

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 insure 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)

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

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 9/30/10

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 to the first two MIMs (Fairness & Harm), while conservatives more strongly respond to 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, Koleva, & 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 to the first two MIMs (Fairness & Harm), while conservatives more strongly respond to 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.

Budget

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.

	<u>Per Unit</u>	<u>Total</u>
Dell Desktops Optiplex + monitors	\$1,400	\$2,800
Direct RT license x 2	\$150	\$300
MediaLab license x 2	\$150	\$300
AVC Professional – video conversion	\$30	\$30
DIT-2	\$2	\$400
SurveyMonkey renewal	\$200	\$200
Total Funds Needed	\$1,932	\$4,030
Requested from Department	\$232	\$630
Total Request for Faculty R&D		\$3,400

COLLEGE *of* CHARLESTON

DEPARTMENT OF PSYCHOLOGY

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.

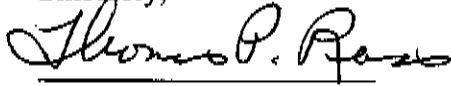
In addition to conveying my support for Jen Wright's application, I wanted to provide my assurance to the committee that the Psychology Department's budget cannot in fact support her request. I am very happy to pay for the items that my meager budget will allow (i.e., Defining Issues Test-2 and the Survey 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

9/30/10

Jennifer Lyn Cole Wright
Curriculum Vitae

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
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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.
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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

Jennifer Lyn Cole Wright
Curriculum Vitae

PUBLICATIONS

Refereed Publications

- Wright, J.C.** (2010). On intuitional stability: The clear, the strong, and the paradigmatic. *Cognition*, 115:3, 491-503.
- Bartsch, K., **Wright, J.C.**, & Estes, D. (2010). Young children's persuasion in everyday conversation: Tactics and attunement to others' mental states. *Social Development*, 19:2, 394-416.
- Wright, J.C.**, & Bengson, J. (2009). Asymmetries in judgments of responsibility and intentional action. *Mind & Language*, 24:1, 24-50.
- Bengson, J., Moffett, M., & **Wright, J.C.** (2009). The folk on knowing how. *Philosophical Studies*, 142:3, 387-401.
- Wright, J.C.**, Cullum, J., & Schwab, N. (2008). The cognitive and affective dimensions of moral conviction: Implications for attitudinal and behavioral measures of interpersonal tolerance. *Personality & Social Psychology Bulletin*, 34:11, 1461-1476.
- Wright, J.C.**, & Bartsch, K. (2008). Portraits of early moral sensibility in two children's everyday conversation. *Merrill-Palmer Quarterly*, 54(1), 56-85.
- Wright, J.** (2008). The role of moral perception in mature moral agency. In J. Winewski (Ed.), *Moral Perception* (pp. 1-24). Cambridge Scholars Publishing: Cambridge, MA.
- Bartsch, K., & **Wright, J.C.** (2005). Towards an intuitionist account of moral development [commentary]. *Behavioral and Brain Sciences*, 28, 546-547.

Invited Publications

- Wright, J.C.** (2009). Book review: Appiah's "Experiments in Ethics". *Journal of Moral Education*, 38:1, 118-120.
- Wright, J.C.** (2004). Gilligan's theory of feminine morality. N. J. Salkind (Ed.), *Encyclopedia of Human Development*, SAGE Publications: Thousand Oaks, CA.

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

- Wright, J.C.**, *Grandjean, P.*, & *McWhite, C.* The meta-ethical grounding of our moral beliefs: Objectivism revisited. Submitted (*) to *Philosophical Psychology*.
- Wright, J.C.** Intuitional stability: An experimental manipulation. Submitted to *Mind & Language*.
- 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.**, *Rodgers, T.*, *Saulpaugh, K.*, *West, J.*, & *Hopkins, M.* Through thin and thick: Young children's use of moral concepts. Submitted to *Developmental 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*.
- Sarkissian, H. Parks, J., Tien, D., **Wright, J.C.**, & Knobe, J. Folk moral relativism. Submitted to *Mind & Language* (special edition on Experimental Philosophy).

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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.

Wright, J.C., & Sommers, T. (unit eds). Moral relativism. In *Philosophy: Traditional and Experimental Readings*, F. Allhof, R. Mallon, & S. Nichols (eds). Oxford University Press.

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 Bannan 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

Jennifer Lyn Cole Wright
Curriculum Vitae

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

- Fall, 2010 Emma Kate Wright: *The role of pretend play in young children's moral development*
(cont'd an additional semester due to Spring, 2010 illness)
- 2010-2011 Laken Shirey: *The influence of perceived social cues on preschooler's interpretations of social interaction*
- 2009-2010 Daniel Weissglass: *The influence of fantasy role-playing on moral development* – revised into a manuscript currently under review at the *Journal of Experimental Social Psychology*
- 2009-2010 Kelly Saulpaugh: *The role of pretend play in young children's moral development*
- 2009-2010 Emma Kate Wright: *The role of pretend play in young children's moral development*
- 2009-2010 Rebecca Kastner: *The role of visual attention in moral judgment formation* – to be published in *Chrestomathy*; revised into a manuscript currently under review at *Social Cognition*

Supervised Projects: Research Independent Studies

- Fall, 2010 (PSYC400) Jessica Putnam: *The role of pretend play in young children's moral development*
- Fall, 2010 (PSYC400) Chelsea Borgeson: *The role of pretend play in young children's moral development*

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- 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*

Jennifer Lyn Cole Wright

Curriculum Vitae

- Spring, 2009 Faculty Mentor – Senior Thesis for Academic Magnet High School
Student: Keegan 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*
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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 CofC First-Year Experience Training (\$2,000)
- Mar 2009 Participation in CofC 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.
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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

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- 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

Refreed 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

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Curriculum Vitae

- 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 Schacffer, 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 Schacffer, 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 **Chelsie Hall**)
2007 Society for Research in Child Development (SRCD) Conference, Boston, MA

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- Moral vs. Non-Moral Issues: Differences in Reaction Times and Attitudes
(with **Piper Grandjean** 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 Siceloff**, 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
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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) *Personality and Social Psychology Bulletin*
(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*

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Curriculum Vitae

- 2009 Conference Organizer: *Society for Empirical Ethics*, 2009 Eastern APA Meeting, New York, NY
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
Association for Moral Education
Society for Research in Child Development
Society for Philosophy and Psychology
Experimental Philosophy Society
American Association of University Professors

American Psychological Association
Jean Piaget Society
Society for Personality and Social Psychology
Society for Empirical Ethics
American Philosophical Association