

PSYCH 334: Laboratory in Social Psychology

Summer 2024

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Welcome to PSYCH 334! PSYCH 334 will provide an overview of how to conduct experimental research in social psychology. The course will progress through all stages of the research process, from idea generation to presentation of findings. You will complete weekly assignments on social psychology methodology and design. Additionally, you will run a social psychology research project that will be presented to the class at the end of the quarter and submitted as a research paper.

Learning Goals

- Develop a testable social psychological research question based on your own interests.
- Turn social psychological research questions into testable experiments.
- Learn how to analyze social psychology experimental data.
- Develop scientific writing and presentation skills.
- Successfully collaborate with others in class.
- Use feedback to improve all stages of the research process.
- Develop greater skill in evaluating social psychological research and practices.

Class Schedule

Mondays and Wednesdays: 10:20am – 12:20pm in Guthrie 211

Fridays: 10:20am – 12:20pm in Guthrie 211

Mondays and Wednesdays will be dedicated to lectures, group discussions, and activities to help you learn and practice that week's research skills. On Fridays, you will have optional "open lab time" to complete the weekly assignments and/or work on your research projects with the help of peer facilitators. A few Fridays may be used for lecture time, if necessary (see course schedule below).

Office Hours

Wednesdays 12:30pm – 1:30pm in Guthrie 232 or by email appointment

Office hours are a great time to talk through the research and design process for your class projects. Research is a collaborative process that will improve greatly the more time you spend thinking and discussing your research question. Come to office hours with any questions or ideas, even if you just want to talk through your project and use me as a

sounding board! I also welcome students who want to chat about navigating college and post-grad options. You do not need to tell me that you're coming! You may contact me via email or by sending me a message through the course Canvas page. I aim to respond to messages within 36 hours. If for some reason you do not hear back from me, please send me a reminder.

Course Textbook

Dunn, D. Research Methods for Social Psychology, 2nd Ed. (optional – I will provide all readings on Canvas)

Grading

This quarter we will be *ungrading*, a process where we focus more on learning than a specific grade. Why? Each of you comes to the class with your own strengths and goals about what you want to achieve this quarter. Part of *ungrading* is motivating you to keep focused on those goals instead of achieving a numeric score. This also lets me focus on providing you with specific feedback throughout the quarter.

The first step in this process will be for each of you to turn each learning goal listed above into S.M.A.R.T. (Specific, Measurable, Achievable, Relevant, Time-bound) goals for what you want to get out of the course. We will revisit these goals throughout the quarter and do regular check-ins. These goals help you and me evaluate your performance, efforts, and progress throughout the quarter.

There will be lots of opportunities for feedback from me and others. At the end of the quarter, you will submit a reflection of your learning and assign yourself a grade based on your evaluation of how well you achieved each goal. Note that this does not mean you will get the exact grade you assign yourself, however I will not edit your final grade without first talking to you. There should not be any “unpleasant surprises.” In my experience, students are more likely to be too hard on themselves than to be too generous.

As always, students are expected to comply with the highest academic standards by using appropriate citations and not plagiarizing. The university policy on academic honesty can be found here: <http://depts.washington.edu/grading/conduct/honesty.html>

Course Structure

The course will consist of the following activities:

- Class Engagement (10%)
- Lab Assignments (20%)
- Project Assignments (20%)
- Final Class Presentation (10%)
- Final Project Paper (40%)

The percentages reflect the relative weight that each component of the course should have in your (and my) overall evaluation of your progress in the course.

Throughout the course I will leave feedback and comments on your work to help you improve. Because I will not be assigning grades for each assignment, taking time to go over feedback and asking questions whenever you feel stuck will be important to progressing in the course.

Class Engagement

Engagement involves attending lectures, doing the required readings prior to class, contributing to discussions and other activities, and actively listening to your peers. Activities in class will require knowledge of the day's readings, so please keep on top of readings to participate. Your engagement is not only an important part of your learning, but it will also contribute to the learning of your peers. I will strive to measure engagement broadly, valuing multiple styles of learning and contributing. As members of our learning community, each of us has a responsibility to create an environment in which we can all learn from each other.

Note: As this is a small class even one person being absent will greatly affect class discussions. Attendance is expected. If for some reason you are unable to attend class, please let me know as soon as possible.

Weekly Lab Assignments

Each week's topic will correspond to a lab assignment. Lab assignments will be posted on Canvas on the Monday of each week. The lab assignments will be due on Fridays by 5pm via Canvas.

Primary Research Project

You will be expected to conceptualize and carry out a primary research project, including designing an experiment, collecting data (minimum of 40 participants), writing a scientific paper, and presenting findings to an audience. The project will be broken into weekly assignments and the topics presented during lecture will correspond to your project in the research project. Weekly project assignments will be due on Sundays by 5 pm via Canvas. You are encouraged to plan ahead, as workload will be heavier at the end of the quarter. Staying on track with deadlines will ease the load on you during finals week.

Final project papers will be assessed according to (a) quality of research (b) coherence of argument and (c) organization. Papers should be written using APA style 7th edition (resources on Canvas), and students are expected to comply with the highest academic standards by dealing with human subjects and data in an ethical manner, not plagiarizing, and using appropriate citations. Final paper deadline: Friday Aug 16th 5 PM

The last week of the quarter will be devoted to research talks, and all students will be required to deliver a 7-10 minute slide presentation accompanied by ~3 minutes of Q&A from the audience.

A note on deadlines and late work:

I will not penalize you for turning in late work. However, deadlines are a way for me to ensure that I give everyone meaningful feedback in a timely manner. In a course like this, falling behind on deadlines will have a cumulative effect and will make it difficult to progress with the rest of the class. I understand that unforeseen circumstances happen and you may not be able to turn in every assignment on time. In these cases, turning in work late is better than not turning it in at all.

Diversity, Equity, and Inclusion

It is important to me to create a learning environment for my students that empowers and validates thoughts, perspectives, and experiences from students who are from groups often marginalized and underrepresented in academia, and to make the classroom space a place where people feel comfortable bringing in (to the extent that they want to) all identities. I intend to present materials and activities that are respectful and include research on and by groups traditionally marginalized in psychology and academia. If you find offensive material or terminology in the readings that is offensive, please let me know. I also intend to have you be active participants in constructing the class and making decisions. I hope to give space for others to speak and not monopolize the conversation. If you observe or hear something that is or might be harmful to you or others, please feel free to say something publicly or privately. As the instructor, I commit to addressing it in a non-defensive way and to holding space for repair. Furthermore, I ask that my students respect each other's individual differences and engage respectfully in discussions, especially those concerning diverse worldviews and ideologies.

Disability Accommodations

I welcome the opportunity to work with any students with disabilities in this class to ensure equal access to the course. To request official academic accommodations due to a disability, please contact the Disability Resources for Students (DRS) by submitting an online form here: <https://depts.washington.edu/uwdrs/>. If you need accommodations for requests that are not supported through DRS (e.g., chronic health issues, non-physical disabilities, family emergencies), please contact me directly!

Religious Accommodations

I welcome the opportunity to work with any students with religious conflicts (i.e., accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities) in this class to ensure equal access to the course. UW's policy, including request instructions and form, is available here: <https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/> Accommodations must be requested within the first two weeks of this course.

Schedule of Topics & Readings

WEEK 1: Introduction

Monday, June 17 – Introduction to Class and Review of Social Psychology

Wednesday, June 19 – Juneteenth (No class)

Friday, June 21 – Reading Journal Articles

Readings due:

- Chapter 2. Developing Research Topics in Social Psychology, pages 34-44
- Jordan, C. H., & Zanna, M. P. (1999). How to Read a Journal Article in Social Psychology. In R. F. Baumeister (Ed.), *The Self in Social Psychology* (pp. 461-470). Philadelphia: Psychology Press.
- Monin, B., Sawyer, P. J., & Marquez, M. J. (2008). The rejection of moral rebels: Resenting those who do the right thing. *Journal of Personality and Social Psychology*, 95(1), 76-93.

Optional readings:

- Chapter 1. Studying Social Psychology

Homework:

- *Lab homework:* Online Experiment Worksheet
- *Project homework:* Outline of Interest Area

WEEK 2: Starting the Research Process

Monday, June 24 – Asking a Research Question

Readings due:

- Chapter 2. Developing Research Topics in Social Psychology, pages 20-31
- McGuire, W. J. (1997). Creative hypothesis generating in psychology: Some useful heuristics. *Annual Review of Psychology*, 48(1), 1-30.
- Nzinga, K., Rapp, D. N., Leatherwood, C., Easterday, M., Rogers, L. O., Gallagher, N., & Medin, D. L. (2018). Should social scientists be distanced from or engaged with the people they study?. *Proceedings of the National Academy of Sciences*, 115(45), 11435-11441.

Wednesday, June 26 – 1-on-1 Meetings with Rachel to Develop Research Questions and Goals

Homework:

- *Lab homework:* Developing Research Questions Worksheet
- *Project homework:* Research Question and Hypothesis
- Submit Learning Goals (due Sunday 5pm)

WEEK 3: Developing Your Research Question

Monday, July 1 – Literature Searches

Guest Lecture: Diana Louden (Psychology Librarian)

Optional readings:

- Reed, J. G., & Baxter, P.M. (2006). Bibliographic Research. In F. T. L. Leong & J. T. Austin, *The Psychology Research Handbook*. (pp. 41-58). Thousand Oaks, CA: Sage.

Wednesday, July 3 – Designing Studies

Readings due:

- Chapter 4. Basic Experimental Design
- Chapter 7. Introducing Difference: Independent Variables

Homework:

- *Lab homework:* PsycINFO Lit Search Worksheet
- *Project homework:* Relevant Literature

WEEK 4: Designing Study Materials

Monday, July 8 – Writing Good Questions

Readings due:

- Chapter 6. Developing Questionnaires and Surveys
- Chapter 8. Measuring What Happens: Dependent Variables

Optional readings:

- Tips for Writing Questionnaire Items (Office of Educational Assessment Handout)

Wednesday, July 10 – 1-on-1 Meetings with Rachel to Develop/Discuss Methods

Homework:

- *Lab homework:* Questionnaire Design Worksheet
- *Project homework:* Methods & Materials
- Learning Goal Assessment 1 (due Sunday 5pm)

WEEK 5: Collecting Data

Monday, July 15 – Running Experiments & Qualtrics Tutorial

Readings due:

- Chapter 10. Conducting Social Psychology Experiments: Practical Matters, pages 250-260

Optional readings:

- Chapter 9. Validity and Realism in Research

Wednesday, July 17 – Open Lab in Qualtrics

Homework:

- *Lab homework:* Qualtrics Programming and Worksheet
- *Project homework:* Qualtrics Questionnaire

****Reminder: You will be bringing in a draft of your Introduction for peer review next Wednesday!****

WEEK 6: Writing

Monday, July 22 – Writing an Introduction

Readings due:

- Calderón, R. F., & Austin, J. T. (2006). Writing in APA Style: Why and How. In F. T. L. Leong, & J. T. Austin. *The Psychology Research Handbook*. (pp. 345-359). Thousand Oaks, CA: Sage.

Optional readings:

- Oppenheimer, D. M. (2006). Consequences of erudite vernacular utilized irrespective of necessity: problems with using long words needlessly. *Applied Cognitive Psychology*, 20, 139-156.

Wednesday, July 24 – Writing and Re-writing

****Bring a draft of your Introduction to class (double-spaced, 1-2 pages)!****

Readings due:

- Misuse of Words in Scientific Writing: Jargon and Circumlocutions (Handout)

Optional readings:

- Silvia, P. J. (2007). How to write a lot: A practical guide to productive academic writing. Washington, DC: American Psychological Association. (Chapters 5 and 6)

Homework:

- *Lab homework:* Constructing Introductions (may be optional - TBD)
- *Project homework:* N/A
- Learning Goal Assessment II (due Sunday 5pm)

WEEK 7: Managing Data & Analyzing Data

Monday, July 29 – SPSS I

Readings due:

- Chapter 11: Data Analysis, pages 277 – 281

Wednesday, July 31 – SPSS II

Readings due:

- Chapter 11: Data Analysis, pages 281 - 287

Friday, August 2 – SPSS: Analyzing your own data **** Bring your own data to class!****

Homework:

- *Lab homework:* Analyzing Data
- *Project homework:* Introduction

WEEK 8: Visualizing Data & Presenting Research

Monday, August 5 – Graphing in Excel and Reporting Results in APA style

****Bring your own data to class to analyze & graph!****

Readings due:

- Reporting Results of Common Statistical Tests in APA Format (Handout)

Wednesday, August 7 – Presenting Research and Sample Project Presentations

Guest research presentation: Annie Xu (Ph.D. student)

Readings due:

- Chapter 12. Presenting Social Psychological Research, pages 291 - 311

Homework:

- *Lab homework:* N/A
- *Project homework:* Results and Discussion

WEEK 9: Final Presentations

Monday, Aug 12 – 1-on-1 Meetings with Rachel to Receive Feedback on Project Presentations

Wednesday, Aug 14 – Final presentations!

Homework:

- Final Paper (including Abstract)
- Final Learning Goal Assessment

PAPER & FINAL ASSESSMENT DUE: Friday, Aug 16th by 5pm on Canvas