General Education Foundations of Scientific Inquiry (FSI) Course Information Sheet

Please submit this sheet for each proposed course along with 1) a syllabus describing the key components of the course that will be taught regardless of the instructor and 2) assignment guidelines.

Department, Course Number, and Title Psychology 98T

Indicate when the department anticipates offering this course in 2018-19 and give anticipated enrollment:

Fall: ☐ Enrollment____ Winter: ■ Enrollment 15 Spring: ☐ Enrollment____ Summer: ☐ Enrollment ____

As stated in the guidelines regarding courses in the Foundations of Scientific Inquiry (FSI), the aim of these course offerings is:

> *To ensure that students gain a fundamental understanding of how scientists formulate and answer questions about the operation of both the physical and biological world. These courses also deal with some of the most important issues, developments, and methodologies in contemporary science, addressing such topics as the origin of the universe, environmental degradation, and the decoding of the human genome. Through lectures, experiential learning opportunities such as laboratories, writing, and intensive discussions, students consider the important roles fields such as physics, genetics, chemistry, biology, earth and environmental sciences, evolution, astrophysics, ecology, and planetary and space sciences play in modern society.*

General Education FSI Student Goals: Courses fulfilling the GE FSI will provide a minimum of five units and should align with some (not necessarily all) of the following seven general goals:

1. Students will acquire an informed appreciation of scientists, scientific research, and technology.
2. Students will experience the interdisciplinary nature of science.
3. Students will develop information literacy.
4. Students will actively engage in the scientific process of inquiry, analysis, problem-solving, and quantitative reasoning.
5. Students will make evidence-based decisions in a wide array of science and non-science contexts.
6. Students will develop scientific literacy by addressing current, critical issues and topics in science that are personally meaningful in daily life and/or connected to the needs of society.
7. Students will recognize fundamental scientific principles and the connections between different domains of science.

General Education FSI Student Learning Outcomes: Each course should have student learning outcomes listed in the syllabus. These outcomes may be tied to a specific discipline but should be associated with the seven broad categories listed above (please see **Appendix I** for a sample list of possible learning outcomes supporting each goal).

General Guidelines for GE FSI Courses: GE Courses may be upper or lower division, but they should have no prerequisites. Any student should be able to take them and understand the material with the background expected from all UCLA students. While the course may include material related to the history of science and the social and cultural implications of scientific research, **at least half** of the course should be devoted to students actively engaging in the scientific process of inquiry, analysis, problem-solving, and quantitative reasoning (Goal #4).

Please indicate the area/s which you believe this course should satisfy.

Life Science: ■ Physical Science: ☐ Life Science Lab*: ☐ Physical Science Lab*: ☐

**Please see the additional student learning outcomes and expectations for courses approved as GE FSI Labs.*

Please present a concise explanation of how your course satisfies these criteria.

Which of the seven student learning goals listed on page 1 are you addressing in your course?	This course will address goals 1, 2, 3, 4, 5, and 6.
What fundamental scientific principles does your class address? Are you making intentional connections between life and physical science disciplines in your course? Does your course explore any current, critical societal issues? If so, what are they?	This course will cover basic psychological research methodologies and teach students the scientific process. It will also teach students specific methodologies (and methodological issues) of multiple psychological sub-fields or related fields. Each topic will be explored through the lens of a specific field, such as evolutionary psychology, social neuroscience, or cultural psychology, and will discuss research methodologies commonly used in that field. Readings highlight current theoretical and methodological debates in empathy research, as well as critical issues related to empathy, like intergroup relations and policy implications for those with empathy deficits (such as people with autism or psychopathy). Students will learn to assess readings critically and present critiques regarding scientific rigor and/or whether findings merit the author's theoretical conclusions.
What class activities (e.g. homework problems, quizzes, clicker questions, projects, etc.) have you designed to help students actively engage in the process of scientific inquiry, analysis, problem solving, and quantitative reasoning throughout the course?	This course includes a data collection activity, which will give students a hands-on, scaffolded experience of developing a research question, designing a study, and interpreting resulting data. Students will utilize this experience when designing and writing their own research proposal, which will be the main project throughout the course. For this research proposal, students will need to synthesize relevant research, identify missing areas, and propose research that fills theoretical holes. Students will be expected to present a theoretically sound, persuasive argument for their proposed research. In their literature review students will be expected to cite research relevant to their topic, which will combine at least two relevant sub-fields of psychology. They will receive guidance on how to use research search engines as well as how to find relevant primary sources from multiple fields, and will provide feedback to their peers during the process. When they have completed the paper, they will present their research proposal to the class, which will allow them to develop the skill of communicating science in an interesting and meaningful way. Finally, students will work in small groups to lead a class discussion on one of the weekly topics and to workshop a research idea based on the week's highlighted research methodology.
For each course goal listed above, what are the student learning outcomes you will list in your syllabus? In addition, what types of assignments will be given to determine whether students achieve the learning outcomes? (Please provide a sample assignment, term paper/exam, essay prompt, or other form of assessment)	Goal 1 learning outcome: Communicating science clearly. Students will each get a chance to synthesize readings and lead a class discussion about a topic. At the end of the course, students will create short presentations about their final paper topic, which will allow me to assess their ability to communicate science tc non-scientific audiences in a clear, concise, and compelling format. Goal 2 learning outcome: synthesizing findings. The writing component of this course will require students to synthesize findings from at least two disciplines covered in the course into a coherent paper that utilizes research methods covered in the course to answer the students' own research question. A draft literature review will provide assessment of students' achievement of this learning outcome. Goal 3 learning outcome: thinking critically about psychology research. Students will learn how to find relevant primary sources for their research proposals, and will be able to discern when a claim requires evidence to support it. The draft literature review will assess students' achievement of this learning outcome. Goal 4 learning outcome: conducting psychological research. Students will gain experience with the research process in a hands-on data collection activity, in which the class will collaborate to design a simple experiment, collect data, and interpret results. Additionally, students will be able to propose their own research question in the final paper based on critical analysis of previous scientific research. Goal 5 learning outcome: thinking critically about psychology research. This course will provide students with a framework to a) recognize when internal biases are influencing opinion, and b) critically question scientific texts to identify biases, contradictions, and potential ways to resolve such contradictions. To practice thinking critically about research, students will lead group discussions about the week's research methodology and will design their own scientific studies. Both these assignments will assess their achievement of this learning outcome. Goal 6 learning outcome: Connecting research to current issues. Each weekly topic explores the science of empathy through the lens of relevant social issues, and class discussion will focus heavily on ethical implications of empathy research. For example, we will talk extensively about how empathy impacts intergroup relations and outgroup discrimination, as well as policy and treatment implications for individuals with empathy deficits, such as individuals with autism or psychopathy. The final presentation, which requires students to connect their research proposal to a relevant current issue, will provide assessment of this learning outcome.

Additional Student Learning Outcomes for experiential learning courses approved as "GE FSI Labs"

GE FSI Lab Definition and Expectations: A hands-on laboratory, computer simulation, demonstration, or field experience that involves active participation in experimental observation, data generation and collection using the techniques, methodologies, and approaches of modern-day scientists. Any lab should be conducted under sufficient supervision by the instructor or a Teaching Assistant (TA). Furthermore, the instructor and TAs should meet regularly outside of class time (minimum weekly or biweekly) to practice performing the lab procedures and/or to review the experimental results. Courses fulfilling the GE FSI Lab requirement will provide a minimum of four units and should align with some (not necessarily all) of the following eight general goals:

1. Students will design, implement, and evaluate an experimental strategy for answering scientific questions, testing a hypothesis, or solving a problem.
2. When possible, students will replicate experiments to allow testing for and interpretation of statistical significance.
3. Students will apply commonly used mathematical concepts and statistical methods (e.g., basic addition, subtraction, multiplication, division, averages, standard deviation, t-test for significance) in their analysis of different types of scientific data they collect.
4. Students will visually depict a quantitative dataset as a chart, graph, table, or mathematical equation.
5. Students will concisely summarize trends and patterns deduced from quantitative and qualitative data to make informed conclusions about their experimental results.
6. When interpreting their results, students will distinguish between the most important and extraneous findings (i.e. identify those that are critical to addressing a question, solving a problem, or supporting/refuting a hypothesis).
7. When interpreting their results, students will infer relationships between controls and experimental variables as well as assess causality and correlation among variables.
8. Students will troubleshoot experimental procedures or methods of analysis to develop a sound scientific rationale for deducing what went wrong and why.

Please present a concise explanation of how your course satisfies these criteria.

How will students in this course actively experiment and engage in the hands-on process of gathering, analyzing, and interpreting data? How will progress towards meeting the student learning outcomes for "labs" be measured/assessed? In other words, what types of assignments will be given to determine whether students are achieving the learning outcomes?	

The Science of Empathy: How Empathy Leads Us to Help – and Hurt - Others

Psychology 98T Course Syllabus

Instructor: Lianne Barnes, M.A.
Email: liannebarnes@ucla.edu

Course Description

Where does empathy come from? Is it a quirk of modern human culture or is it evolutionarily useful? How can empathy lead us to help others who are in need? When could empathy keep us from helping others, or even hurt others? This course will take an interdisciplinary look at the psychological construct of empathy, focusing on its genetic and neural antecedents as well as its behavioral and cultural consequences. Drawing predominantly from social psychology but also from evolutionary psychology, neuroscience, and philosophy, this course aims to lead students to think critically about how empathy relates to our humanity and how science can harness empathy to make it do more good and less harm.

In this class, my goals are that you will:

1. Understand empathy as a psychological construct: this course explores empathy and empathy research from multiple perspectives and disciplines, with each perspective informing your overall understanding of empathy as a psychological construct. This multi-faceted understanding will allow you to apply a broader, more diverse framework when developing your own research proposal.
2. Think critically about psychology research: This course aims to provide you with a framework to a) recognize when internal biases are influencing opinion, and b) critically question scientific texts to identify biases, contradictions, and potential ways to resolve such contradictions. To practice thinking critically about research, you will submit two discussion questions to me prior to class each week.
3. Synthesize findings from disparate fields: Science is becoming increasingly interdisciplinary. As such, successful scientists must be able to understand findings from disparate disciplines and incorporate them into their own research. The writing component of this course will require you to synthesize findings from at least two disciplines covered in the course into a coherent paper on your own research question.
4. Collaborate effectively: Science is also collaborative, with researchers working in teams to develop hypotheses and study designs, and to communicate their findings. In this course, you will work together to structure short presentations on the day's topic. In these small groups, you will devise a research design idea that will explore one of the week's themes, and will workshop your research design with the class.
5. Offer and incorporate critique: Writing is a multi-stage process. Throughout the course, you will have opportunities to provide and receive feedback on your ideas and writing from classmates and the instructor. This feedback is designed to provide you with insight into the iterative and collaborative processes of scientific writing.

6. Communicate science clearly: Science advances when we share our findings and convince others that they are worthy of attention. At the end of the course, you will create a short presentation about your final paper topic. The goal of this exercise will be to teach you how to communicate science to non-scientific audiences in a clear, concise, and compelling format.

Required Texts:

1. Baron-Cohen, S. (2012). *The science of evil: On empathy and the origins of cruelty*. Basic books.
2. Bloom, P. (2017). *Against empathy: The case for rational compassion*. Random House.
3. Coplan, A., & Goldie, P. (Eds.). (2011). *Empathy: Philosophical and psychological perspectives*. Oxford University Press.
4. Decety, J. (2011). *Empathy: From bench to bedside*. MIT Press.
5. Decety, J., & Ickes, W. (2011). *The social neuroscience of empathy*. MIT Press.

Participation:

As this course is discussion-based, participation is vital to your success as well as your classmates' success. Participation in discussion topics is expected every week. This means on-topic, thoughtful comments that help generate class discussion and/or connect concepts from previous weeks to the current week's discussion. As part of your participation grade, you will be expected to submit two discussion questions regarding the week's readings each week by 5 pm the evening before class. Participation counts for 10% of your grade.

Assignments:

1. **Data collection activity**: As a class we will formulate a survey, collect data, and discuss the implications of our findings. After going over research methods in Week 1, we will spend part of class designing a short survey to measure beliefs people currently hold about empathy. While I will provide guidance regarding effective survey design, the contents of our survey will ultimately be up to you as a class. Before class Week 2, you will be expected to collect data from at least 10 participants each. During Week 3, I will bring the results of our study to class and we will discuss how our findings compare to what we are learning about empathy research. This activity will provide you hands-on experience with study design and data collection, to better prepare you for your small group presentations and your final research paper. Completed data collection will count for 5% of your total grade.

2. **Small group presentations/mini-discussions**: Each week, a small group of students will be responsible for a) designing a simple research study (experimental or non-experimental) that addresses that week's theme and using that week's research methodology, b) providing a short presentation to the rest of the class explaining their study design (most likely using PowerPoint), and c) leading a mini-discussion with the class workshopping the study design. These study designs will not be completed, but rather allow you to think more deeply about how different methodologies can answer different types of research questions.

Students will sign up for topics during class in Week 1. Grading for this assignment will be group-based, and will count for 15% of your total course grade.

3. **Peer feedback**: There will be two opportunities for peer feedback during this course. During class in Week 4, you will meet in pairs or small groups to discuss your research proposal ideas. This feedback will not be graded, but is meant to help you narrow down your topic before meeting with me one-on-one. During Week 7, you will receive a peer's literature review (described below), and will provide structured, constructive feedback. This feedback will be typed and submitted by email to your peer and to myself by class Week 8. Peer feedback will be worth 5% of your total course grade.

4. **Research proposal paper:** The major project for this course will be a research proposal that you will develop over the course of the quarter. This paper should be in the typical format for research proposals in psychology, with a) an introduction, including an extensive review of literature relevant to your topic and your hypotheses, b) proposed methods, integrating at least two of the methods and/or fields discussed in class, c) hypothesized results, and d) a discussion in which you discuss the implications of your proposed research and potential future directions. This paper will include the following sub-assignments:

    a. **Topic meeting:** Sometime during Week 5 you are expected to meet with me one-on-one to discuss your ideas for the research proposal you will be writing. The goal is to ensure you have a testable hypothesis to build upon for your final paper. We can meet during my office hours or can schedule a separate appointment. You must receive written or verbal approval on your paper topic by the start of class Week 6. The meeting and topic approval count for 5% of your total grade.
    b. **Literature review draft:** In order to provide the background for your topic and justification for your proposed research project, you will complete a substantive (5 – 7 pages, double-spaced, not including references) review of relevant literature. 2 printed copies of your literature review draft will be due by class Week 7, and will count for 15% of your total grade.
    c. **Final research proposal paper:** Your final paper will incorporate your revised literature review into an overall research proposal. The final paper should be 12 – 15 pages, double-spaced, 12 point Times New Roman font, 1" margins, and in APA format, with a cover page, abstract, references, and any relevant figures in an appendix. You should use a minimum of 6 references, at least 1 of which should be from the course readings. This will be due by 5 pm Wednesday of finals week, and will count for 30% of your total grade.

5. **Final presentation:** During class in Week 10 you will present on your research proposal. This presentation should a) set up your research question in an interesting and engaging way, b) briefly explain relevant past literature, d) include proposed methods and hypothesized results, and d) discuss how your proposed research could be applied. Imagine that you are presenting at an interdisciplinary conference, like a TED conference – not everyone in the room will be familiar with your background literature or your field's methods, so your goal is to convey information quickly and get people excited about your ideas. During Week 9 we

will spend part of class discussing what makes a presentation engaging. Your final presentation will count for 15% of your total grade.

Class Grading Summary:

Participation/discussion questions:	10
Data collection activity:	5
Small group presentation:	15
Peer feedback:	5
Paper – topic meeting/approval:	5
Paper – literature review draft:	15
Paper – final paper:	30
Final presentation:	15
Total:	**100 points**

Policies:

Late or missed assignments: This course is in large part structured around discussion, a group project, and peer feedback, which means that late or missing assignments hold back your fellow students. If you feel that you will be unable to fulfill your obligations to your peers due to emergencies or serious unforeseen circumstances, contact me as soon as possible so we can find a solution. Participation points cannot be made up due to an unexcused absence. Late assignments will be graded as follows:

a. **Small group presentation** and **final presentation**: If you are absent the day of your presentation and/or your partner/s communicates to me that you did not help, you will receive 0 points. If you have an emergency, partial points will be offered at my discretion, and such emergencies must be communicated to me and your partner/s before the beginning of class.
b. **Data collection activity** and **paper topic approval**: -1 point for each day late
c. **Literature review draft** and **peer feedback**: -2 points for each day late
d. **Final paper**: - 5 points for each day late

Academic Dishonesty and Plagiarism: Any student caught plagiarizing will be reported to the Dean of Students for disciplinary action. Regulation A-306 (C)

Accessibility: Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310)825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first 2 weeks of term as reasonable notice is needed to coordinate accommodations. For more information visit www.cae.ucla.edu.

Schedule:

Week and topic	Readings and assignments due by start of class	Class Activities
Week 1: What is Empathy?		Psychology research methods intro: 1. Intro to empathy: What is it? How can we study it? 2. Psych research methods summary 3. Data collection activity directions
Week 2: Genetics of Empathy	Reading: Science of Evil Ch 5, From Bench to Bedside Ch 2, 6 **Data from data collection activity due**	Evolutionary psychology research methods: 1. Is empathy evolutionarily useful? 3. Altruism and kinship
Week 3: Neuroscience of Empathy	Reading: Science of Evil Ch 2, Social Neuroscience of Empathy Ch 16 From Bench to Bedside Ch 11	Social neuroscience research methods: 2. Affective vs. cognitive systems of empathy – does this distinction matter? 3. Review data collection activity
Week 4: Empathy in Development	Reading: From Bench to Bedside Ch 7, 8, 9 **Have topic ideas ready for in-class brainstorming**	Developmental research methods: 1. How does empathy typically develop? 2. Can parents/caregivers impact empathy development in children? 3. Topic brainstorming
Week 5: Biased Empathy	Reading: Against Empathy Ch 3, 6 From Bench to Bedside Ch 4 **Meet with instructor this week to discuss topic**	Behavioral research methods: 1. Why do we empathize more with people similar to ourselves? 2. Can we be objective when empathizing? (rational altruism argument)
Week 6: When Empathy Fails	Reading: Empathy Perspectives Ch 18 Social Neuroscience of Empathy Ch 6, 15 From Bench to Bedside Ch 14 **Topic must be approved by class start**	Self-report research methods: 1. Can we empathize with someone's emotions but not care about them? 2. What happens when we run out of empathy? 3. What happens when we feel too much empathy?
Week 7: The Absence of Empathy	Reading: Against Empathy Ch 5, Science of Evil Ch 3, 4 Social Neuroscience of Empathy Ch 11 **Literature review draft due**	Clinical psychology research methods: 1. What happens when we have deficits in empathy? 2. Do empathy deficits necessarily equate to moral deficits? 3. Peer feedback partner assigned
Week 8: Interventions	Reading: Science of Evil Ch 6 Social Neuroscience of Empathy Ch 7 **Peer feedback due**	Intervention research methods: 1. How can we increase empathy and helping behaviors? 3. How can we ensure we empathize fairly?
Week 9: Empathy in Religion & Philosophy	Reading: From Bench to Bedside Ch 1 Empathy Perspectives Ch 2, 16	Cultural psychology research methods: 1. Does culture change empathy? 2. What can empathy science gain from religion and philosophy? 3. How to give an engaging presentation
Week 10: Presentations	No readings **Final presentation due**	1. Paper questions 2. Student presentations
Finals Week: No Class	Research proposal paper due by 5 pm Wednesday	

Detailed Weekly Overview

Week 1: What is Empathy?

- Course Overview
- Introductory discussion: What is empathy? Why does it matter? How can we study or measure it?
- Short lecture: research methodology overview
    - Research questions, hypotheses, and operationalization
    - Measuring empathy and measurement error
    - Experimental vs. non-experimental methods
- Class activity: building a survey about empathy
    - Data collection directions

Week 2: The Genetics of Empathy

- Short evolutionary psychology methodology overview
- Discussion: Is empathy evolutionarily useful? Can other species feel empathy? How can we measure empathy in animals?
- Small group presentation: research proposal workshop
- **Data from data collection activity due**

Readings:

- *The science of evil: On empathy and the origins of cruelty* Chapter 5, "The Empathy Gene"
- *Empathy: From bench to bedside* Chapter 2, "Empathy, Evolution, and Human Nature"
- *Empathy: From bench to bedside* Chapter 6, "Empathy in Primates and Other Mammals"

Week 3: The Neuroscience of Empathy

- Short social neuroscience methodology overview
- Discussion: Affective vs. cognitive systems of empathy – does this distinction matter? What does neuroscience offer empathy research?
- Review data from data collection activity
- Small group presentation: research proposal workshop

Readings:

- *The science of evil: On empathy and the origins of cruelty* Chapter 2, "The Empathy Mechanism: The Bell Curve"
- *The social neuroscience of empathy* Chapter 16, "Empathic Processing: Its Cognitive and Affective Dimensions and Neuroanatomical Basis."
- *Empathy: From bench to bedside* Chapter 11, "Empathy and Compassion: A Cognitive Neuroscience Perspective"

Week 4: Empathy in Development

- Short developmental psychology methodology overview
- Discussion: How do parents/caregivers impact development in children? Should empathy be nurtured in children?
- Small group presentation: research proposal workshop
- **Have topic ideas ready for in-class brainstorming**

Readings:

- *Empathy: From bench to bedside* Chapter 7, "Nature and Forms of Empathy in the First Years of Life"
- *Empathy: From bench to bedside* Chapter 8, "Social-Cognitive Contributors to Young Children's Empathic and Prosocial Behavior"
- *Empathy: From bench to bedside* Chapter 9, "Relations of Empathy-Related Responding to Children's and Adolescent's Social Competence"

Week 5: Biased Empathy

- Short behavioral psychology methodology overview
- Discussion: Why do we empathize more with people similar to ourselves? How does empathy influence intergroup conflicts? Can we be objective when empathizing? The rational altruism debate – where do you fall?
- Small group presentation: research proposal workshop
- **Meet with instructor this week to discuss topic**

Readings:

- *Against empathy: The case for rational compassion* Chapter 3, "Doing Good"
- *Against empathy: The case for rational compassion* Chapter 6, "Age of Reason"
- *Empathy: From bench to bedside* Chapter 4, "It's More than Skin Deep: Empathy and Helping Behavior across Social Groups"
- *Empathy: Philosophical and psychological perspectives* Chapter 17, "Anti-Empathy"

Week 6: When Empathy Fails

- Short self-report methodology overview
- Discussion: Can we empathize with someone's emotions but not care about them? What happens when we run out of empathy? What happens when we feel too much empathy? Have you ever experienced compassion fatigue or vicarious trauma?
- Small group presentation: research proposal workshop
- **Topic must be approved by class start**

Readings:

- *Empathy: Philosophical and psychological perspectives* Chapter 18, "Empathy for the Devil"

- *The social neuroscience of empathy* Chapter 6, “Empathic Responding: Sympathy and Personal Distress”
- *The social neuroscience of empathy* Chapter 15, “Empathy versus Personal Distress: Recent Evidence from Social Neuroscience”
- *Empathy: From bench to bedside* Chapter 14, “The Costs of Empathy among Health Professionals”

Week 7: The Absence of Empathy

- Short clinical psychology methodology overview
- Discussion: What happens when we have deficits in empathy? Do empathy deficits necessarily equate to moral deficits? Is it worse to lack cognitive or affective empathy?
- Small group presentation: research proposal workshop
- Peer feedback: explain assignment and assign partners
- **Literature review draft due (2 copies)**

Readings:

- *Against empathy: The case for rational compassion* Chapter 5, “Violence and Cruelty”
- *The science of evil: On empathy and the origins of cruelty* Chapter 3, “When Zero Degrees of Empathy is Negative”
- *The science of evil: On empathy and the origins of cruelty* Chapter 4, “When Zero Degrees of Empathy is Positive”
- *The social neuroscience of empathy* Chapter 11, “Empathy, Morality, and Social Convention: Evidence from the Study of Psychopathy and Other Psychiatric Disorders”

Week 8: Empathy Interventions

- Short intervention methodology overview
- Discussion: How can we increase empathy? Should we? How can we ensure empathy leads to helping behaviors? How can we ensure we empathize fairly?
- Small group presentation: research proposal workshop

Readings:

- *The science of evil: On empathy and the origins of cruelty* Chapter 6, “Reflections on Human Cruelty”
- *The social neuroscience of empathy* Chapter 7, “Empathy and Education”

Week 9: Empathy in Religion and Philosophy

- Short cultural psychology methodology overview

- Discussion: How do religions and philosophy view empathy? Does one's culture change one's attitude toward empathy? What can empathy science gain from religion and philosophy?
- Short presentation: how to give an engaging presentation
- Small group presentation: research proposal workshop

Readings:

- *Empathy: Philosophical and psychological perspectives* Chapter 2, "Empathy as a Route to Knowledge"
- *Empathy: Philosophical and psychological perspectives* Chapter 16, "Is Empathy a Virtue?"

Week 10: Final Presentations

- Final paper Q&A
- Student final presentations

No readings

Finals Week:

- **Final papers due by 5 pm Wednesday**

UCLA Course Inventory Management System

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New Course Proposal

Psychology 98T
Science of Empathy: How Empathy Leads Us to Help--and Hurt--Others

Course Number Psychology 98T

Title Science of Empathy: How Empathy Leads Us to Help--and Hurt--Others

Short Title SCIENCE OF EMPATHY

Units Fixed: 5

Grading Basis Letter grade only

Instructional Format Seminar - 3 hours per week

TIE Code SEMT - Seminar (Topical) [T]

GE Requirement Yes

Major or Minor Requirement No

Requisites Enforced: Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.

Course Description Seminar, three hours. Requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. Interdisciplinary exploration of psychological construct of empathy, focusing on genetic/neural antecedents as well as behavioral/sociocultural consequences. Discussion, with substantial writing component, examining how science can harness empathy to make it do more good and less harm. Letter grading.

Justification Part of the series of seminars offered through the Collegium of University Teaching Fellows

Syllabus File *PSYCH 98T_Barnes_Syllabus.pdf* was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information Instructor (Lianne Barnes) UID: 404353760

Professor Matthew Lieberman is the faculty mentor for this course. UID: 702892665

Grading Structure
Participation/discussion questions: 10
Data collection activity: 5
Small group presentation: 15
Peer feedback: 5
Paper ? topic meeting/approval: 5
Paper ? literature review draft: 15
Paper ? final paper: 30
Final presentation: 15

Effective Date Winter 2019

Discontinue Date Summer 1 2019

Instructor

Name	Title
Lianne Barnes	Teaching Fellow

Quarters Taught ☐ Fall ☑ Winter ☐ Spring ☐ Summer

Department Psychology

Contact

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MICHELLE CHEN	mchen@oid.ucla.edu

Routing Help

ROUTING STATUS

Role: Registrar's Office
Status: Processing Completed

Role: Registrar's Publications Office - Livesay, Blake Cary (BLIVESAY@REGISTRAR.UCLA.EDU) - 61590
Status: Added to SRS on 8/17/2018 11:28:13 AM
Changes: Title, Description
Comments: Course description edited into official version.

Role: Registrar's Scheduling Office - Lin, Jessica (JLIN@REGISTRAR.UCLA.EDU) - 58253
Status: Added to SRS on 8/3/2018 3:25:32 PM
Changes: Short Title
Comments: Within e-mail thread from Mary Ries and Aaron Tornell, FEC Chair Aaron Tornell provided written approval of course proposal on 08/03/2018.

Role: FEC Chair or Designee - Ries, Mary Elizabeth (MRIES@COLLEGE.UCLA.EDU) - 61225
Status: Returned for Additional Info on 8/1/2018 3:32:08 PM
Changes: Title, Grading Structure
Comments: Per 8/01/2018 e-mail from Michelle L. Chen, course proposal was approved by CUTF FAC on 5/08/2018. Copy of approval letter was attached to Michelle's e-mail.

Role: Initiator/Submitter - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042
Status: Submitted on 8/1/2018 2:56:27 PM
Comments: Initiated a New Course Proposal

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Comments or questions? Contact the Registrar's Office at
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