

Lying & Deception
IDS 2935 – Section 359A – Class # 16190
UF Quest 2 / Nature and Culture
General Education: Humanities, Writing (2000 words)
Fall 2019, MWF 2nd period (8:30-9:20 a.m.)
Location: MAT 119

Instructor: Youssef A. Haddad
Office Hours: Mondays and Wednesdays – 1:00-2:00 p.m. or by appointment
Office: 357 PUGH
Telephone: 273-2958
E-Mail: yah@ufl.edu

Teaching Assistant: Catrin Seepo
Office Hours: All office hours with Youssef Haddad

Course Description

This course examines truth, lying, and deception as parts of the natural world and human culture. It explores the nature of these phenomena in relation to our role in the world and our responsibility toward it and toward each other from a number of ethical perspectives. It briefly shows how Lying and deception are manifest in the behavior of plants and animals in order to highlight the ubiquity of the phenomenon in the natural world and how humans contrast with animals. It then looks in more detail at human deceptive behavior in children and adults, including self-deception and the deception of others. It examines the behavior of professional liars and the methods that have been developed for detecting deception. It also explores lying and deception in the public sphere in political speech, journalism, visual images, etc. In all this, the course relies on a high level of faculty-student engagement.

Course Objectives

By the end of this course, it is expected that students will be able to:

1. Identify, describe, and explain the nature of truth, lying, and deception and the various ethical perspectives associated with them;
2. Identify, describe, and explain lying and deception in texts and images in the private and public spheres (e.g., among family and friends, in politics);
3. Identify, describe, and explain various manifestations of deceptive behavior in children and adults, including self-deception and the deception of others;
4. Analyze and evaluate deception detection as carried out by humans, as well as nonhuman organisms;
5. Relate the topic of lying and deception and its different manifestations to their personal, intellectual, and professional life;
6. Explore, via interviews and/or surveys, how lying and deception relate to the personal, intellectual, and professional lives of people in their communities;

7. Develop clear, organized, and effective presentation and evaluation, both in oral and written forms, of scholarly research on lying and deception.

Quest 1 and Gen Ed Descriptions and Student Learning Outcomes

- **QUEST 1 DESCRIPTION:** Quest 1 courses are multidisciplinary explorations of truly challenging questions about the human condition that are not easy to answer, but also not easy to ignore: What makes life worth living? What makes a society a fair one? How do we manage conflicts? Who are we in relation to other people or to the natural world? To grapple with the kinds of open-ended and complex intellectual challenges they will face as critical, creative, and self-reflective adults navigating a complex and interconnected world, Quest 1 students use the humanities approaches present in the course to mine texts for evidence, create arguments, and articulate ideas.
 - **Quest 1 SLOs (Student Learning Outcomes):**
 - Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content).
 - Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking).
 - Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication).
 - Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Connection).
- **HUMANITIES DESCRIPTION:** Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.
 - **HUMANITIES SLOS:**
 - Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
 - Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).
 - Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).
- **WRITING DESCRIPTION:** The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. The writing course grade assigned by the instructor has two components: the writing component and a course grade. To receive writing credit a student must satisfactorily complete all the assigned written work and receive a minimum grade of C (2.0) for the course. It is possible to not meet the writing requirement and still earn a minimum grade of C in a class, so students should review their degree audit after receiving their grade to verify receipt of credit for the writing component.
 - **WRITING EVALUATION:**
 - This course carries 2000 words that count towards the UF Writing Requirement. You must turn in all written work counting towards the 2000 words in order to receive credit for those words.

- The instructor will evaluate and provide feedback on the student's written work with respect to content, organization and coherence, argument and support (when appropriate), style, clarity, grammar, punctuation, and other mechanics, using a published writing rubric (see syllabus pages 12-14).
- More specific rubrics and guidelines for individual assignments may be provided during the course of the semester

Student Learning Outcomes

Reflecting the curricular structures of Quest 1 and these Gen Ed designations, after taking Lying & Deception students will be able to:

1. Identify, describe, and explain the nature of truth, lying, and deception as parts of the natural world and human culture, as well as the various ethical perspectives associated with these phenomena (**Content SLOs for Gen Ed Hum and Q1**)
2. Identify, describe, and explain lying and deception in texts and images in the private sphere (e.g., in business transactions, among family and friends) and in the public sphere (e.g., politics, journalism) (**Content SLOs for Gen Ed Hum and Q1**)
3.
 - a. Analyze and evaluate various manifestations of deceptive behavior and how they are detected mainly by humans but also in nonhuman organisms (**Critical Thinking SLOs for Gen Ed Hum and Q1**)
 - b. Evaluate, via experiential learning and by carrying out interviews and/or surveys, a phenomenon pertaining to lying and deception in order to understand it better and identify any misconceptions linked to it (**Critical Thinking SLOs for Gen Ed Hum and Q1**)
4.
 - a. Relate the topic of lying and deception and its different manifestations to their personal, intellectual, and professional life (**Connection SLO for Q1**)
 - b. Explore, via experiential learning and by carrying out interviews and/or surveys, how lying and deception and their different manifestations relate to people in their communities (**Connection SLO for Q1**)
5. Develop and present clear, organized, and effective presentation and evaluation, both in oral and written forms, of scholarly research on lying and deception (**Communication SLO for Gen Ed Humanities and Q1**).

TO SEE HOW ASSIGNED WORK ADVANCES EACH SLO, GO TO PAGES 4-5

Texts

Required Textbook:

Knapp, Mark L., McGlone, M.S., Griffin, D.J., & Earnet, w. 2016. *Lying and deception in human interaction*. Kendall Hunt.

Recommended book:

MLA Handbook 8th Edition. 2016. The Modern Language Association of America.

Articles - Book Chapters - Videos:

This is a sample of articles, book chapters, and videos that will be assigned throughout the semester. It may vary from one semester to another.

All journal articles will be made available on Canvas. All book chapters will be available as parts of print books or ebooks through the Course Reserves Units in Smathers Library West. Videos are Ted Talks that are available open access online.

- Albright, Thomas. *Why eyewitnesses fail*. TEDxSanDiego 2016. <https://www.tedxsandiego.com/why-eyewitnesses-fail-thomas-albright-at-tedxsandiego-2016/>
- Ayal, Shahar and Francesca Gino. 2012. Honest Rationales for Dishonest Behavior. In M. Mikulincer and P. R. Shaver (eds.), *The Social Psychology of Morality: Exploring the Causes of Good and Evil*. Pp. 149-166.
- Backbier, Estherb, Johan Hoogstraten, And Katharina Meerum Terwogt-Kouwenho. 1997. Situational Determinants of the Acceptability of Telling Lies. *Journal of Applied Social Psychology* 27, pp. 1048-1062.
- Barkan, Rachel, Shahar Ayal, and Dan Ariely. 2015. Ethical dissonance, justifications, and moral behavior. *Current Opinion in Psychology* 6, 157–161.
- Beier, Kathi. 2018. Lying and Self-Deception. In Jörg Meibauer (ed.), *The Oxford Handbook of Lying*.
- Bessarabova, Elena. 2014. The effects of culture and situational features on in-group favoritism manifested as deception. *International Journal of Intercultural Relations* 39, pp. 9–21.
- Caldwell-Harris, Catherine L. & Ayşe Ayçiçeği-Dinn. 2009. Emotion and lying in a non-native language. *International Journal of Psychophysiology* 71, pp. 193-204.
- Carter, Cathleen A., Bette L. Bottoms and Murray Levine. 1996. Linguistic and Socioemotional Influences on the Accuracy of Children's Reports. *Law and Human Behavior* 20: 3, pp. 335-358.
- Chance, Z., & Norton, M.I. 2011. 'I read Playboy for the articles': Justifying and rationalizing questionable preferences. In M.S. McGlone & M.L. Knapp (Eds.), *The interplay of truth and deception*, pp. 136-148. Routledge.
- Chance, Z., & Norton, M.I. 2015. The What and Why of Self-Deception. *Current Opinion in Psychology* 6, pp. 104-107.
- Chandler, Michael J. and Jamie Afifi. 1996. On Making a Virtue out of Telling Lies. *Social Research* 63, pp. 731-762.
- Coxon, Pamela and Tim Valentine. 1997. The Effects of the Age of Eyewitnesses on the Accuracy and Suggestibility of their Testimony. *Applied Cognitive Psychology* 11, pp. 415-430.
- Dallek, Robert. 2010. Presidential Fitness and Presidential Lies: The Historical Record and a Proposal for Reform. *Presidential Studies Quarterly* 40, pp. 9-22.
- Decker, Alexa, Amanda Disney, Brianna D'elia, and Julian P. Keenan. 2018. Lying, Deception, and the Brain. In Jörg Meibauer (ed.), *The Oxford Handbook of Lying*.
- DePaulo, Bella M. 2004. The Many Faces of Lies. In A. G. Miller (Ed.), *The Social Psychology of Good and Evil*. New York: Guilford Press. Chapter 12, pp. 303-326.
- DePaulo, Bella M. and Deborah A. Kashy. 1998. Everyday Lies in Close and Casual Relationships. *Interpersonal Relations and Group Processes* 174, pp. 163-179.
- Dunbar, Norah E., Katlyn Gangi, Samantha Coveleski, Aubrie Adams, Quinten Bernhold & Howard Giles. 2016. When Is It Acceptable to Lie? Interpersonal and Intergroup Perspectives on Deception. *Communication Studies* 67:2, 129-146.
- Ekman, Paul. 1996. Why Don't We Catch Liars? *Social Research* 63, pp. 801-817.
- Fernbach, Philip. Why do we believe things that aren't true. TEDxMileHigh 2017. <https://www.youtube.com/watch?v=jobYTQTgeUE>

- Forgas, Joseph P., Simon M. Laham, Patrick T. Vargas. 2005. Mood effects on eyewitness memory: Affective influences on susceptibility to misinformation. *Journal of Experimental Social Psychology* 41, 574–588.
- Gordon, Ann K. & Arther G. Miller. 2000. Perspective Differences in the Construal of Lies: Is Deception in the Eye of the Beholder? *PSPB* 26:1, 46-55.
- Griffin, Darrin J. and Christian Bender. 2019. Culture and Deception: The Influence of Language and Societies on Lying. In T. Docan-Morgan (ed.), *The Palgrave Handbook of Deceptive*, pp. 67-89.
- Gross, Julien and Harlene Hayne. 1996. Eyewitness Identification by 5- to 6-Year-Old Children. *Law and Human Behavior* 20: 3, pp. 339-373.
- Guadagno, Rosanna E., Bradley M. Okdie, and Sara A. Kruse. 2012. Dating deception: Gender, online dating, and exaggerated self-presentation. *Computers in Human Behavior* 28, pp. 642-647.
- Guthrie, Jennifer & Adrienne Kunkel. 2013. Tell Me Sweet (And Not-So-Sweet) Little Lies: Deception in Romantic Relationships. *Communication Studies* 64:2, pp. 141-157.
- Hancock, Jeff and Catalina L. Toma. 2009. Putting Your Best Face Forward: The Accuracy of Online Dating Photographs. *Journal of Communication* 59, pp. 367-386.
- Hancock, Jeff. *The Future of Lying*. TEDxWinnipeg 2012.
https://www.ted.com/talks/jeff_hancock_3_types_of_digital_lies
- Kaplar, Mary E. and Anne E. Gordon. 2004. The enigma of altruistic lying: Perspective differences in what motivates and justifies lie telling within romantic relationships. *Personal Relationships* 11, pp. 489-507.
- Lee, Kang. *Little Liars: Insights from Children's Lies*. TEDxUofT 2015.
<https://www.youtube.com/watch?v=TN8eK24e7KQ>
- Mann, Heather, Ximena Garcia-Rada, Daniel Houser, & Dan Ariely. 2014. Everybody Else Is Doing It: Exploring Social Transmission of Lying Behavior. *PLoS ONE* 9: 10.
- Marro, Anthony. 1985. When the Government Tells Lies. *Columbia Journalism Review*, March-April, pp. 29-41.
- Miroff, Bruce. 1999. The Contemporary Presidency: Moral Character in the White House: From Republican to Democratic. *Presidential Studies Quarterly* 29, pp. 708-712.
- Monin, Benoît and Anna Merritt. 2012. Moral Hypocrisy, Moral Inconsistency, and the Struggle for Moral Integrity. In M. Mikulincer and P. R. Shaver (eds.), *The Social Psychology of Morality: Exploring the Causes of Good and Evil*, pp. 167-184.
- Moston, Stephen. 1987. The Suggestibility of Children in Interview Studies. *First Language* 7, pp. 67-78.
- Nishimura, Fumiko. 2018. Lying in Different Cultures. In Jörg Meibauer (ed.), *The Oxford Handbook of Lying*.
- Ridley, Anne M., Brian R. Clifford and Edmund Keogh. 2002. The Effects of State Anxiety on the Suggestibility and Accuracy of Child Eyewitnesses. *Applied Cognitive Psychology* 16, pp. 547-558.
- Ryan, Alan. 1996. Professional Liars. *Social Research* 63, pp. 619-641.
- Serota, Kim and Timothy Levine. 2014. A Few Prolific Liars. *Journal of Language and Social Psychology* 34:2, pp. 1-20.
- Smith, Megan K., Robert Trivers, and William von Hippel. 2017. Self-Deception Facilitates Interpersonal Persuasion. *Journal of Economic Psychology* 63, 93-101.
- Stearns, Susan. 2019. Student Cheating: A Dramaturgical Analysis of Identity, Deception, and Self-deception. In T. Docan-Morgan (ed.), *The Palgrave Handbook of Deceptive*, pp. 499-514.
- Thompson, Nicholas S., Carolyn Olson and Brian Dessureau. 1996. Babies' cries: Who's listening? Who's being fooled? *Social Research* 36: 3, pp. 763-784.
- Toma, Catalina L., L. Crystal Jiang, and Jeffrey T. Hancock. 2016. Lies in the Eye of the Beholder: Asymmetric Beliefs about One's Own and Others' Deceptiveness in Mediated and Face-to-Face Communication. *Communication Research* 45:8, 1167-1192.

Wells, Gary L. and Elizabeth A. Olson. 2002. Eyewitness Testimony. *Annual Review of Psychology* 54, 277–95.

Xu, Fen, Xuehua Bao, Genyue Fu, Victoria Talwar, and Kang Lee. 2010. Lying and Truth-Telling in Children: From Concept to Action. *Child Development* 81: 2, 581-596.

Assignments:

Attendance and make-ups

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

- Textbook Chapters - 11 assignments accompanied with online questions (multiple-choice, fill-in-the-blanks, open-ended, etc.)	About 20 points each	200 points – 20%
- Additional Readings and Videos: 10 assignments accompanied with online questions (multiple-choice, fill-in-the-blanks, open-ended, etc.)	30 points each	300 points – 30%
- Group presentation based on one of the reading assignments plus 2-4 additional related readings	100 point	100 points – 10%
- A 2000-word essay based on the readings of the group presentation	200 points	200 points – 20%
- Midterm – An online test in class or at home	100 points	100 points – 10%
- Final – An online test at home	100 points	100 points – 10%
	<i>Total</i>	1000 points

- **Textbook Chapters (20%):** There will be 11 in total. Each textbook chapter will be accompanied with online questions (multiple-choice, fill-in-the-blanks, open-ended, etc.). The questions target overall comprehension of the reading material. In addition, they require you to evaluate aspects pertaining to lying and deception, question their validity, and reflect on how they relate to your personal, intellectual, and professional life.

SLOs 1, 2, 3a, 4a

- **Additional Readings and Videos (30%):** There will be 10 assignments that require reading a journal article/book chapter or watching a video (e.g., a TED Talk). Each assignment will be accompanied with online questions (multiple-choice, fill-in-the-blanks, open-ended, etc.). The questions target overall comprehension of the reading material. In addition, they require you to evaluate aspects pertaining to lying and deception, question their validity, and reflect on how they relate to your personal, intellectual, and professional life.

SLOs 1, 2, 3a, 4a

- **Oral Presentation (10%) + Essay (20%):**
 - o **Oral Presentation:** Every student will be assigned to a group. The group will be assigned one of the non-textbook readings under Reading Assignments above plus additional readings (articles, book chapters). The group will be expected to work together to prepare an oral a 35-40-minute presentation, leaving 10 to 15 minutes for questions and discussion. Remember that the class will have read one of the assigned readings; the group’s task is to engage the class with the topic beyond the article/book chapter that the

rest of the class has read. You may use any material you deem necessary to accomplish this task; e.g., PowerPoint presentation, games, narratives, films, etc.

Your presentation will be evaluated based on the presentation rubric on page 9.

SLOs 1, 2, 3a-b, 4a-b, 5

- *Essay*: One week after the oral presentation, each member of the group will be expected to write a 2000-word essay that engages with a common theme in the assigned readings. The essay is expected to do some or all of the following: (i) highlight a problem or a research question, (ii) provide data to illustrate the phenomenon under examination, (iii) discuss earlier work on the topic and explain why it is inadequate where possible, (iv) provide a solution to the problem. Importantly, the essay must address applications of the issues raised in the references to daily, personal, and/or professional life. This will require the group to conduct interviews or a survey with family and friends in order to determine how the phenomenon relates to them, and also to better understand the phenomenon, identify any misconceptions, etc. The interviews/surveys satisfy the experiential learning component of the course in three ways: (1) by reflecting on what they learnt; (1) by doing – more specifically, by designing interview questions/surveys and conducting them; and (3) by evaluating the efficiency/suitability of the questions/surveys and how they align with or challenge learnt concepts. Students are encouraged to discuss the readings and work on the interviews and surveys together, but each student does the write-up of the essay alone.

Your writing will be evaluated based on the writing rubric on page 10. Students will be given feedback within three business days and will have the chance to make revisions and resubmit their essay for re-evaluation if they choose to.

SLOs 1, 2, 3a-b, 4a-b, 5

For one-on-one assistance with writing, visit the University Writing Program (www.writing.ufl.edu) & Writing Studio (<https://writing.ufl.edu/writing-studio/>)

Recommended website for MLA formatting and style guide:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

Recommended website for APA formatting and style guide:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

- **Midterm Exam (10%)**: This is an online exam to be done in class during class time or at home at a designated time. It focuses on the material covered during the first 7 weeks. It takes the same form of the online component of the Reading Assignments above. It also requires you to evaluate aspects pertaining to lying and deception, question their validity, and reflect on how they relate to your personal, intellectual, and professional life.

SLOs 1, 2, 3a, 4a

- **Final Exam (10%)**: This is an online exam to be done at home at a designated time during finals week. It focuses on the material covered during the weeks 8 through 15. It takes the same form of the online component of the Reading Assignments above. It also requires you to evaluate aspects

pertaining to lying and deception, question their validity, and reflect on how they relate to your personal, intellectual, and professional life.

SLOs 1, 2, 3a, 4a

Grading Scale & GPA Equivalent

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
100-93 (4.0)	92.9-90 (3.67)	89.9-87 (3.33)	86.9-83 (3.0)	82.9-80 (2.67)	79.9-77 (2.33)	76-73 (2.0)	72.9-70 (1.67)	69.9-67 (1.33)	66.9-63 (1.0)	62.9-60 (0.67)	59- (0)

Students will need to earn a C or higher to earn General Education Credit.

To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

For further information on UF's Grading Policy, see:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

<https://student.ufl.edu/minusgrades.html>

University of Florida

Policies

Canvas

Class resources, announcements, assignments, etc. will be made available on course Canvas site.

Attendance

Attendance is mandatory and will be assessed by roll call. Absences will be excused in accordance with UF policy. Acceptable excuses include illness, religious holidays, & military obligation:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. These need to be documented excuses. Should you miss a class for any reason, you are responsible for informing yourself about the material covered. Except in the case of certified illness or other UF accepted excuse, there will be no make-up option for missed exams/assignments. Where possible, make-ups should be arranged prior to absence. Alternatively, students should contact me on return to classes.

You may miss 3 sessions without any penalty. Every absence thereafter results in minus 1% deducted from your final grade unless the absence is a documented excuse. Arriving late (within 5 minutes of the beginning of class time) or leaving early (within 5 minutes before class is dismissed) is considered a half absence and results in minus .5% from the final grade. Missing more than 5 minutes of class time is considered absence. Refer to the following website:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#absences>

Late and Make-Up Work:

No late work will be accepted or make-ups will be offered unless the student offers a legitimate documented excuse. See Attendance above.

Class Demeanor

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

Student Honor Code and Student Conduct Code may be found here:

<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

Or may be saved as *The Orange Book*:

<https://sccr.dso.ufl.edu/wp-content/uploads/sites/4/2018/08/The-Orange-Book-Web.pdf>

Accommodations

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. For more information see

<https://disability.ufl.edu/>.

HEALTH AND WELLNESS

- U Matter, We Care: umatter@ufl.edu; 392-1575
- Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx> ; 392-1575
- Sexual Assault Recovery Services (SARS): Student Health Care Center; 392-1161
- University Police Department: <http://www.police.ufl.edu/> ; 392-1111 (911 for emergencies)

ACADEMIC RESOURCES

- E-learning technical support: Learningsupport@ufl.edu; <https://lss.at.ufl.edu/help.shtml> ; 352-392-4357 (opt. 2)
- Career Resource Center: Reitz Union; <http://www.crc.ufl.edu/> ; 392-1601

- ▶ Library Support: <http://cms.uflib.ufl.edu/ask>
- ▶ Teaching Center: Broward Hall; 392-2010 or 392-6420
- ▶ Writing Studio: 302 Tigert Hall; <http://writing.ufl.edu/writing-studio/> ; 846-1138

Course Evaluation

“Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.”

University of Florida

Course Schedule:

(This is a tentative schedule and is subject to change. Check the course website on Canvas for updates.)

Week	Topic Area	Readings and Assignments
1	<p>Some preliminaries</p> <ul style="list-style-type: none"> - Human language vs. non-human communication systems <p>How is human language perfectly designed for lying?</p> <ul style="list-style-type: none"> - Intersubjectivity and the unique human experience <p>Is lying or deception possible without intersubjectivity?</p> <ul style="list-style-type: none"> - Writing: What makes a good essay 	
2-3	<p>Perspectives on Lying and Deception</p> <ul style="list-style-type: none"> - Lying and Deception as Communication - Conceiving of Deceiving <p><i>Focusing on the nature of lying and deception. Are all lies created equal?</i></p>	<ul style="list-style-type: none"> - Textbook – Chapter 1 - Backbier, Estherb, Johan Hoogstraten, And Katharina Meerum Terwogt-Kouwenho. 1997. Situational Determinants of the Acceptability of Telling Lies. <i>Journal of Applied Social Psychology</i> 27, pp. 1048-1062. - Griffin, Darrin J. and Christian Bender. 2019. Culture and Deception: The Influence of Language and Societies on Lying. In T. Docan-Morgan (ed.), <i>The Palgrave Handbook of Deceptive</i>, pp. 67-89. <p>Student Presentation – Group 1 Student Presentation – Group 2 Essay is due a week later</p>
4	<p>Perspectives on Truth</p> <ul style="list-style-type: none"> - Determining What Is True - Truth, Certainty, and Validity <p><i>Focusing on the nature of truth. Is the whole truth attainable? Is it always desirable?</i></p>	<ul style="list-style-type: none"> - Textbook – Chapter 2 - Albright, Thomas. <i>Why eyewitnesses fail</i>. TEDxSanDiego 2016. https://www.tedxsandiego.com/why-eyewitnesses-fail-thomas-albright-at-tedxsandiego-2016/ <p>Student Presentation – Group 3 Essay is due a week later</p>
5	<p>Ethical Perspectives</p> <ul style="list-style-type: none"> - Why Ethics? Is It Always Wrong to Lie? - Ethical Guidelines and Creating Honest Citizens <p><i>Focusing on our roles in the world and our responsibilities toward it and toward each other.</i></p>	<ul style="list-style-type: none"> - Textbook – Chapter 3 - Ayal, Shahar and Francesca Gino. 2012. Honest Rationales for Dishonest Behavior. In M. Mikulincer and P. R. Shaver (eds.), <i>The Social Psychology of Morality: Exploring the Causes of Good and Evil</i>. Pp. 149-166. <p>Student Presentation – Group 4 Essay is due a week later</p>
6	<p>Nonhuman Deception</p> <ul style="list-style-type: none"> - Typology of Nonhuman Deceptive Strategies - Levels of Nonhuman Deception <p><i>Focusing on the ubiquity of lying & deception in the natural world. How do human compare to animals with respect to these phenomena?</i></p>	<ul style="list-style-type: none"> - Textbook – Chapter 4 - Visit to the Butterfly Museum

7-8	<p>Children as Liars and Targets of Lies</p> <ul style="list-style-type: none"> - Childhood Lying and Lie Detection and Child Development - Children and Court Testimonies <p><i>Focusing on our responsibility toward our children.</i></p>	<ul style="list-style-type: none"> - Textbook – Chapter 5 - Lee, Kang. <i>Little Liars: Insights from Children's Lies</i>. TEDxUofT 2015. https://www.youtube.com/watch?v=TN8eK24e7KQ - Coxon, Pamela and Tim Valentine. 1997. The Effects of the Age of Eyewitnesses on the Accuracy and Suggestibility of their Testimony. <i>Applied Cognitive Psychology</i> 11, pp. 415-430. <p>Student Presentation – Group 5 Student Presentation – Group 6 Essay is due a week later</p>
9	<p>Self-Deception</p> <ul style="list-style-type: none"> - Why Do We Do It? How Do We Do it? - Advantages & Disadvantages <p><i>Focusing on our responsibility toward ourselves</i></p>	<ul style="list-style-type: none"> - Textbook– Chapter 6 - Beier, Kathi. 2018. Lying and Self-Deception. In Jörg Meibauer (ed.), <i>The Oxford Handbook of Lying</i>. <p>Student Presentation – Group 7 Essay is due a week later</p> <p>Midterm – Online Test</p>
10	<p>Performing Lies and Deceit</p> <ul style="list-style-type: none"> - Low-Stakes Lies vs. High-Stakes Like - Lying vs. Its Blood Relatives <p><i>Revisiting the phenomena and breaking them down further</i></p> <ul style="list-style-type: none"> - Midterm 	<ul style="list-style-type: none"> - Textbook – Chapter 7 - Kaplar, Mary E. and Anne E. Gordon. 2004. The enigma of altruistic lying: Perspective differences in what motivates and justifies lie telling within romantic relationships. <i>Personal Relationships</i> 11, pp. 489-507. <p>Student Presentation – Group 8 Essay is due a week later</p>
11	<p>The Specialists in Lying and Deception</p> <ul style="list-style-type: none"> - Psychological Disorders - Imposters, Identity Thieves, and Con Artists 	<ul style="list-style-type: none"> - Textbook– Chapter 8 - Ekman, Paul. 1996. Why Don't We Catch Liars? <i>Social Research</i> 63, pp. 801-817. <p>Student Presentation – Group 9 Essay is due a week later</p>
12	<p>Lies and Political Leadership</p> <ul style="list-style-type: none"> - What Are Public Lies? What Are the Public's Expectations? - The Leader's Perspective on Lying & Deception and Their Blood Relatives <p><i>Focusing on lying & deception in the public sphere: The oral domain</i></p>	<ul style="list-style-type: none"> - Textbook – Chapter 11 - Dallek, Robert. 2010. Presidential Fitness and Presidential Lies: The Historical Record and a Proposal for Reform. <i>Presidential Studies Quarterly</i> 40, pp. 9-22. <p>Student Presentation – Group 10 Essay is due a week later</p>
13	<p>Unassisted Lie Detection</p> <ul style="list-style-type: none"> - How Do People Detect Lies? How Accurate? - Highly Skilled Lie Detectors and Police Interrogations <p><i>Focusing on humans as agents of deception detection</i></p>	<ul style="list-style-type: none"> - Textbook– Chapter 9

14	<p>Visual Deception in the Public Sphere</p> <ul style="list-style-type: none"> - The Credibility of Visual Images - Manipulating Images and Spotting Fake Ones <p><i>Focusing on lying & deception in the public sphere: The non-verbal domain – Connecting back to non-human deception</i></p>	- Textbook– Chapter 13
15	Catching Up & Wrapping Up	Course Evaluation – Bring your laptops.
16		Midterm – Online Test at Home

University of Florida

Oral Presentation Rubric

	Excellent 91% or better	Good 83% to 89.9%	Adequate 73% to 82.9%	Poor 60% to 72.9%	Failing Less than 60%
Subject Knowledge _____ out of 20 points	Student shows full understanding of the topic and is able to answer class questions with explanations and elaborations. Citations are introduced and attributed appropriately and accurately.	Student shows a good understanding of the topic and is generally able to answer class questions with explanations and elaborations. Most citations are introduced and attributed appropriately and accurately.	Student shows a good understanding of parts of the topic and is often though not always able to answer class questions with explanations and elaborations. Some but not all citations are introduced and attributed appropriately and accurately.	Student shows some understanding of the topic. Class questions are answered with difficulty. Citations are rarely introduced or attributed appropriately and accurately.	Student does not seem to understand the topic very well. Student is not able to answer class questions. Citations are either non-existent or are introduced and attributed inaccurately.
Organization _____ out of 20 points	Student presents ideas in logical, interesting sequence which audience can follow. Within one minute of allotted time.	Student presents ideas in logical sequence which audience can follow. Within two minutes of allotted time.	Student presents ideas in a sequence that is not always logical making it difficult for audience to follow. Within three minutes of allotted time.	Student rarely presents ideas in a clear sequence. Within four minutes of allotted time.	There is hardly any logical sequence for the presentation. Five or more minutes above or below allotted time
Visual Aids _____ out of 20 points	Student's visual aids are relevant; they explain and reinforce the presentation and make it more interesting and more meaningful.	Student's visual aids are relevant; they explain and reinforce the presentation.	Student's visual aids are often relevant and help explain and reinforce the the presentation.	Student occasionally uses visual aids that support the presentation.	Student uses superfluous visual aids or no visual aids.
Delivery _____ out of 20 points	Student maintains eye contact with audience, seldom returning to notes. Student uses a clear voice and all audience members can hear.	Student maintains eye contact with audience most of the time and seldom returning to notes. Student uses a clear voice and all audience members can hear.	Student often maintains eye but frequently returns to notes. Student's voice is clear and most audience members can hear.	Student occasionally uses eye contact, but still reads mostly from notes. Student's voice is low and audience members have difficulty hearing.	Student makes no eye contact and only reads from notes. Student mumbles or speaks too quietly for audience in the back of class to hear.
Discussion _____ out of 20 points	Student provides at least two discussion questions relevant to the reading assignment. The questions connect the readings to some larger issue that go beyond their content and facilitate insightful class discussion.	Student provides at least two discussion questions relevant to the reading assignment. The questions connect the readings to some larger issue that go beyond their content, but at least one of them does not easily facilitate insightful class discussion.	Student provides at least two discussion questions relevant to the reading assignment. Only one question connects the readings to some larger issue that go beyond their content, but it does not easily facilitate insightful class discussion.	Student provides at least two questions, but they are primarily plot questions.	Student provides only one discussion question, but it is primarily a plot question or not relevant to the text.

Total: _____ out of 100 points

Writing Rubric

	Excellent 90% or better	Good 83% to 89.9%	Adequate 73% to 82.9%	Poor 60% to 72.9%	Failing Less than 60%
Content ____ out of 100 points	Significant controlling idea or assertion supported with concrete, substantial, and relevant evidence.	Controlling idea or assertion supported with concrete and relevant evidence.	Controlling idea or assertion general, limited, or obvious; some supporting evidence is repetitious, irrelevant, or sketchy.	Controlling idea or assertion too general, superficial, or vague; evidence insufficient because obvious, aimless, or contradictory.	No discernible idea or assertion controls the random or unexplained details that make up the body of the essay.
Development ____ out of 50 points	Order reveals a sense of necessity, symmetry, and emphasis; paragraphs focused and coherent; logical transitions reinforce the progress of the analysis or argument. Introduction engages initial interest; conclusion supports without repeating.	Order reveals a sense of necessity and emphasis; paragraphs focused and coherent; logical transitions signal changes in direction; introduction engages initial interest; conclusion supports without merely repeating.	Order apparent but not consistently maintained; paragraphs focused and for the most part coherent; transitions functional but often obvious or monotonous. Introduction or conclusions may be mechanical rather than purposeful or insightful.	Order unclear or inappropriate, failing to emphasize central idea; paragraphs jumbled or underdeveloped; transitions unclear, inaccurate, or missing. Introduction merely describes what is to follow; conclusion merely repeats what has been said.	Order and emphasis indiscernible; paragraphs typographical rather than structural; transitions unclear, inaccurate, or missing. Neither the introduction nor the conclusion satisfies any clear rhetorical purpose.
Style ____ out of 25 points	Sentences varied, emphatic, and purposeful; diction fresh, precise, economical, and idiomatic; tone complements the subject, conveys the authorial persona, and suits the audience.	Sentences varied, purposeful, and emphatic; diction precise and idiomatic; tone fits the subject, persona, and audience.	Sentences competent but lacking emphasis and variety; diction generally correct and idiomatic; tone acceptable for the subject.	Sentences lack necessary emphasis, subordination, and purpose; diction vague or unidiomatic; tone inconsistent with or inappropriate to the subject.	Incoherent, rudimentary, or redundant sentences thwart the meaning of the essay; diction nonstandard or unidiomatic; tone indiscernible or inappropriate to the subject.
Usage ____ out of 25 points	Grammar, syntax, punctuation, and spelling adhere to the conventions of "edited American English."	Grammar, punctuation, syntax, and spelling contain no serious deviations from the conventions of "edited American English."	Content undercut by some deviations from the conventions of "edited American English."	Frequent mistakes in grammar, syntax, punctuation, and spelling obscure content.	Frequent and serious mistakes in grammar, syntax, punctuation, and spelling make the content unintelligible.

Total: _____ out of 200 points