

PHIL 694: Experimental Philosophy

Fall 2021

Instructor: Wesley Buckwalter

Email: jbuckwal@gmu.edu

Office: 6273 Horizon Hall

Class times: Mondays 4:30-7:10 PM

Class location: Krug Hall 253

Office hours: Walk-ins welcome Mondays 3-4 PM in Horizon Hall 6273; or email to schedule an appointment on Zoom

Course Description:

Experimental philosophy is a new and controversial way of doing philosophy. The guiding notion behind experimental philosophy is that empirical methods and techniques typically associated with such fields as social psychology, cognitive science, and neuroscience can be used to help investigate philosophical questions. The purpose of this course is to introduce you to the methods, findings, and debates in experimental philosophy. We will discuss the central contributions that experimental philosophers have made in the fields of ethics, moral psychology, law, bioethics, metaphysics, epistemology, and philosophy of mind. We will also discuss some criticisms and limits to these approaches and to the idea that science can answer questions about such things as personal identity, justice, or right or wrong. Emphasis will be placed on contributions in ethics and their implications for public policy.

Learning outcomes of this course:

Students will become familiar with the field of experimental philosophy, its core contributions, and debates.

Students will show awareness of how philosophical thinking illuminates other areas of discourse in the natural and social sciences, and vice-versa.

Students will show evidence of the capacity to recognize and understand ethical issues and problems involving questions of public policy, including such topics as resource allocation, vegetarianism, and criminal justice.

Students will produce clear and persuasive written work modeled on the writing of professional philosophers and psychologists.

Students will show evidence, in written work and oral presentation, of capability in critical, analytical, and synthetic thinking.

Students will show evidence, in written work, of the ability to conduct philosophical research at an advanced level, and of an understanding of current questions in Experimental Philosophy and an appropriate critical engagement with sources.

Students will show evidence of the ability to complete and communicate sustained and substantial independent research on an original topic, suitable as a bridge to doctoral-level work.

Attendance Policy:

This course will be based on the discussion of the readings. Participation in class discussion is expected. Reading the required articles is of course mandatory. Further readings are optional. Students are expected to attend regularly and participate in class discussion.

Communication Policy:

The best way to contact me is by email. I will respond to emails within two working days, and often much faster than that. Please do not hesitate to contact me with questions about the course that you cannot find the answers to on the syllabus or course Blackboard site, suggestions for improvement, or to request a one-on-one meeting with me over Zoom. Remember, students must use their MasonLive email account to receive important University information, including communications related to this class. I am unable to respond to messages sent from or send messages to a non-Mason email address.

Required Texts:

All course materials, with very few exceptions, will be available through the course Blackboard site or by links on the course schedule.

Grading:

Your grade for the course will be determined by your grade on the following components of the course:

- Class presentation (25% of your course grade)

Students will select one research paper from the required or further reading assigned during the course and present that paper to the class during that class period. Students should email me directly to indicate which paper they would like to present as soon as possible, and before our second class, **September 30**. Preference will be given by the order in which requests are received. The topic does not need to relate to the final paper assignment.

The goal of this assignment is to teach the paper that you select to the class. This involves (1) introducing any relevant background material found in the paper, (2) breaking down and presenting the central arguments of the paper, (3) sharing your reactions to and assessments of these arguments, and (4) leading class discussion. Your presentation should include stating at least one major strength of the paper, one major objection, and discussion questions for the class.

Presentations should last a minimum of 30 minutes. They may include handouts, speaking from notes, or slides, among other learning materials. Presentations will be graded on how comprehensively the material is presented, their accuracy, and on learning materials you make for the presentation, which should be submitted at the time of presentation.

- Final paper (75% of your course grade)

Students will write one final paper that should be approximately 3,000-5,000 words (or 10 to 15 double-spaced pages) including all notes and references. Papers must be uploaded through the course Blackboard site to be accepted. The paper can be on any topic or material related to the core topics covered in the course.

To assist you in commencing work, you should submit a **brief essay proposal by November 15**. It should contain a short paragraph describing the topic to be investigated and give a brief indication of the sources you intend to use. I advise you to talk to me about possible topics as soon as possible.

Grading criteria and writing tips will be shared through the course Blackboard site. **The paper will be due on December 12 at 11:59 PM**. The date of your paper submission will be taken from the date you upload your paper to the course Blackboard site. Papers that are not received will be given a "0". The final paper will be marked as "0" if it is not received by 11:59 PM on December 12, unless you have requested a grade of IN.

Anonymous grading is currently turned on for this assignment in Blackboard. To remain anonymous, do not include your name or other identifying information in your assignment submission. Submissions will be automatically screened using SafeAssign.

Incompletes Policy:

University policy specifies that instructors are to assign an IN incomplete grade only if the student has completed a significant portion of the assessment and there is a non-

academic reason that prevents them from completing the work within the semester. Incomplete grades will only be assigned in the case of exceptional, unforeseen circumstances that occur within the last six weeks of the semester.

Flexible Syllabus Policy:

Some parts of the syllabus are subject to change with advance notice. Both the Course Schedule and the Required Readings are works in progress. It is possible that they will be revised as we discover what people in the course are interested in and how much time it takes to cover each topic. Suggestions on revising the topics and the readings are most welcome.

COVID Related Policies:

Students are required to follow Mason's current policy about facemask-wearing. As of August 11, 2021, all community members are required to wear a facemask in all indoor settings, including classrooms.

If the campus closes, or if a class meeting needs to be canceled or adjusted, students should check Blackboard for updates on how to continue learning and for information about any changes to events or assignments.

The course is currently scheduled for in-person teaching. However, there is a possibility that this may change as the situation on campus evolves over the term. Upon approval from the dean's office, the course may be moved to the synchronic online Zoom format for online teaching should the need arise.

Basic Course Technology Requirements:

Activities and assignments in this course will regularly use the Blackboard learning system, available at <https://mymason.gmu.edu>. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a consistent 1.5 Mbps [megabits per second] download speed or higher. Activities and assignments in this course will regularly use Blackboard.

Course Materials and Student Privacy:

All course materials posted to Blackboard or other course site are private to this class; and by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.

Academic Integrity:

The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct. Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited, using the appropriate format for this class. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see me or review the Honor Code: <https://oai.gmu.edu/mason-honor-code/>.

Disability Accommodations:

Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations, please visit <http://ds.gmu.edu/> for detailed information about the Disability Services registration process. Disability Services is in Student Union Building I (SUB I), Suite 2500; ods@gmu.edu; (703) 993-2474.

Sexual Harassment, Sexual Misconduct, and Interpersonal Violence:

University Policy on Sexual Harassment, Sexual Misconduct, and Interpersonal Violence
George Mason University is committed to providing a learning, living and working environment that is free from discrimination, and we are committed to a campus that is free of sexual misconduct and other acts of interpersonal violence, in order to promote community wellbeing and student success. We encourage students who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support. University Policy 1202: Sexual Harassment and Misconduct speaks to the specifics of Mason's process, our resources, and the options available to students (<https://universitypolicy.gmu.edu/policies/sexual-harassment-policy/>).

Confidential student resources are available on campus at the Student Support and Advocacy Center (<http://ssac.gmu.edu/>; 703-993-3686, Crisis Line 703-380-1434), Counseling and Psychological Services (<http://caps.gmu.edu/>; 703-993-2380), and Student Health Services(<http://shs.gmu.edu/> ; 703-993-2831). All other members of the

University community (including faculty, except those noted above) are not considered confidential resources and are required to report incidents of sexual misconduct to the University Title IX Coordinator. For a full list of resources, support opportunities, and reporting options, contact Dr. Jennifer Hammat, Title IX Coordinator, at <http://diversity.gmu.edu/title-ix>, at 703-993-8730, or in the Compliance, Diversity, and Ethics office in the Aquia Building, Suite 373.

Course Schedule (subject to revision as the semester proceeds):

August 23

Topic: Syllabus and Course Introduction

Required Readings:

- Buckwalter & Sytsma, (2016) "General Introduction to "A Companion to Experimental Philosophy" in J. Sytsma & W. Buckwalter, eds., A Companion to Experimental Philosophy (Wiley Blackwell). <https://philpapers.org/archive/BUCGIT.pdf>
- Stich, S., and Tobia, K. (2016). "Experimental Philosophy and the Philosophical Tradition" in J. Sytsma & W. Buckwalter, eds., A Companion to Experimental Philosophy (Wiley Blackwell). <https://philpapers.org/archive/STIEPA-2.pdf>
- Knobe, J (2016). "Experimental Philosophy is Cognitive Science" in J. Sytsma & W. Buckwalter, eds., A Companion to Experimental Philosophy (Wiley Blackwell). <http://experimental-philosophy.yale.edu/xphi-is-cogsci.pdf>

Further Readings:

- Machery, E. (2017). "The Method of Cases" in Philosophy Within Its Proper Bounds (Oxford: Oxford University Press). <https://oxford-universitypressscholarship-com.mutex.gmu.edu/view/10.1093/oso/9780198807520.001.0001/oso-9780198807520-chapter-2>

Further Videos:

- Josh Knobe explaining Experimental Philosophy <https://www.youtube.com/watch?v=vkc2UEWu5Lg>

August 30

Topic: Moral Psychology and Neuroscience: Moral Systems

Required Readings:

- Greene, J., (2014). "Beyond Point-and-Shoot Morality: Why Cognitive (Neuro)Science Matters for Ethics". Ethics, 124(4), 695-726.

<https://psychology.fas.harvard.edu/files/psych/files/beyond-point-and-shoot-morality.pdf?m=1441302794>

- Greene J., et al. (2001). "An fMRI investigation of emotional engagement in moral judgment". *Science*, 293(5537):2105-8.
<https://static.squarespace.com/static/54763f79e4b0c4e55ffb000c/t/5477ccc3e4b01fb132f9bcc3/1417137347517/an-fmri-investigation-of-emotional-engagement-in-moral-judgment.pdf>
- Baker, S. (2009). "The Normative Insignificance of Neuroscience". *Philosophy and Public Affairs* 37: 293–329.
<https://scholar.harvard.edu/files/sberker/files/berker-norm-insignif-neuro.pdf>

Further readings:

- Everett, J. and Kahane, G. (2020). "Switching Tracks? Towards a Multidimensional Model of Utilitarian Psychology". *Trends in Cognitive Science*, 24, 2: 124-134. <https://psyarxiv.com/z6g9y/>

September 6 – NO CLASS

September 13

Topic: Moral Psychology: Egoism and Altruism

Required Readings:

- Feinberg, J. (199) "Moral Motivation and Human Nature" in J. Feinberg and R. Shafer-Landau (eds.) *Reason and Responsibility* (Belmont: Wadsworth), 494-501.
<https://web.mit.edu/holton/www/courses/moralpsych/feinberg.pdf>
- Batson, D., and Shar, L. (1991). "Evidence for Altruism: Toward a Pluralism of Prosocial Motives." *Psychological Inquiry*, 2, 2, 107-122.
<https://www.jstor.org/stable/1449242>
- McAuliffe, et al. (2018). "Digital Altruists: Resolving Key Questions about the Empathy–Altruism Hypothesis in an Internet Sample," *Emotion*, 18, 4, 493–506.
https://www.researchgate.net/publication/319234957_Digital_Altruists_Resolving_Key_Questions_About_the_Empathy-Altruism_Hypothesis_in_an_Internet_Sample

Further readings:

- Sober & Wilson, (1998). *Unto Others: The Evolution and Psychology of Unselfish Behavior*, (Cambridge, MA: Harvard University Press), Ch. 9, "Philosophical Arguments" & Ch. 10, "The Evolution of Psychological Altruism."
- Stich, S. (2007). "Evolution, Altruism and Cognitive Architecture: A Critique of Sober and Wilson's Argument for Psychological Altruism," *Biology and Philosophy*, 22, 2, 267-281.

<https://www.researchgate.net/publication/226927147> Evolution altruism and cognitive architecture A critique of Sober and Wilson's argument for psychological altruism

September 20

Topic: Ethics: Ought Implies Can

Required Readings:

- Buckwalter, W., and Turri, J. (2015). "Inability and Obligation in Moral Judgment," PLOS ONE, <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0136589>
- Chituc, V., P. Henne, W. Sinnott-Armstrong and F. De Brigard. (2016). "Blame, Not Ability, Impacts Moral "Ought" Judgments for Impossible Actions: Toward an empirical refutation of "Ought" implies "Can"". Cognition 150: 20–25. [https://static1.squarespace.com/static/54d50bb5e4b08e57d717ce7c/t/59ca6f3a0abd04979a7998fe/1506438970919/Blame not ability impacts moral ought ju.pdf](https://static1.squarespace.com/static/54d50bb5e4b08e57d717ce7c/t/59ca6f3a0abd04979a7998fe/1506438970919/Blame+not+ability+impacts+moral+ought+ju.pdf)
- Buckwalter, W. (2020). Theoretical Motivation of "Ought Implies Can". *Philosophia* 48, 83–94. <https://link.springer.com/content/pdf/10.1007/s11406-019-00083-7.pdf>

Further readings:

- Buckwalter, W. (2017). "Ability, responsibility, and global justice," *Journal of Indian Council of Philosophical Research*, 34, 577–590. <https://link.springer.com/article/10.1007/s40961-017-0120-z>
- Turri, J. (2017). "How 'ought' exceeds but implies 'can': Description and encouragement in moral judgment. *Cognition*, 168, 267–275. <https://files.turri.org/research/oeic.pdf>

September 27

Topic: Action Theory: Free Will and Moral Responsibility

Required Readings:

- Nichols, S. & Knobe, J. (2007). "Moral Responsibility and Determinism: The Cognitive Science of Folk Intuitions. *Nous*, 41, 663-685". <https://onlinelibrary.wiley.com/doi/10.1111/j.1468-0068.2007.00666.x>
- Turri, J. (2017) "Compatibilism can be natural" *Consciousness and Cognition*, 51, 68-81. <https://philarchive.org/archive/TURCCB-2>

Further Readings:

- Rose, D., Buckwalter, W. and Nichols, S. (2017), “Neuroscientific Prediction and the Intrusion of Intuitive Metaphysics.” *Cogn Sci*, 41: 482-502.
<https://onlinelibrary.wiley.com/doi/10.1111/cogs.12310>
- Knobe, J. (2014). “Free Will and the Scientific Vision”, in E. Machery and E. O’Neill (eds.), *Current Controversies in Experimental Philosophy* (New York and London: Routledge).
<https://www.taylorfrancis.com/chapters/edit/10.4324/9780203122884-5/free-scientific-vision-joshua-knobe>
- Turri, J. (2018). “Exceptionalist naturalism: human agency and the causal order.” *Quarterly Journal of Experimental Psychology* 71 (2):396-410.
<https://philpapers.org/archive/TURENH.pdf>

October 4

Topic: Philosophy of Mind: Belief and Intention

Required Readings:

- Turri, J., Rose, D., & Buckwalter, W. (2018). “Choosing and refusing: doxastic voluntarism and folk psychology.” *Philosophical Studies*, 175(10), 2507-2537.
<https://philarchive.org/archive/TURCAR>
- Cusimano, C., & G. P. Goodwin. (2019). “Lay beliefs about the controllability of everyday mental states,” *Journal of Experimental Psychology: General*, 148, 10, 1701-1732. <https://psycnet.apa.org/record/2019-05977-001>
- Buckwalter, W., Rose, D., & Turri, J. (in press). “Impossible Intentions.” *American Philosophical Quarterly*.
https://files.turri.org/research/impossible_intentions.pdf

Further Reading:

- Bennett, J. (1990). “Why Is Belief Involuntary?” *Analysis*, 50(2), 87-107.
<https://www.jstor.org/stable/3328852>

October 11 – NO CLASS

October 12 – Tuesday Makeup Session

Topic: Epistemology: Universality and Diversity

Asynchronous Lectures—Geography of Philosophy Project:

- Epistemology for the Rest of the World by Stephen Stich
https://www.youtube.com/watch?v=NfpL4Jg_EXc
- A new generation of cross-cultural research by Clark Barrett
https://www.youtube.com/watch?v=xxMFDZ_MXY

Further Reading:

- Hazlett, A. (2010). "The myth of Factive Verbs." *Philosophy and Phenomenological Research*, 80, 3, 497-522.
<https://aristotle.rutgers.edu/joomlatools-files/docman-files/Hazlett.pdf>
- Buckwalter, W., & Turri, J. (2020). "Knowledge, adequacy, and approximate truth." *Consciousness and cognition*, 83, 102950.
<https://files.turri.org/research/approximation.pdf>
- Machery, E. (2017). "The Empirical Findings" in *Philosophy Within Its Proper Bounds* (Oxford: Oxford University Press). <https://oxford-universitypressscholarship-com.mutex.gmu.edu/view/10.1093/oso/9780198807520.001.0001/oso-9780198807520-chapter-3>

October 18

Topic: Metaphysics: Personal Identity

Required Reading:

- Shoemaker, D., & Tobia, K. (2020). "Personal Identity and Moral Psychology," to appear in John Doris & Manuel Vargas, eds., *Oxford Handbook of Moral Psychology* (Oxford: Oxford University Press).
<https://philpapers.org/go.pl?id=SHOOHO&u=https%3A%2F%2Fphilpapers.org%2Farchive%2FSHOOHO.docx>
- Starmans, C., & Bloom, P. (2018). "Nothing Personal: What Psychologists Get Wrong About Identity," *Trends in Cognitive Sciences*, 22, 566–568.
<https://starlab.utoronto.ca/papers/2018%20Starmans&Bloom-Nothing%20Personal.pdf>
- De Freitas, et al., (2018). "Moral Goodness is the Essence of Personal Identity," *Trends in Cognitive Sciences*, 22, 739–740.
https://www.hbs.edu/ris/Publication%20Files/Moral%20Goodness%20Is%20the%20Essence%20of%20Personal%20Identity_57dada28-51e2-47ed-9283-a572ab1cc3a7.pdf

Further Reading:

- Starmans, C. & Bloom, P. (2018). "If You Become Evil, Do You Die?" *Trends in Cognitive Sciences*, 22, 740-741.
<https://starlab.utoronto.ca/papers/2018%20Starmans&Bloom-Becoming%20Evil.pdf>
- Strohminger, N. & Nichols, S. (2014). "The Essential Moral Self," *Cognition*, 131(1), 159-171.
<https://static1.squarespace.com/static/520cf78be4b0a5dd07f51048/t/52f57354e4b008f86b8a52b6/1391817556763/Strohminger.Nichols.2014.pdf>

October 25

Topic: Ethics: Moral Luck

Required Reading:

- Nagel, T, (1979). *Mortal Questions*, New York: Cambridge University Press.
<https://rintintin.colorado.edu/~vancecd/phil1100/Nagel1.pdf>
- Kneer, M., & Machery, E. (2019). “No luck for moral luck” *Cognition* 182:331-348.
<https://philpapers.org/archive/KNENLF.pdf>
- Martin, J.W., & Cushman, F. (2016). “The adaptive logic of moral luck,” in J. Sytsma & W. Buckwalter, eds., *A Companion to Experimental Philosophy* (Wiley Blackwell).
https://scholar.harvard.edu/files/justinwmartin/files/martin_cushman_-_unknown_-_the_adaptive_logic_of_moral_luck.pdf

Further Listening:

- Fiery Cushman on moral luck <https://philosophybites.com/2012/06/fiery-cushman-on-moral-luck.html>

November 1

Topic: Bioethics: Resource Allocation and Transplantation

Required Readings:

- Earp, B. et al (2020). “Experimental Philosophical Bioethics” *AJOB Empirical Bioethics*, 11(1) 30-33.
<https://www.tandfonline.com/doi/abs/10.1080/23294515.2020.1714792>
- Kneer, M., & Hannikainen, I.R. (2020). “Trolleys, triage and Covid-19: the role of psychological realism in sacrificial dilemmas”. *Cognition and Emotion*
<https://www.tandfonline.com/doi/full/10.1080/02699931.2021.1964940>
- Buckwalter, W and Peterson, A (2020). “Public Attitudes Toward Allocating Scarce Resources During the COVID-19 Pandemic”.
<https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0240651>
- Rueda, J., Hannikainen, I. R., Hortal-Carmona, J., & Rodriguez-Arias, D. (2020). “Examining public trust in categorical versus comprehensive triage criteria”. *American Journal of Bioethics*, 20(7), 106-109.
<https://www.tandfonline.com/doi/full/10.1080/15265161.2020.1779867>

Further Readings:

- Persad G, Wertheimer A, Emanuel EJ. (2009). “Principles for allocation of scarce medical interventions,” *The Lancet*, 373(9661):423–31.
<https://philpapers.org/archive/PERPFA-2.pdf>

- Freedman, R., Borg, J. S., Sinnott-Armstrong, W., Dickerson, J. P., & Conitzer, V. (2020). "Adapting a kidney exchange algorithm to align with human values. *Artificial Intelligence*", 283, 103261. <https://arxiv.org/pdf/2005.09755.pdf>

November 8

Topic: Philosophy of Law: Jurisprudence and expertise

Required Readings:

- Tobia, K., (Forthcoming). "Experimental Jurisprudence" *University of Chicago Law Review*. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3680107
- Kneer, M., and Bourgeois-Gironde, S. (2017). "Mens rea, expertise and outcome effects: Professional judges surveyed". *Cognition*, 169, 139-146. <https://philpapers.org/archive/KNEMRA.pdf>

Further Readings:

- Sommers, R. (2021). "Experimental jurisprudence" *Science*. 373, 6553, 394-395. <https://science.sciencemag.org/content/373/6553/394.summary>

November 15

Topic: Applied Ethics: Charitable giving, meat eating, and the power of arguments

Required Readings:

- Schwitzgebel, E., Cokel, B., and Singer, P. (2020). "Do ethics classes influence student behavior? Case study: Teaching the ethics of eating meat." *Cognition*, 203, 104397. <https://www.sciencedirect.com/science/article/pii/S001002772030216X>
- Narrative but Not Philosophical Argument Motivates Giving to Charity <https://xphiblog.com/narrative-but-not-philosophical-argument-motivates-giving-to-charity/>
- Hassoun, N. (2014). "Global Justice and Charity: A Brief for a New Approach to Empirical Philosophy." *Philosophy Compass*, 9, 12, 884-893. https://orb.binghamton.edu/cgi/viewcontent.cgi?article=1019&context=philosophy_fac

Further Reading:

- Schwitzgebel, E., and Rust, J. (2016). "The Moral Behavior of Ethicists." in J. Sytsma and W. Buckwalter, eds., *A Companion to Experimental Philosophy* (Wiley-Blackwell). <https://faculty.ucr.edu/~eschwitz/SchwitzAbs/EthBehBlackwell.htm>
- Groeve, B. D., Hudders, L., and Bleys, B (2021). "Moral rebels and dietary deviants: How moral minority stereotypes predict the social attractiveness of

veg*ns," *Appetite*, 164.

<https://www.sciencedirect.com/science/article/pii/S0195666321001914>

November 22

Topic: Philosophy of Language: Lying and Dishonesty

Required Readings:

- Turri, A., Turri, J. "Lying, fast and slow." (2021). *Synthese* 198, 757–775.
<https://link.springer.com/article/10.1007/s11229-018-02062-z>
- Jordan JJ, Sommers R, Bloom P, Rand DG. (2017). "Why Do We Hate Hypocrites? Evidence for a Theory of False Signaling." *Psychological Science*. 28(3):356-368.
<https://journals.sagepub.com/doi/abs/10.1177/0956797616685771>

Further reading:

- Mahon, J. E. (2015). "The definition of lying and deception." *Stanford Encyclopedia of Philosophy*. <https://plato.stanford.edu/entries/lying-definition/>
- Strichartz, A., & Burton, R. (1990). "Lies and Truth: A Study of the Development of the Concept." *Child Development*, 61(1), 211-220. https://www-jstor-org.mutex.gmu.edu/stable/1131060?seq=1#metadata_info_tab_contents

November 29 – Course Conclusion and Catchup – Readings TBA