COLLEGE OF CHARLESTON
FACULTY RESEARCH AND DEVELOPMENT COMMITTEE
GRANT APPLICATION COVER SHEET

(Deadlines are 5:00 pm on the dates shown below. Submit the complete grant application electronically to the Chair of the Faculty R & D Committee. Submit the cover sheet signed and dated to the Dean of the Graduate School by the 5:00 pm deadline.)

☑ First Round (10/01/10)    ☐ Second Round* (01/21/11)    ☐ Third Round (04/01/11)

NAME: Jennifer Wright    RANK: Assistant Professor

DEPARTMENT: Psychology    PHONE: 953-8196

PROPOSAL TITLE:

*In which fiscal year will your project take place?  ☑ FY 10-11    ☐ FY 11-12

Please refer to the Guidelines to ensure that you comply with conditions for the category of award you seek.
A copy of the guidelines may be found at the Faculty and Staff Resources link at www.cofc.edu/graduateschool/facultystaff/researchanddevelopment/index.php

Which category of award do you seek? (Check one)

☑ Faculty Research Grant    ☐ Faculty Development Grant    ☐ Faculty Professional Support

Check all sub-categories that apply.

☑ Starter Grant (Check if the period of the grant is during your tenure-track appointment as a faculty member at the College of Charleston and your proposal meets the Starter Grant criteria.)

☐ Teacher-Scholar Grant (Check if your proposal meets the Teacher-Scholar Grant criteria.)

☐ Continuous Study Award (Check if your proposal meets the Continuous Study Award criteria.)

Total Amount requested? $ __________

Have you received Faculty R & D support for a funding period in the calendar year 2010? (Yes/No) ☑ YES (If yes, list the amounts and dates in the spaces below)

☐ No

Do you expect to receive funds from any other source for this project? (Yes/No) ☑ No (If yes, list the source(s) and amount(s) of the funding below)

☐ Yes

Does the proposal involve research on human or vertebrate animal subjects? (Yes/No) ☑ Yes

(If yes, include a brief statement describing the status of the Institutional Review Board (IRB) and/or Institutional Animal Care and Use Committee (IACUC) application. Such an approval must be obtained before research and development funds can be released.)

SIGNATURE, Applicant ___________________________ Date 9/31/10

Department Chair/Dean: Funds for successful proposals will be transferred into the departmental R & D account.

SIGNATURE, Department Chair/Dean ___________________________ Date 9/30/10
Dr. Jen Wright: Exploring our Moral Architecture

Project Summary

Moral Foundations Theory (MFT) proposes that we are “hard-wired” with certain innate moral responses – that is, that we naturally and automatically recognize certain features of our social environment (and not others) as being morally relevant and that the presence of these features (or “cues”) triggers certain automatic, intuitive judgments. According to the results of their extensive, cross-cultural research, these innate responses (MIMs) are present in all people and can be classified into five different basic categories, which they label Fairness, Harm, Authority, In-Group, and Purity.

While these MIMs are viewed as innate and universal, MFT nonetheless recognizes that our socio-cultural “training” influences how they are expressed and interpreted. For example, research shows that liberals more strongly respond the first two MIMs (Fairness & Harm), while conservatives more strongly respond the last three MIMs (Authority, In-Group, & Purity). What is unclear at this point is precisely how this training influences our MIM responses. It could be that our socio-cultural training actually alters the innate, automatic responses – so, in the case of liberals vs. conservatives, it could be that liberals cease to have any response at all to many (if not all) of the Authority, In-Group, and Purity MIM cues. Alternatively, it could be that what our socio-cultural training builds in a “cognitive override” to certain MIM responses – i.e., liberals are having MIM responses to the same cues as conservatives, but they override them.

This research project is designed to test these two possibilities. To do so, we will employ well-recognized methodological paradigms designed to identify cognitive overriding. Specifically, we will test liberals’ vs. conservatives’ MIM responses under three different experimental conditions. In the first two conditions, if liberals are normally overriding their MIM responses, they will respond to Authority, In-Group, and Purity MIM cues much like conservatives do. In the third condition, if liberals are overriding their MIM responses then they should take longer to respond to Authority, In-Group, and Purity MIM cues than to Fairness and Harm MIM cues.

The studies proposed here have several important implications. First, it will provide additional insight into the cognitive nature of the differences in moral attitudes between liberals and conservatives. More importantly, it will help us to better understand the effects that socio-cultural training has on our underlying (innate) moral architecture – and whether our early socio-cultural training is capable of fundamentally changing the “moral architecture” of the brain or is capable of being dismantled under certain stressful physical, economic, and/or social environments.

My funding request is for two desktop computers with software licenses for the programs necessary to conduct the studies.
Project Description

Moral Foundations Theory (Graham, Haidt, & Nosek, 2009) proposes that we are “hard-wired” with certain innate moral responses – that is, that we naturally and automatically recognize certain features of our social environment (and not others) as being morally relevant and that the presence of these features (or “cues”) triggers certain automatic, intuitive judgments. According to the results of their extensive, cross-cultural research (Haidt, 2003; Haidt & Joseph, 2004; Graham, et al., 2009; Graham, Nosek, Haidt, Iyer, Kovela, & Ditto, 2010), these innate responses (what they call “moral intuition modules” – hereafter, MIMs) are present in all people – across time, class, and culture – and can be classified into five different basic categories, which they label Fairness, Harm, Authority, In-Group, and Purity.

While viewing these MIMs as innate and universal, Graham et al. (2009) nonetheless argue that our socio-cultural “training” influences how we express and interpret them. As just one example of this, Graham, et al. have found a difference in which MIMs people focus on/emphasize based on their political orientation. Specifically, they found that liberals more strongly respond the first two MIMs (Fairness & Harm), while conservatives more strongly respond the last three MIMs (Authority, In-Group, & Purity).

What is unclear at this point is precisely how our socio-cultural training influences our MIM responses. It could be that our socio-cultural training actually alters the innate, automatic responses – so, in the case of liberals vs. conservatives, it could be that liberals cease to have any response at all to many (if not all) of the Authority, In-Group, and Purity MIM cues. Alternatively, it could be that what our socio-cultural training builds in a “cognitive override” to certain MIM responses – i.e., liberals are having MIM responses to the same cues as conservatives, but they override them.

This research project is designed to test these two possibilities. To do so, we will be employing well-recognized methodological paradigms designed to identify cognitive overriding. Specifically, we will test liberals’ vs. conservatives’ MIM responses under three different experimental conditions: 1) “self-regulation depletion” condition, 2) “cognitive load” condition, and 3) “rapid response” (implicit attitude) condition. We will also have a fourth (control) condition, during which no cognitive manipulation is employed. Study 1 will include experimental conditions 1 and 2 (along with a control) and Study 2 will include experimental condition 3 (along with a control).

**Study 1 – Conditions 1 and 2:** If the socio-cultural “training” of liberals is actually altering, in some way, their MIMs (such that they no longer respond to Authority, In-Group, and Purity cues) then liberals should continue to respond differently than conservatives under both of these conditions. If, however, what is happening is that liberals’ socio-cultural training
generates override instructions for their innate MIM responses (i.e., they believe these responses to be illegitimate and so they deny/ignore them), then liberals should begin to look more like conservatives when given either cognitive manipulation.

In the first (depletion) condition, participants' self-regulation resources — i.e., the cognitive resources it takes to override unwanted/undesirable impulses — will be depleted (using a standard “don’t think about white bears” self-regulation depletion task) before they engage in a series of moral evaluations, which will make it harder for them to override any MIM responses they might have. If liberals are normally overriding MIM responses, they should respond to Authority, In-Group, and Purity MIM cues much like conservatives do in this condition.

In the second (load) condition, participants' cognitive resources will be otherwise occupied (by having to keep track of the number of times a particular tone plays in the background) while they engage in a series of moral evaluations, which will make it harder for them to cognitively evaluate (and decide to override) their MIM responses. As in the first condition, if liberals are normally overriding MIM responses, they should respond to Authority, In-Group, and Purity MIM cues much like conservatives do in this condition.

**Study 2 — Condition 3:** In the third (implicit attitude) condition, participants will perform their moral evaluations under a time constraint using software that allows us to track their reaction time speeds to the millisecond. Here, the prediction is a bit different. If our socio-cultural training alters our MIM responses, then liberals and conservatives should have similar response times (though potentially different responses) to Authority, In-Group, and Purity MIM cues. If, on the other hand, liberals are engaging in an override of their innate responses (which would require cognitive — though not necessarily conscious — effort) then their response times should be longer. Also, we should expect liberals' response times to Authority, In-Group, and Purity MIM cues to take longer than their responses to Fairness and Harm MIM cues.

Participants from both studies will also fill out a demographic and political orientation survey, the Defining Issues Test 2 (DIT-2), which measures use of moral schemas, the Critical Reflection Task (CRT), and a personality questionnaire.

**Implications:** This research has several important implications. First, it will provide additional insight into the cognitive nature of the differences in moral attitudes between liberals and conservatives. But the implications go beyond the differences between liberals vs. conservatives. More importantly, this research represents a first step in better understanding the effects that socio-cultural training has on our underlying (innate) moral architecture. Can such training alter the architecture itself — or does it simply provide us with the cognitive tools needed to override the responses provided by that architecture? Knowing the answer to this provides insight into what level of control we have over molding people's intuitive moral
responses. Is it possible, through socio-cultural influence, to fundamentally change the way people perceive and respond to the social features of their environment – or do those basic impulses remain intact? If they remain intact – and, therefore, must be overridden – then it is likely that under situations of cognitive stress people will be likely to “revert” back to their innate response patterns. Put another way, either early socio-cultural training is capable of fundamentally changing the “moral architecture” of the brain or whatever training we provide will be capable of being dismantled under certain stressful physical, economic, and/or social environments.

In addition, this research will benefit College of Charleston students in several ways: 1) our participants, at least in these initial studies, will come from the PSYC103 participant pool, thereby providing Introduction to Psychological Science students with exposure to psychological research and helping them to fulfill their research requirement, and 2) several students functioning as research assistants (either in Independent Studies or as volunteers) have aided in the development of the studies and will assist in data collection throughout the fall and spring semester, as well as data analysis. They will be included as co-authors on any conference presentations and will be given the opportunity to serve as co-authors on any publications that result. Our goal will be present the results of our studies at least one national conference (e.g. the Society for Social Psychology) and to seek publication in a mid to top-tier psychology journal.

Timeline: We have submitted an IRB proposal and anticipate receiving IRB approval in the next few weeks (it has been sent out as an expedited proposal, which does not require full review). The study will begin as soon as IRB approval has been received (mid-October) and will continue until we’ve collected responses from approximately 260 participants (Study 1: 160, Study 2: 100). We should be completed (at the latest) in early spring, 2011.

Current Funding: There is no existing funding (internal or external) for this project. I am submitting funding requests to both Faculty R&D and my Department Request for Discretionary Funds to cover the expenses for this project. I am asking my Department to the costs for some of the software and measurement expenses, but there simply are no departmental (or Dean-level) funds available to purchase additional computers.

It is important to note that these studies are the first in a series of studies and that their successful completion will place me in a good position to apply for support in the form of external funding in the future.
IRB approval: I have submitted an IRB proposal and anticipate receiving IRB approval in the next few weeks – the proposal has been sent out as an expedited proposal, which does not require full review.
Funding Requested

In order to conduct cognitive manipulation and response time studies, we require small private spaces in which participants can respond to programmed computerized stimuli without risk of disturbance or distraction. My research lab (Bell 221/222) currently has five such private rooms, allowing us to potentially collect responses from five participants at a time. However, I currently only have three desktop computers available to run the computerized software that is required for the cognitive load and response time conditions. In the past, I have borrowed laptops and set up temporary stations in the remaining two rooms to collect additional data, but this will not work well for these studies for several reasons – 1) I would still need to purchase the additional DirectRT and MediaLab licenses to collect data on the borrowed computers, 2) I would have to load (and then delete) this software onto these computers, in addition to having to transport them back and forth to the lab, and 3) because laptops do not function in the same way with the software programs (which means they are not ideal for collecting this sort of data, especially for the response time condition).

I am therefore requesting the funding to purchase two additional desktop computers (comparable to the ones I currently have) and the additional licenses for the two software packages needed to run the programs. While the studies can (and will) proceed with the three computers currently in my lab, having the ability to test five participants at a time will greatly increase our efficiency and productivity, cutting the time it will take to complete both studies almost in half (from an estimated 87 to 52 hours for data collection). Given the severity of the budget cuts experienced by departments across campus, our department does not have sufficient discretionary funds to cover the expense of additional computers for my research lab.

<table>
<thead>
<tr>
<th>Per Unit</th>
<th>Total</th>
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<tbody>
<tr>
<td>Dell Desktops Optiplex + monitors</td>
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<tr>
<td>Direct RT license x 2</td>
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<td>MediaLab license x 2</td>
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<td><strong>Total Funds Needed</strong></td>
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<td><strong>Requested from Department</strong></td>
<td><strong>$232</strong></td>
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<td><strong>Total Request for Faculty R&amp;D</strong></td>
<td><strong>$3,400</strong></td>
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September 30, 2010

To: Gioconda Quesadar, Chair, College R&D Committee
From: Thomas Ross, Chair, Psychology Department
Re: Jen Wright's Faculty R&D Grant Application

Dear Dr. Quesadar,

I am writing in support of Dr. Jen Wright's Faculty R&D grant application. Jen is a relatively new faculty member, as she is beginning her third year of service to the College of Charleston. Accordingly, acquiring additional computer equipment to enable her research is an especially important opportunity during this stage of her professional development.

In addition to conveying my support for Jen Wright's application, I wanted to provide my assurance to the committee that the Psychology Department's budget cannot in fact support her request. I am very happy to pay for the items that my meager budget will allow (i.e., Defining Issues Test-2 and the Survey Monkey renewal fee); however, Jen requires additional funds that are beyond my capabilities. In particular, Jen is requesting funds to purchase two desktop computers for her laboratory in order to enhance her data collection efforts.

As you may know, the College's budget for computers and computer replacements was decentralized several years ago and the schools were subsequently charged with funding any computer needs beyond a new hire's faculty office computer. Over the past three years, school and departmental operating budgets were cut significantly, limiting funds to support computer requests. My Dean can typically support 2 or 3 computers for our department each year (during May or June), and so these limited resources must be directed to replacing very old faculty office computers. The IT computer replacement program at the College aims to provide some support, but this program will replace existing computers only. As a consequence, faculty who require additional computers for research purposes must find other ways to fund these requests. For these reasons, I believe that Jen Wright's proposal seeking support from the Faculty R&D funding mechanism is entirely appropriate.

As can be seen on her CV, Jen has an impressive record of research productivity in only her third year at the college. To put it frankly, Jen is a rising superstar in her field and an outstanding teacher-scholar. She mentors an extraordinary large amount of students via student-faculty research collaboration. Moreover, she maintains a superior level of teaching and research productivity while providing outstanding service to the college (e.g., Jen has served on the Faculty Curriculum Committee the past two years).
I have no doubt that this modest investment in her professional development will result in substantial dividends for College of Charleston and our students. Please do not hesitate to contact me if I can provide any further information or assist the committee in any way.

Sincerely,

Thomas P. Ross, Ph.D.  
Professor and Chair,  
Psychology Department  
953-3339 or rosstp@cofc.edu
EDUCATION

2008 PhD, Experimental (Developmental) Psychology, University of Wyoming
Dissertation Advisor: Karen Bartsch, PhD
Outside Reader: Jonathan Haidt, PhD (University of Virginia)
Title: Child and adolescent conceptions of the personal, social, and moral domains: Implications for diversity, tolerance, and education.

2006 MA, Philosophy, University of Wyoming
Thesis Advisor: Ed Sherline, PhD
Outside Reader: Candace Upton, PhD (University of Denver)
Title: The problem with principles: Towards a skill-based account of mature moral agency.

2004 MS, Psychology, University of Wyoming
Thesis Advisor: Karen Bartsch, PhD
Title: Children's early moral development: An analysis of moral language in children's talk.

2002 BA, Psychology, magna cum laude, University of Wyoming
Minor: Ethics

2002 BA, Philosophy, magna cum laude, University of Wyoming
Minor: Political Theory

Bennington College

POSITIONS

2008-present Assistant Professor, College of Charleston, Department of Psychology
Responsibilities included the provision of undergraduate course instruction for the College of Charleston Psychology Department at the level of assistant professor. In addition, responsibilities included student advising and mentoring, programmatic research development, and service to psychology department, college, and community of Charleston, SC.

2006-2007 Visiting Instructor, University of Wyoming, Department of Philosophy
Responsibilities included teaching two undergraduate courses/semester and assisting with the UW Philosophy Club. In addition, responsibilities included student advising and mentoring.

HONORS & AWARDS

Lifetime Member of Phi Beta Kappa, Phi Kappa Phi, Psi Chi
2007 Outstanding Graduate Student Award, UW Department of Psychology
2006 Regional Psi Chi Outstanding Paper Award, Rocky Mountain Psychology Association
2005 Outstanding Master’s Thesis Award (Psychology), University of Wyoming
2005 Outstanding Graduate Student Award, UW Department of Psychology
2005 Outstanding Graduate Student Paper Award, American Philosophical Association, Chicago, IL
2004 Outstanding Graduate Student Award, UW Department of Psychology
2002 Outstanding College of Arts & Sciences Graduate, University of Wyoming
2002 Outstanding Senior Psychology Major Award, UW Department of Psychology
PUBLICATIONS

Refereed Publications


Invited Publications


Manuscripts Currently under Review (italics = student authors; *revise/resubmit)

Wright, J., Grandjean, P., & McWhite, C. The meta-ethical grounding of our moral beliefs: Objectivism revisited. Submitted (*) to *Philosophical Psychology*.


Wright, J.C. Moral conviction in children and adolescents: Exploring the cognitive and affective dimensions of tolerance in our youth. Submitted to *British Journal of Developmental Psychology*.

Wright, J.C., McWhite, C., & Grandjean, P. The cognitive mechanisms of intolerance: Do our meta-ethical commitments matter? Submitted to *Journal of Experimental Social Psychology*.


Wright, J., C., & Weissglass, D., & Casey, V. Dungeons & Dragons as a moral training ground: Role-play gaming as a method for moral development. Submitted to *Journal of Experimental Social Psychology*.

Wright, J., C., & Kastner, R. See no evil, judge no evil: People as motivated moral perceivers. Submitted to *Social Cognition*.

Manuscripts in Preparation (italics = student authors)

Frimer, J., & Wright, J.C. The paradox of integrity.
Wright, J.C., & Grandjean, P. Moral foundations: The importance of harm, purity, fairness, and rights.
Wright, J.C., Minervini, V., & Allenby, K. Adolescents’ and adults’ perception of social status: How group membership and social hierarchy can influence judgments about transgressions.
Wright, J.C., & Nichols, R. The effects of religiosity on moral appraisal: The cost of being non-religious.

GRANTS

Under Review

2010 National Science Foundation (NSF) CAREER Grant – Discovering and exploring the moral domain ($600,000)
Five year grant to fund research investigating the early moral lives of young children, the function of pretend-play in early moral development, and the use of imaginative role-playing to facilitate moral development in at-risk youth.

Funded

2010 MAYS 2009-2010 Research Grant – Human trafficking in Southern US ($800)
Student researchers: Carra Barman and Maggie Lyons. Independent Study interviewing college students, police officers, and trauma advocates about their views on human trafficking and its presence in the Southern US.

2009 MAYS 2009-2010 Research Grant – Influence of imaginative role-playing games on moral judgments ($4,960)
Student researcher: Daniel Weissglass. Bachelor’s Essay investigating the influence of imaginative role-playing games on college students’ moral development.

2009 SURF Grant: Summer Research Funding – Influence of perceived social status on adolescents’ judgments about moral transgressions ($6,080)
Student researcher: Kathryn Allenby. Summer research project investigating high school students’ perception of social status and the influence of this perception on judgments about moral transgressions.

2007 American Psychological Foundation COGDOP Research Grant ($1,000)
2006 Association for Moral Education Dissertation Research Grant ($4,000)
2004 Lillian Portenier Research Scholarship ($500)
2002 UW College of Arts & Sciences Summer Independent Study Research Award ($2,500)

Not Funded

2009 National Endowment for the Humanities (NEH) Enduring Questions Grant – Knowing ourselves: Through the eyes of an alien
2007 Finalist for the Charlotte W. Newcombe Dissertation Fellowship
2003 Honorable Mention for the NSF Graduate Research Fellowship
TEACHING & MENTORING

**Sole Instructor**
College of Charleston, Department of Psychology
- *Developmental Psychology* (PSYC311)
- *Introduction to Psychological Science* (PSYC103)
- *Psychology of Violence* (FYSM158)
- *Happiness* (PHIL198) – co-taught with Jennifer Baker, Philosophy

University of Wyoming, Department of Psychology
- *Adolescent Development* (PSYC4300)
- *Moral Development* (PSYC3150)
- *Developmental Psych* (PSYC2300)
- *Child Psychology* (PSYC2300)

University of Wyoming, Department of Philosophy
- *Sex, Love, & Philosophy* (PHIL3000)
- *Intro to Philosophy* (PHIL1000)
- *Ethical Theory* (PHIL3300)
- *Ethics in Practice* (PHIL2300)

**Teaching Assistant**
University of Wyoming, Department of Psychology
- *Child Psychology* (PSYC2300)
- *Experimental Psychology: Advanced Research Methods* (PSYC4050)

University of Wyoming, Department of Political Science
- *Political Violence* (POLS4600/5600)

University of Wyoming, Department of Philosophy
- *Ethical Theory* (PHIL3300)
- *Introduction to Philosophy* (PHIL1000)
- *Symbolic Logic* (PHIL3420)

**Supervised Projects: Senior Bachelor’s Essays**

<table>
<thead>
<tr>
<th>Year</th>
<th>Student</th>
<th>Title</th>
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<tbody>
<tr>
<td>Fall, 2010</td>
<td>Emma Kate Wright</td>
<td><em>The role of pretend play in young children’s moral development</em> (cont’d an additional semester due to Spring, 2010 illness)</td>
</tr>
<tr>
<td>2010-2011</td>
<td>Laken Shirey</td>
<td><em>The influence of perceived social cues on preschooler’s interpretations of social interaction</em></td>
</tr>
<tr>
<td>2009-2010</td>
<td>Daniel Weissglass</td>
<td><em>The influence of fantasy role-playing on moral development</em> – revised into a manuscript currently under review at <em>Journal of Experimental Social Psychology</em></td>
</tr>
<tr>
<td>2009-2010</td>
<td>Kelly Saulpaugh</td>
<td><em>The role of pretend play in young children’s moral development</em></td>
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<tr>
<td>2009-2010</td>
<td>Emma Kate Wright</td>
<td><em>The role of pretend play in young children’s moral development</em></td>
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<tr>
<td>2009-2010</td>
<td>Rebecca Kastner</td>
<td><em>The role of visual attention in moral judgment formation</em> – to be published in <em>Cognitive Development</em>; revised into a manuscript currently under review at <em>Social Cognition</em></td>
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</table>

**Supervised Projects: Research Independent Studies**

<table>
<thead>
<tr>
<th>Year</th>
<th>Student</th>
<th>Title</th>
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<tr>
<td>Fall, 2010</td>
<td>(PSYC400) Jessica Putnam</td>
<td><em>The role of pretend play in young children’s moral development</em></td>
</tr>
<tr>
<td>Fall, 2010</td>
<td>(PSYC400) Chelsea Borgeson</td>
<td><em>The role of pretend play in young children’s moral development</em></td>
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</table>
Jennifer Lyn Cole Wright
Curriculum Vitae

Fall, 2010 (PSYC400) Nicholas Barclay: *Use of non-verbal gestures and metaphorical language in moral conflict*

Spring, 2010 (PSYC400) Carra Bannan: *Human Trafficking in the Southern US*

Spring, 2010 (PSYC400) Morgan Ridenhour: *Children’s perception of social cues and the influence on interpretations of social interaction*

Spring, 2010 (PSYC400) Laken Shirey: *Children’s perception of social cues and the influence on interpretations of social interaction*

Spring, 2010 (PSYC400) Jessica Putnam: *The role of pretend play in young children’s moral development*

Spring, 2010 (PSYC400) Summer Howell: *The role of pretend play in young children’s moral development*

Fall, 2009 (PSYC400) Carra Bannan: *Moral attitudes about human trafficking*

Fall, 2009 (PSYC400) Vanessa Sorensen (now Casey): *The influence of fantasy role-playing on moral development* – co-author on a manuscript currently under review at the *Journal of Experimental Social Psychology*

Spring, 2009 (PHIL399) Daniel Weissglass: *Empirical investigation in virtue ethics*

Spring, 2009 (HONS398) Michelle Hopkins: *Children’s use of moral evaluatives* – co-author on a manuscript currently under review at *Developmental Psychology*

Spring, 2009 (PSYC400) Jenny West: *Children’s use of moral evaluatives* – co-author on a manuscript currently under review at *Developmental Psychology*

Spring, 2009 (PSYC400) Trisha Rogers: *Children’s use of moral evaluatives* – co-author on a manuscript currently under review at *Developmental Psychology*

Spring, 2009 (PSYC400) Carra Bannan: *Perspectives on human trafficking*

Spring, 2009 (PSYC400) Vanessa Minervini: *Perceptions of social status and moral judgments* – co-author on a manuscript currently in preparation

**Supervised Projects: Educational Psychology (Senior Mentors) Independent Studies**

Fall, 2010 Colin Pociask: PsyC103 Introduction to Psychological Sciences

Fall, 2010 Cosette Richman: PsyC103 Introduction to Psychological Sciences

Fall, 2010 Daniel Weissglass: PsyC311 Developmental Psychology

Fall, 2010 Nina Deese: PsyC311 Developmental Psychology

Fall, 2009 Jenny West: PsyC103 Introduction to Psychological Sciences

Fall, 2009 Vanessa Minervini: PsyC103 Introduction to Psychological Sciences

**Supervised Projects: Summer Research Projects**

Summer, 2009 Kathryn Allenby: (SURF) *Influence of perceived social status on adolescents’ judgments about moral transgressions* – co-author on a manuscript currently in preparation

**Other Teaching/Mentoring**

Summer, 2010 Instructor – McNair Summer Research Program

Responsibilities included co-teaching (with Helen Delfeld, Political Science) a six-week interdisciplinary course on research methods. The class met 4 days/week for 3-4 hours/day. All sixteen McNair Scholars worked to produce an original research proposal and/or to conduct original research, which were delivered in an oral and poster presentation to the public in August, 2010.

Spring, 2010 Faculty Mentor – Senior Thesis for Academic Magnet High School

Student: Juliana Landsman

Project Title: *Illustrating moral development through auto-photography*

Spring, 2010 Guest Lecture in Dr. Pat Janes’ PSCY215: Cognitive Psychology class on *Introduction to Logic*
Spring, 2009  Faculty Mentor – Senior Thesis for Academic Magnet High School  
Student: Kecgan Shelton  
Project Title: Examining the presence of good and evil through media entertainment
Fall, 2009  Guest Lecture in Dr. Whit Schonbein’s PHIL290: Philosophy and the Cognitive Sciences  
on The Instability of Intuition  
2008-present  Volunteer Research Assistants – Informal Mentoring  
Jennifer Bennett, graduate student  
Stacey Brown, Psychology major  
Allison Bull, Visiting student  
Jakelyn Eby, Psychology major  
Ashley King, Psychology major  
Cullen B. McWhite, Psychology major  
Alex Middelton, Psychology major  
Trishna Symal, Psychology major
Summer, 2007  Mentor – McNair Summer Research Program  
Student: Kenneth Englund
2006-2007  Mentor – BA Honor’s Thesis  
Student: Piper Grandjean
Summer, 2006  Mentor – UW College of Arts & Sciences Independent Research Project ($2,500)  
Student: Piper Grandjean
2005-2006  Graduate student advisor for University of Wyoming Psi Chi

PROFESSIONAL DEVELOPMENT

June 2010  Attended What are Doctoral Programs Looking for in a Graduate Student by Dr. David Washburn, Georgia State University, at the 2010 SAEOPP McNair Conference, Atlanta, GA.
Nov 2009  Attended Using Cognitive Psychology Principles to Enhance Learning and Teaching by Dr. Gil Einstein, Furman University, at the 2009 South Carolina Psychological Association Academic Day, Lander, SC.
Summer, 2009  Participant in the NEH Summer Institute on Experimental Philosophy  
Salt Lake City, UT ($3,000)
May 2009  Participation in CoF First-Year Experience Training ($2,000)
Mar 2009  Participation in CoF Spring Faculty Technology Institute ($600)
Jun 2007  Invited Symposium: Experimental Philosophy – Workshop on Experimental Methods  
2007 Society for Philosophy and Psychology, Toronto, CA
2005-07  University of Wyoming, Ellbogen Center for Teaching & Learning  
UW Preparing Future Faculty Program: Developing and delivering a seminar series for incoming graduate students and new instructors on successful teaching methods.

CONFERENCE PRESENTATIONS

Invited Presentations
Apr 2011  Can Experimental Philosophy Contribute to Traditional Epistemology?  
Mini-Conference on Experimental Philosophy  
2011 American Philosophical Association Pacific Division, San Diego, CA
May 2010  
Intuitional Stability: An Experimental Manipulation  
MERG: Experimental Philosophy Gathering  
New York, NY

Apr 2010  
Commentator for Bertram Malle (Brown University): *Theories of Intentionality*  
Invited Symposium on Experimental Philosophy  
2010 *American Philosophical Association Pacific Division*, San Francisco, CA

Jan 2010  
Commentator for John Doris (Washington University in St. Louis): *Skepticism about Persons*  
2010 *Florida State University Conference*, Tallahassee, FL

Dec 2009  
Stability of Intuitions: A Matter of Confidence?  
Experimental Philosophy Society Group Session  
2009 *American Philosophical Association Eastern Division*, New York, NY

Apr 2009  
Teaching Eco-Feminism Topics in Our Disciplines – Discussant with Dr. Lisa Ross, Psychology and Dr. Helen Delfeld, Political Science  
2009 *Southeastern Women's Studies Conference*, Boone, NC

Feb 2009  
The Meta-Ethical Grounding of Our Moral Beliefs: Objectivism Revisited  
2009 *South Carolina Society for Philosophy*, Rock Hill, SC

Apr 2007  
Generalism vs. Particularism: Are the Folks Particularists?  
Society for Empirical Ethics Panel: Experimental Philosophy  
2007 *American Philosophical Association Central Division*, Chicago, IL

Mar 2006  
Reason vs. Intuition in Moral Judgments: Developmental Implications  
Society for Empirical Ethics Panel: Psychology, Neuroscience and Moral Cognition  
2006 *American Philosophical Association Pacific Division*, Portland, OR

Feb 2006  
The Moral Epistemology of Natural (Virtuous) Systems  
Center for Cognitive Science: *The Epistemology of Natural and Artificial Systems*, Long Beach, CA

Oct 2005  
Commentator on “Virtue in Virtue Ethics” by Joel Kupperman  
*Virtue Ethics and Moral Psychology Conference*, Denver, CO

Feb 2005  
Is Ethics a Skill? Towards a Developmental Account of Ethical Know-how  
Reasoning, Rationality, and Know-how Conference, Long Beach, CA

Refereed Presentations (Bold = undergraduate research assistant)

*Paper Presentations*

Effects of Religiosity on Moral Appraisal (with Ryan Nichols)  
2010 *Association for Moral Education Conference*, St Louis, MO

Understanding the Difference between Moral and Non-moral Beliefs: Belief Structure and Strength  
2008 *Association for Moral Education Conference*, Notre Dame, IN

Children and Adolescents' Conceptions of Personal, Social, and Moral Issues  
2007 *Association for Moral Education Conference*, New York, NY

The Role of Moral Perception in Mature Moral Agency  
2007 *Pacific Division American Philosophical Association*, San Francisco, CA

Asymmetries in Folk Judgments of Moral Responsibility and Intentional Action  
2007 *Central Division American Philosophical Association* (with John Bengson) Chicago, IL  
2007 *Society for Student Philosophers* (with John Bengson), Austin, TX  
2007 *Mountain Plains Philosophy Conference*, Topeka, KS

The Personal, Social, and Moral Domains: Implications for Tolerance” (with Jerry Cullum)  
**Winner of Regional Psi Chi Outstanding Paper Award**  
2006 *Rocky Mountain Psychological Association*, Park City, UT
Mapping the Personal, Social, and Moral Domains: Implications for Tolerance for Diversity
(with Jerry Cullum, Piper Grandjean, Jedediah Sawyer, and Ross Little)
2006 Shepard Symposium on Social Justice, Laramie, WY

Is Ethics a Skill? Towards a Developmental Account of Ethical Know-how
** Winner of Outstanding Graduate Student Paper Award **
2005 Central Division American Philosophical Association Conference, Chicago, IL
2005 Society for Philosophy and Psychology, Winston-Salem, NC
2005 Rocky Mountain Philosophy Conference, Boulder, CO

The Problem with Principles: On Mature Moral Judgments and Actions
2005 Pacific Division American Philosophical Association Conference, San Francisco, CA

Dewey & Dreyfus on Mature Moral Agency
2005 Society for the Advancement of American Philosophy Conference, Bakersfield, CA

An Aesthetic Approach to Moral Development
2004 Association for Moral Education Conference, Dana Point, CA

The Problem with Principles: An Alternative Conception of Mature Moral Agency
2004 Northwest Philosophy Conference, Bellevue, WA

Towards an Alternative Conception of Moral Excellence: A Developmental Account of Ethical Expertise
Society for Student Philosophers, Philadelphia, PA

Children’s Early Moral Development: An Analysis of Moral Language in Children’s Talk
2004 Jean Piaget Conference, Toronto, Canada

On Ethics, Divided: Ethical Principles and Ethical Experience
2004 Values, Rational Choice, and the Will, Stevens Point, WI

Poster Presentations

The Influence of Imaginative Role-Playing in a Fantasy Game Format on the Moral Development of Young Adults (with Daniel Weissglass)
2010 Association for Moral Education, St Louis, MO

The Meta-Ethical Grounding of Our Moral Beliefs: Objectivism Revisited (with Piper Grandjean and Ben McWhite)
2009 Society for Philosophy and Psychology, Bloomington, IN

Deliberate Self-Harm in a Rural College: Chadron State College (with Christin Covello, Laura Gaudet, and Mary Jo Carnot)
2009 Association for Counselor Education & Supervision Conference, San Diego, CA

Deliberate Self-Harm in a Rural College: Chadron State College (with Christin Covello, Laura Gaudet, Susan Schaeffer, and Mary Jo Carnot)
2009 Rocky Mountain Psychological Association Conference, Albuquerque, New Mexico

The Cognitive and Affective Basis of Moral and Non-Moral Beliefs (with Jerry Cullum)
2008 Society for Personality and Social Psychology Conference, Albuquerque, NM

Deliberate Self-harm Inventory in Rural Colleges: A comparison of rural Colleges
(with Christin Covello, Laura Gaudet, Susan Schaeffer, Mary Jo Carnot, and Larry McDaniel)
2008 Rocky Mountain Association for Counselor Education & Supervision Conference, Breckenridge, CO

Deliberate Self-harm in a Rural College Setting: Chadron State College (with Christin Covello and Laura Gaudet)
2008 Rocky Mountain Psychological Association (RMPA) Conference, Boise, ID

Child and Adolescent Conceptions of the Personal, Social, and Moral Domains: Implications for Diversity, Tolerance, and Education (with Christin Covello and Chelsic Hall)
2007 Society for Research in Child Development (SRCD) Conference, Boston, MA
Moral vs. Non-Moral Issues: Differences in Reaction Times and Attitudes
(with Piper Crandjean and Jerry Cullum)
2007 Midwest Psychological Association Conference, Chicago, IL

Tolerance Across Contexts: The Role of Social Cognitive Domain and Attitude Strength
(with Jerry Cullum and Brandi McCulloch)
2007 Association for Psychological Science Convention, New York, NY

Understanding Our Reactions to Different Types of Diversity
(with Brandi McCulloch, Nicholas Schwab, Jerry Cullum, and Chelsie Hess)
2005 Midwest Psychological Association Conference, Chicago, IL

Young Children’s Psychologically Attuned Persuasion in Everyday Conversations
(with Karen Bartsch, Becky Siecloft, and David Estes)
2005 Society for Research in Child Development (SRCD) Conference, Atlanta, GA

Children’s Early Use of Moral Language: A Pilot Study (with Brandi McCullough)
Midwest Psychological Association Conference, Chicago, IL
2004 Conference on Human Development, Washington, DC

Young Children’s Use of Belief Information in Interactive Belief Tasks
(with Karen Bartsch and Michelle Campbell)
2003 Society for Research in Child Development Conference, Tampa, FL

Post-Conventional Moral Reasoning Levels in Philosophy Students and Other Students at a 4-Year University
2002 Midwest Psychological Association Conference, Chicago, IL

PROFESSIONAL SERVICE & ACTIVITIES

Ad-Hoc Reviewer

Journals:
(2009-present) Journal of Experimental Child Psychology
(2009-present) Journal of Experimental Social Psychology
(2009-present) Philosophical Psychology
(2009-present) Merrill-Palmer Quarterly
(2009-present) Ethical Theory and Moral Practice
(2009-present) Mind & Language
(2008-present) Developmental Psychology
(2007-present) Child Development
(2007-present) Journal of Cognition and Development

Research:
(2010-present) Time-sharing Experiments in the Social Sciences (TESS) research proposal review
2007 APSSC Student Research Award

Conferences:
Society for Philosophy & Psychology 2009 Annual Conference, Bloomington, IN
Society for Student Philosophers 2007 Annual Conference, Austin, TX
Society for Student Philosophers 2005 APA Pacific Conference, San Francisco, CA
Society for Student Philosophers 2005 Annual Conference, Grand Rapids, MI

Academic Service/Activities – National

2010 Conference Organizer: Experimental Philosophy Society, 2010 Eastern APA Meeting, Boston, MA
2009-2010 Program Co-Chair: Society for Psychology and Philosophy Conference (June 2010), Portland, OR
2009-2012 Member of Executive Committee for Society for Philosophy and Psychology
Program Title: The development of virtue – Insights from psychology and philosophy.
2009  Member of Executive Committee for Experimental Philosophy Society
2009  President of Executive Committee for Society for Empirical Ethics
2007  Conference Organizer: Society for Empirical Ethics, 2008 Central APA Meeting, Chicago, IL
Program Title: Moral Cognition

Academic Service/Activities – College

2009-present  Member of College Curriculum Committee (2010-2011, Co-Chair)
2009-present  Alternate member of IRB
2010  Adviser to Faculty Welfare Committee – construction of FW online survey
2009  Ad-hoc member of Convocation and College Reads Committees; Faculty presenter in 2009 Fall
      convocation ceremony
2006-07  Organizer of campus film series for students and community members. Agenda: to raise
      awareness of contemporary political and environmental issues through film.
2006-07  Advisory council member for the Ellbogen Center for Teaching and Learning
2004-06  National Institute of Mental Health (NIMH) Outreach Partnership, Assistant to Outreach
      Coordinator, Dr. Narina Nunez

Academic Service/Activities – Departmental

2009-present  Member of Departmental Curriculum Committee
2009-present  Co-advisor for Psychology Club
2010-present  Member of the Advising Committee
Spring, 2010  Organizer of Bachelor’s Essay/Independent Study Presentation Day
Spring, 2009  Co-Evaluator (with Lisa Ross, Psychology) for William Bischoff Scholarship Awards
Fall, 2009  Accompanied Psychology Team to South Carolina Psychological Association Academic Day to
      compete in the Quiz Bowl (we took 1st place!)
2008  Ad-hoc member of Departmental Hiring Committee for tenure-track developmental position

Community Service

2009-present  Advisor for WINGS – Charleston after school educational program for at-risk children
2009-present  Member of MUSC ethics committee
2008-present  Parent volunteer for James Island Charter High School; Fort Johnson Middle School
2007-2008  Co-organizer/instructor for Coming of Age program for local 7th – 9th graders
2003-2008  Board of Directors for Snowy Range Academy (K-9th grade public charter school); Member
      of Curriculum/Assessment, Accountability, and Grant Writing Committees; Founding Member
2001-2003  Board of Directors for The Open School (private preschool-2nd grade)

Professional Organizations

Association for Psychological Science  American Psychological Association
Association for Moral Education  Jean Piaget Society
Society for Research in Child Development  Society for Personality and Social Psychology
Society for Philosophy and Psychology  Society for Empirical Ethics
Experimental Philosophy Society  American Philosophical Association
American Association of University Professors

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