introduce you to much of the important theory and research in the psychology of morality, but also to develop your skills as critical thinkers and as sophisticated consumers of science; this will help you regardless of what you pursue in your future. This course is intended to maximize meaningful learning and to minimize the memorize-and-regurgitate kind of ‘learning’ style.

Lecturing will be minimal. On most days, I will try to limit my own talking to a fairly brief orientation to each day’s topic and to guiding discussions where necessary. The course will mainly consist of discussions aimed at fostering meaningful understanding of the material. The success of this seminar depends on everyone’s preparation, and everyone’s preparation will depend on carefully completing the readings and weekly reaction papers.

Readings

The number of readings will vary per week. Readings will mostly be original scientific research, i.e., peer-reviewed journal articles and book chapters. Reading a journal article carefully takes time; you should expect to spend an hour or more per article. All readings are posted in the course [Google Drive](#) (link in a Quercus announcement). Please remember that all readings are mandatory.

Course Websites

I will use Quercus to communicate with you (i.e. to make announcements), to host the course discussion forum (see below), and to collect reaction papers. However, readings will NOT be posted on Quercus.

I will post course documents and reading in shared course folder in [Google Drive](#). This is where I will post course documents and readings (in PDF format).

Discussion Forum

To help foster communication between students, I will post weekly discussion forums on Quercus. These forums should also be the first place you go when you have questions about course material. Please feel free to use this space as a virtual extension of our classroom and post requests for clarification on the reading; these posts are valuable because they may echo many people's concerns. Remember, however, to respond to questions as well as this will enhance the classroom experience and create a self-sustaining internet community.

The discussion forum is also the place to participate outside of class discussion. If you are shy and have a hard time speaking up in class, you can earn credit for participation by posting commentary, thoughts, and questions on the discussion forum. To keep pace with class, however, you need to make sure that you participate online regularly, at least once per week. **Additionally, I will be assigning participation marks via the forum based on the *quality* of the comments and ideas that you post.** You will not earn participation points for posts / replies by merely echoing others' comments, or via superficial contributions.

Reaction Papers

To foster thoughtful, exciting, and worthwhile discussion, I ask that you prepare reaction papers to the weekly readings. These are designed to get you thinking about the readings, while ensuring that everyone has something to contribute during class discussion. You have some freedom in deciding how to complete this assignment. Spend some time highlighting the main points of the readings, *but most of your paper should do other things: e.g., connect these main points, critique a study or its findings (or the authors' interpretation of the findings), consider/discuss/develop new ideas, and/or propose a new study.* Your goal should be to show me that you really understand the material. To this end, I also encourage you to bring in relevant material from other courses. Details are as follows:

Papers are due **Wednesday before class at 11:59 PM, 15 hours before class**, and should be submitted online, via Quercus.

You may turn in **only one** reaction paper per week.

Papers should be about 2 double-spaced pages (~600 words max) and follow APA style.

Papers will be graded on a scale ranging from 5 (excellent) to 0 (fail).

Each paper must end with **two** discussion questions you think would be good for me to pose to the class the next day. Think like a professor here! What questions are left up for debate in your mind after completing a week's readings?

You are required to turn in **five** reaction papers, but you may turn **in up to six** (in which case only the best five will count toward your grade). What weeks you choose are up to you. Reaction papers will constitute 25% of your final grade.

Class Participation and Attendance

In a seminar-style class, attendance is expected and participation is essential. Therefore, these will make up part of your grade: Participation is worth 15% of your grade and attendance 5%. Your participation grade will depend on quality as well as quantity of participation. Good participation includes punctuality, eagerness to participate, showing respect to others' contributions, facilitating discussion, paying careful attention to classmates' presentations, and offering constructive feedback, questions, and comments. Note that I do not want class discussions monopolized by the same 3 or 4 people. That means that people should make an effort to talk enough, but not too much.

I will keep a record of participation throughout the term, but to make sure I (and you) keep track of all your class participation, **you should keep a participation log** (noting what questions you answered or asked, what comments you made, etc.). I may collect these from time to time. As mentioned above, you also have the option of participating online on the discussion forum. If you are shy and have a hard time speaking up in class, the discussion forum is the place for you to get some of your participation credits. You can earn up to 50% of full participation marks via the discussion forum, and to do this, you must post one question / idea / concern, as well as reply to one of your classmates' per week. If you think you are participating enough in class, you don't need to participate on the discussion boards.

Attendance

I will be taking attendance during each class via a Quercus quiz.

Final Paper and Presentation

You will form into groups of two and each group will submit an 8-10 pages, typed, double-spaced experimental research proposal in which you review a body of literature, describe new research hypotheses based on this literature, and propose a study (or studies) which will test these hypotheses. Which literature you focus on is up to you, though it must relate to morality (from a social psychological perspective). You should consult with me when choosing your topic, and as your paper progresses. *I must approve all paper topics.* Note that your paper is just a research proposal; no data needs to be collected. Details of the assignment will be specified later, but you should start thinking about the topic as early in the semester as possible.

This paper is due Sunday, December 4th, at midnight. I encourage you to use this paper as an opportunity to apply the social psychological methods that you will learn to a topic in psychology about which you care deeply. You will also give a formal poster or PowerPoint presentation of your proposed research on one of the two presentation days (November 24th or December 1st), much in the style of a presentation at a professional conference.

Important Dates and Details

You must have your paper topic approved by me by Friday, December 2nd.

To have your topic approved, I will need a 'form' filled out by one of your group members via Quercus listing your group member names and providing:

Area of interest, research question of interest, dependent variables you will be measuring, independent variables / manipulations you will be using.

These measures don't have to be EXACTLY WORD FOR WORD what end up in the paper, I just want to make sure you've narrowed everything down sufficiently.

Final versions of your paper should contain at least 10 references, conform to APA style, and must be turned in by **December 4th**. Papers will constitute 40% of your final grade and posters 15%. More details about this assignment will be discussed in class.

Guidelines for Written Assignments

Use APA style.

All works that are referred to (directly or otherwise) must be cited in the text, and in a reference page at the end of your work.

Omit needless words. Good writing is concise.

Avoid quotes, especially lengthy ones.

Spelling, grammar, and sentence structure are important and figure into the grading.

Email Policy

My policy is to respond to emails within 2 working days of receipt (which means that if you email me on a Friday you might not get a response till Tuesday). Often, the best way to get an answer to your question is to talk face-to-face, so I encourage you all to visit me during office hours, even if it's just to have a casual chat.

Late Papers

As you have a choice of turning in your reaction papers on any of five topic weeks, late reaction papers will not be accepted. Late final papers will be docked 5% for each day that they're late.

Extra Credit

The only opportunity for extra credit will come in the form of optional reading quizzes at the beginning of each class. You will be able to earn up to 2% extra on your mark. At the end of the semester, I will calculate how much of this 2% you will receive via this equation:

$$\text{Your points} = \left(\frac{\text{\# of quiz questions you got right}}{\text{\# of quiz questions the student who got the most quiz questions right, got right}} \right) * 2$$

Grading Summary

Reaction papers—25%

Class Attendance—5%

Class Participation—15%

Final Paper—40%

In-Class Presentation—15%

List of Topics and Readings

Week 1: September 8th: Introduction, Background, and Logistics

No official reading, but I suggest this article on how to read journal

articles: <http://www.uvm.edu/~dguber/POLS234/articles/read.htm>

Week 2: September 15th: Helping and Cooperation

Bloom, P. (2009). *Descartes' Baby: How the Science of Child Development Explains What Makes Us Human* (Excerpt - "Good and Evil"). Basic Books.

Warneken, F., & Tomasello, M. (2006). Altruistic helping in human infants and young chimpanzees. *Science*, 311, 1301-1303.

Sloane, S., Baillargeon, R., & Premack, D. (2012). Do infants have a sense of fairness? *Psychological Science*, 23(2), 196-204.

Week 3: September 22nd: Revenge and Punishment

Pinker, S. (1997). *How the Mind Works*. "Doomsday Machine" (Excerpt from "Hotheads"). W. W. Norton & Company.

Fehr, E., & Gächter, S. (2002). Altruistic punishment in humans. *Nature*, 415, 137-140.

Greene, J., & Cohen, J. (2004). For the law, neuroscience changes nothing and everything. *Philos Trans R Soc Lond B Biol Sci*, 359, 1775-1785.

Week 4: September 29th: Moral Signaling

7. Dana, J., Cain, D. M., & Dawes, R. M. (2006). What you don't know won't hurt me: Costly (but quiet) exit in dictator games. *Organizational Behavior and Human Decision Processes*, 100, 192-201.

8. Jordan, J.J., Sommers, R., Bloom, P., & Rand, D.G. (2017). Why do we hate hypocrites? Evidence for a theory of false signaling. *Psychological Science*, 28, 356-368.

Week 5: October 6th: Two Perspectives on Moral Intuitions

9. Haidt, J. (2001). The emotional dog and its rational tail: A social intuitionist approach to moral judgment. *Psychological Review*, 108, 814-834.

10. Gray, K., Young, L., & Waytz, A. (2012). Mind perception is the essence of morality. *Psychological Inquiry*, 23, 101-124.

OCTOBER 13th – NO CLASS – READING WEEK

Week 6: October 20th: Harm and Consequences

11. Singer, P. (1979). *Practical ethics* (Excerpt - "About Ethics"). Cambridge: Cambridge University Press.

12. Greene, J. D., Cushman, F. A., Stewart, L. E., Lowenberg, K., Nystrom, L. E., & Cohen, J. D. (2009). Pushing moral buttons: The interaction between personal force and intention in moral judgment. *Cognition*, 111, 364-371.

13. Cushman, F., Gray, K., Gaffey, A., & Mendes, W. B. (2012). Simulating murder: The aversion to harmful action. *Emotion*, 12, 2-7.

Week 7: October 27th: Character

14. Goodwin, G. P., Piazza, J., & Rozin, P. (2014). Moral character predominates in person perception and evaluation. *Journal of Personality and Social Psychology, 106*, 148-168.
15. Uhlmann, E. L., Pizarro, D. A., & Diermeier, D. (2015). A person-centered approach to moral judgment. *Perspectives on Psychological Science, 10*, 72-81.
16. Uhlmann, E. L., Zhu, L., & Tannenbaum, D. (2013). When it takes a bad person to do the right thing. *Cognition, 126*, 326-334.

Week 8: November 3rd: Sacred Values

17. Roth, A. E. (2007). Repugnance as a constraint on markets. *Journal of Economic Perspectives 21*, 37-58.
18. Tetlock, P. E. (2003). Thinking the unthinkable: Sacred values and taboo cognitions. *Trends in Cognitive Sciences, 7*, 320-324.
19. Ginges, J., Atran, S., Medin, D., & Shikaki, K. (2007). Sacred bounds on rational resolution of violent political conflict. *Proceedings of the National Academy of Sciences, 104*, 7357-7360.

Week 9: November 10th: Morality and Politics

20. Inbar, Y., & Lammers, J. (2012). Political diversity in social and personality psychology. *Perspectives on Psychological Science, 7*, 496-503.
21. Graham, J., Haidt, J., & Nosek, B. A. (2009). Liberals and conservatives rely on different sets of moral foundations. *Journal of Personality and Social Psychology, 96*, 1029-1046.
22. Wang, S. Y. N., & Inbar, Y. (2021). Moral-language use by US political elites. *Psychological Science, 32*(1), 14-26.

Week 10: November 17th: Professors Choice! Stay Tuned. (Yes, there will be a reading response paper opportunity this week.)

Week 11: November 24th: Presentation Day 1

Week 12: December 1st : Presentation Day 2

*** Note: Final papers are due **DECEMBER 4th by MIDNIGHT.**
Your final topic must be approved by me by **DECEMBER 2nd!**