

Fall 2021
PSYC 396 – Laboratory in Social Psychology, Section 30/31A
Wednesdays from 9:30 – 12:20 PM

Instructor: Daniel R. Berry, PhD
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Pronouns: he/him/his

Course Website: ([Website Link](#))
Office Hours: Tuesdays 10:00am-1:00pm
[Office Hours Link](#)

COURSE OVERVIEW

Welcome to Laboratory in Social Psychology! This course is designed to introduce you to a broad range of methodological tools and approaches that social psychologists employ in answering questions about human social behavior. We will consider the strengths and weaknesses of various methodologies, types of experimental designs, tools of data collection, and data analysis techniques using the statistics software SPSS. In addition, you will receive hands-on experience with several of these research approaches and data analysis techniques. After completing this course, you should be able to think and behave as a psychological scientist. Specifically, you should be able to 1) design and conduct research studies, 2) critically analyze and interpret research results, and 3) write an APA style research report.

PROGRAMMATIC STUDENT LEARNING OUTCOMES:

PSLO 1: Describe the major concepts theories, empirical findings, historical trends in psychology and their application to behavioral and mental processes.

PSLO 2: Describe the scientific approach to psychology and apply basic research methods in psychology, including research design, quantitative analysis, interpretation and reporting in APA format.

PSLO 3: Apply creative and critical thinking and employ skeptical inquiry to addressing issues and solving problems related to psychological phenomena.

PSLO 4: Demonstrate the ability to independently locate, identify, and critically evaluate scholarly literature in the discipline of psychology.

PREREQUISITES:

You must have earned a “C” or better PSYC 100, PSYC 220, PSYC 230, AND PSYC 332. It is recommended, however, that you take this course if you have earned a “B” or better in these prerequisite courses. Previous experience preparing spreadsheets and analyzing data using SPSS is recommended. To successfully complete this course, it is necessary for you to use PsycARTICLES, PsycINFO, and/or other electronic databases to find relevant research articles.

COURSE STUDENT LEARNING OUTCOMES:

Upon completing this course, students will be able to:

1. Critique classic and contemporary empirical articles in social psychology. Students will be able to go beyond common critiques of “small sample size” and “generalizability,” and should focus rather on threats to construct, internal, and external validity, research design, data analytic approaches, and measurement issues to name a few.
2. Choose and compute correct statistical analyses and organize/maintain datasets.
3. Design materials for and conduct data collection for a field study and an online experiment.
4. Compose an APA-style manuscript for a broad audience detailing the rationale, methodology, and findings of the studies one conducted.
5. Discuss and contrast historical trends and best practices for ethical treatment of human participants. Students will be able to discuss beyond our responsibilities to our participants; student will also demonstrate competency in scientists’ responsibilities to the public (e.g., identifying questionable research practices).

All told, students will live the life of a scientist in this course, conceiving a research question, designing two studies (one field and one online experiment), carrying out data collection on those studies, analyzing the data from those studies, and writing an APA-style empirical manuscript.

WHAT YOU CAN EXPECT FROM CLASS

CLASS FORMAT:

One half of class meetings will be asynchronous video-recorded lectures and the other half will be virtual activities, labs, and discussions. During video-recorded lectures, the instructor will cover key concepts in the course. These lectures will be posted on Mondays. You may engage with them at a time that is convenient for you, but this class is not at your own pace. The labs will be held synchronously on Wednesdays. During synchronous labs, I will invite students to ask questions, discuss contentious issues, and engage in small learning activities. Activities will give you the opportunity to work on class assignments with the help of the instructor. Labs will be accompanied by a guided lab handout to work through in pairs or groups. Finally, discussions represent an opportunity to read, critically evaluate, and discuss empirical research articles in social psychology. It is especially important for you to engage with these “hands-on portions” of the course; although participation is not graded in this course, active participation is required to perform well on assignments. Note: I understand that these are unusual times, and as such you may not be able to attend live lectures. Thus, I will also record and post our lecture from that day. The issue is that after the first five weeks of the semester, most of your learning in lab is done in teams (e.g., designing a study, creating materials, collecting data). In the past, students have used this time to work with their groups to improve their group projects in break out rooms. The instructor is available for questions during this time. Therefore, I recommend attending these labs and only using the recording for reviewing notes prior to exams. **This course requires an average of 8-9 hours of work per week outside of class. In previous semesters, most students have reported that they spent 8-9 hours per week outside of class on readings, completing assignments, and reviewing notes. More than one quarter of students reported spending more than 10 hours per week on these tasks.**

CLASS EXPECTATIONS:

Come prepared. Complete all recorded lectures and readings and come to lab after thinking about the material. Be prepared to take notes. Check Cougar Courses regularly.

Contribute. Come to class prepared with questions from the recorded lecture and readings. All questions will be respected. Please, share your unique perspective with the class! It is an opportunity to demonstrate your competence, help clarify the material for others, and promote an engaging classroom environment.

Be respectful. People relate to psychological theories and concepts in different ways. Please remain open and respectful to alternative perspectives of the course material. I expect you to challenge ideas. Use reason and evidence to challenge ideas presented in this class. Hate speech, cyberbullying, and forms of speech that are not protected by the First Amendment will not be tolerated in this course. CSUSM has outlined [Definitions of Free Speech Here](#). Your peers may also learn difficult content at a different pace than you. Please be respectful of peer's questions for clarification and feel welcome to offer your perspective if you believe that you can help clarify or answer a peer's question.

Workload statement. This is a 16-week online course, and therefore, per CSUSM unit load policy, you can expect to spend a *minimum* of 8-9 hours per week on this course. This workload will include weekly lectures, writing assignments, reading, studying, etc. This course includes synchronous components. This means that the course meets as a group at specific times each week or at set times some weeks. Just as you are expected to attend and participate in classes that meet in person, you are expected to attend and participate in the virtual course. You should attend on time and stay in attendance for the duration of the class. We encourage you to have your camera on and actively engage in class sessions. In addition, you will have deadlines for your work that you must meet. The class is NOT self-paced. Make sure you have the dedicated time and resources to attend class, do all of the assigned work, and meet all deadlines. Learn more about the [CSUSM credit hour](#) policy for online courses.

COURSE POLICIES:

Academic honesty. Academic dishonesty is a bad scene; don't go there. Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the [Student Academic Honesty Policy](#). All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

You are responsible for honest completion and representation of your work. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action will include assigning a grade of zero on assignments with infractions, and all cases will be referred to the Dean of Students Office.

Collaborative work. When completing assignments, it will be useful (and in some cases necessary) to confirm your logic, phrasing, and formatting with classmates. You may not share or copy answers. Sharing answers or discussing assignments outside of this forum is prohibited. Collaboration however is expected for lab activities, discussions, the proposal, and final APA-paper. In fact, you will be assigned a team to work with throughout the semester on your research projects! It is expected that you will have similar assignments to your peers, but your writing should be your own.

Meeting course requirements. Generally, the only reasons I consider legitimate for missing a class or lab assignment deadlines are medical illness or personal/family emergencies that require you to leave school. Oversleeping, heavy workload, forgetfulness, and lab assignment disappearance (e.g., computer meltdowns) will

not be considered legitimate failures to meet course requirements. **Late assignments will be accepted with a 20% deduction from the point total, and should be turned in during the following class. Assignments turned in after this date will receive a grade of 0 and will not receive feedback from the instructor.** This standard is designed to prevent you from getting behind in your work. In general, I do not require documentation for the first missed assignment. I understand that getting sick is expensive and time consuming, and often it is inconvenient or financially risky for students to seek documentation for illnesses or family emergencies. If missed lab assignments become habitual, however, I will ask for documentation. At the point of a second late assignment at any time during the semester, I will request that you meet me in office hours to discuss this matter.

Make-up exams. You are expected to take each exam as listed on the schedule of topics. Make-up exams will be available only for those students with legitimate, documented excuses, with arrangements made prior to the scheduled exam date. An exception to this rule would be something like you got into an accident the morning of the exam that would preclude you from getting in touch with me in advance.

Email communication. Your instructor will respond to your emails and questions sent outside of class time within one business day. Please note that emails received after 5PM Pacific Standard Time are recorded as being received on the following business day. Thus, if you have an assignment due on Monday, and you email your instructor a question about it after 5PM on Friday, there is no guarantee that your instructor will respond to your email by Monday before the assignment is due. Emails received after 5PM on Fridays and before 5PM on Mondays will receive a response by 5PM on Tuesday. Emails received after 5PM on Thursday and before 5PM on Friday will receive a response by 5PM on Monday.

Class materials and Cougar Courses. Recorded lectures and lab handouts will be posted the week prior to the class meeting time. Lab homework will be posted one week or more prior to its due date. Exams will be posted for a limited time on the day that they are due. Typically, they are posted for the entire day.

Graded assignments. Graded assignments will be returned no later than one week after they are due. Please note that the instructor will grade your assignments and will email you your grade. All grade inquiries should be sent to the instructor (see below)

Grade change inquiries and the 24-hour rule. In some circumstances, there may be errors in grading. These include, but are not limited to, scoring a correct answer as incorrect, assignment questions with no answer or ambiguous language, or assignment questions with multiple answers. I recognize that accepting feedback can be tough. It is normal to feel frustrated, angry, sad, guilty, etc. when one fails to meet their expectations. (It is also normal to feel proud or happy when you meet or exceed your expectations.) Thus, after returning grades, I require a 24-hour grace period for you to review my feedback before you can raise questions about the grade. Use this grace period to dwell on this feedback, and after 24 hours it is time for you to make a plan about how you are going to use the feedback. If you did particularly well on your assignment, you might plan to use the same study habits that helped you to earn the grade on the last assignment. If you thought you could do better, you might consult with peers or your instructor about study habits, for example. If you believe that you were graded unfairly, please tell the instructor. To inquire about a grade, please email the instructor and (1) list the question or questions that you believe were graded incorrectly or unfairly. (2) You should also tell the instructor why you thought the answer you gave was correct, with supporting evidence from lectures or class discussions. I take this feedback seriously and aim to treat everyone fairly in this course. Inquiries that are sent within 24 hours of the moment the assignment is returned, will not receive a response. To limit the number of inquiries at the end of the semester, inquiries must be made within two weeks of receiving the feedback. I will review your inquiry and respond by the next business day.

Grade changes will be made immediately and reflected in the gradebook on Cougar Courses. Your decision to submit a grade change inquiry will not affect how I evaluate you on future assignment.

Grade grubbing. Grade grubbing is an act of asking for a grade to be raised for no legitimate reason. As described in the Grade change inquiry and the 24-hour rule section, feedback can be tough. Unless there is a clear evidence of error in calculating or assigning a grade, I will not respond to inquiries for your grade to be raised for no legitimate reason.

RESOURCES:

Writing Requirement. As stated in the course catalog, all CSU students must demonstrate competency in writing skills as a requirement for graduation. This requirement mandates that every course at the university must have a writing component of a least 2500 words (approximately 10 pages). The writing requirement in this course will be satisfied through lab reports, discussions, a research proposal, and a full-length APA-style empirical manuscript. Need help writing? Visit the [WRITING CENTER](#).

The Psychology Academic Resource Lab (PARL). is located in SBSB 1206 and is available for one-on- one tutoring help in statistics. (PARL also has some online hours.) Check their website for the hours that the lab is staffed at [PARL WEBSITE](#). Their schedule has also been posted in Cougar Courses. PARL is a resource for all undergraduate students in psychology and the social sciences. The purpose of the PARL is to provide academic support for enhancing quantitative, computing, writing, biological, and research methodology skills that are essential to psychology. The PARL also offers a variety of specialized computer programs and tutorials on statistics, research methods, psychometrics, and the biological bases of behavior.

Statistics Help. Again, PARL can help! Psychology graduate students staff the lab, which will be available particular hours during each semester on a drop-in basis. The graduate students also provide individual attention for academic consultation. Finally, several workshops are held each semester that include writing APA style papers and how to apply to graduate school. You can also check out the Statistics Help website in the CSUSM Psychology Department: [STATISTICS HELP](#)

Accommodations for Students. Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DDS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality. Should you have any questions about services provided through Disabled Student Services, please call 760-750- 4905 or go to http://www.csusm.edu/dss/handbooks/student_book.html

Additional resources.

- If you require support for hardware issues (computer, webcam, etc.) or with any software tools (Cougar Courses, Zoom, etc.), please visit [IITS For You Student page](#).
- If you need technology items for your coursework (laptop, webcam, wireless hotspot, etc.), please visit [IITS For You Appointment page](#).

- The new [USU](#) computer lab offers computer access and free printing. The lab is open Monday-Friday 10:00 am-4:00 pm and the computers are cleaned after every use for your safety. The computer labs on the 2nd and 3rd floors of Kellogg Library are closed.
- Cougar care network. <https://www.csusm.edu/ccn/index.html>
- Campus COVID Guidelines. https://www.csusm.edu/shs/resources/covid_19campusresourcesguides.html
- What to do if I have a positive COVID Case. Please let your instructor know that you are ill and how long you plan to be away from school. You do not need to disclose to me your specific illness, but to prevent further exposure to our learning committee, please report your positive COVID case here: <https://www.csusm.edu/csusmasone/contact/report-case.html>

*****ADDITIONAL RESOURCES POSTED AT END OF SYLLABUS*****

HOW YOU WILL BE EVALUATED

You will be evaluated in six ways in this course: (1) two brief empirical lab reports, (2) four sets of discussion questions, (3) two exams, (4) one research proposal, (5) one APA style empirical manuscript, (6) and four group activities.

LAB REPORTS:

On weeks in which Wednesday classes are referred to as “Lab,” the instructor will provide you with a lecture on performing a statistical analysis in SPSS, and you will perform that analysis on data posted on cougar courses. The following week, you will return to lab to work on the lab report with your instructor and your peers. If your work is done, it could be a good time to meet with your groups to discuss your final projects. By the end of that day, you will turn in a written (2-3 page) report of your findings, including title page, introduction, method, results, discussion, and reference(s) sections. Please see the Lab Reports Handout and Grading Rubric on Cougar Courses for more details. There will be **two lab reports** worth 100 points each.

DISCUSSION QUESTIONS:

On weeks in which Wednesday classes are referred to as “Discussion,” each student is asked to contribute **two discussion questions** based on each set of weekly readings. Students are also required to comment on one of their peer’s discussion questions. These questions are meant to focus your thinking on research methodology. Your objective in this assignment is to critically evaluate one or more of the empirical papers that are assigned for that week. You will post your discussion questions in a forum available on cougar courses. They are due by 11:59 PM on Wednesdays. Given that the discussion will take place “outside” of regularly scheduled meeting days, Thursday labs during discussion weeks will be “free labs” for you to meet with classmates and discuss the progress of your final project. There are **four discussion days** total and each set of questions you turn in is worth **12.5 points**. Please see the grading rubric below for details about how discussion questions are graded.

Discussion Question Grading Breakdown:

12 – 12.5 Points: great! Questions were very relevant to a class concept, insightful, and critically evaluated the methods, results, and/or claims of one or more of the reading.

10 – 11.9 Points: good; questions were very relevant to a class concept and critically evaluated the methods, results, and/or claims of one or more of the reading.

8 – 9.9 Points: average; questions were somewhat relevant to a class concept and evaluated the methods, results, and/or claims of one or more of the reading.

7 – 7.9 Points: below average; questions were not relevant to any of the discussed topics and superficially evaluated the methods, results, and/or claims of one or more of the readings.

0 Points: did not turn in an entry on time.

GROUP ACTIVITIES:

On weeks in which Wednesday classes are referred to as “Activity,” students will complete in-class activities with their assigned groups. These activities include preparation of study materials for a field study and a lab-based experiment, peer reviewing, and a PowerPoint presentation. Each of these **three lab activities** accounts for **16.7 points** toward your final grade. Please see Activity Rubrics on Cougar Courses for more details.

EXAMS:

The material in this course is acquired gradually because new material builds on previously learned concepts. It can be very difficult to cram for these exams. Thus, it is important to read your assignments before class and complete your work on time. You should also try to keep your notes and assignments clear, organized, and legible, as these resources may be valuable on exams and assignments. You may use assignments and feedback on the exams. This by no means indicates that the exams are easy—they will be fair but challenging. In fact, you should try to rely on minimal resources when taking the exams. Otherwise, you will spend too much time looking for information in the study guide and not finish the exam.

You will take **two exams** in this course. Exams will include multiple choice questions, but most of the test will include interpreting and expressing (in writing) what statistical results mean and critical evaluation of research methodologies. Each exam is worth 200 points toward your final grade.

APA-STYLE EMPIRICAL MANUSCRIPT:

You will write two APA style papers in this class. The first paper will be a research proposal for a two-study project that we will complete later in the semester. The first study will be a field study and the second will be a laboratory-based experiment. This paper will include a title page, one abstract, one introduction, two methods sections, two expected results, and one references sections. The second paper will expand on the first by adding two results sections (based on data that we collect as a class), two interim discussion sections, and a general discussion section. The proposal is worth **50 points** toward your final grade, and the full-length manuscript is worth **250 points** toward your final grade. You will also be expected to submit a rough draft and actively participate in the peer review lab as part of your grade. Although you will conduct most of this work in groups of 4-6 students, these papers are to represent your own work. The purpose of this project is to get you to think, talk, and behave as a psychological scientist. For more details about this project please see the APA Style Empirical Manuscript Guidelines and Rubric available on cougar courses.

GRADING SYSTEM

The table to the right details the total points available in this class. I believe that students improve with frequent, detailed, and fair feedback. Thus, your instructor will grade assignments quickly but carefully before returning them to you. In general, you can expect an average of a one-week turnaround on assignments. You can find your grades posted on the class website (Cougar Courses). Should you have any questions about your grades, Dr. Berry encourages you to share your concerns.

Assignment	Points	Percent
2 Lab Reports	200	20%
4 Discussion Questions	50	5%
3 Group Activities	50	5%
2 Exams	400	40%
2 APA Style Papers	300	30%
Total	1000	100%

GRADE DISTRIBUTION:

Points	Letter Grade	Points	Letter Grade
950 – 1000	A	730 – 759	C
900 – 949	A-	700 – 729	C-
860 – 899	B+	660 – 699	D+
830 – 859	B	630 – 660	D
800 – 829	B-	600 – 629	D-
760 – 799	C+	0 – 599	F

COURSE DUE DATES

Date	Assignment	Topic	Time Due
9/8	Lab Report I: Chi-Square	Does Mindfulness Increase Prosocial Behavior?	11:59 PM
9/22	Lab Report II: ANOVA	Does Winning the Lottery Make you Happier?	11:59 PM
10/6	Research Proposal	Does Social Class Predict Prosociality?	11:59 PM
10/13	Activity I: Materials for Field Study	Does Social Class Predict Prosociality?	11:59 PM
10/13	Exam I		11:59 PM
10/27	Discussion Questions I	Coding and Experience Sampling	11:59 PM
10/27	Activity II: Materials for Experiment	Does Social Class Predict Prosociality?	11:59 PM
11/3	Discussion Questions II	Social Neuroscience	11:59 PM
11/10	Discussion Questions III	Responsible Conduct of Research	11:59 PM
11/17	Discussion Questions IV	Meta-Science	11:59 PM
11/29	Draft APA Style Empirical Manuscript	Does Social Class Predict Prosociality?	11:59 PM
12/1	Activity III: Peer Review	Does Social Class Predict Prosociality?	11:59 PM
12/8	Final APA Style Empirical Manuscript	Does Social Class Predict Prosociality?	11:59 PM
12/15	Exam II		11:59 PM

LECTURES AND ASSIGNED READINGS

*Readings are listed in the order that you should read them

A. Having and Testing Ideas

Week 1

Recorded Lecture 8/30/2021

Topics: *course overview, creativity and the emergence of research ideas, philosophy of science and testing ideas.*

Required Readings:

1. Sapolsky, R. (1997, November). On the role of upholstery in cardiovascular physiology. *Discover*, pp.58, 62, 66.

Recommended Readings:

1. Popper, K. (1991/1934-1935). The logic of discovery (selections). In R. Boyd, P. Gasper & J.D. Trout (Eds.), *Philosophy of Science* (pp. 99-119). Cambridge, MA: MIT Press.
2. McGuire, W. J. (1973) The yin and yang of progress in social psychology: Seven koan. *Journal of Personality and Social Psychology*, 26, 446-456.
3. McGuire, W. J. (1997). Creative hypothesis generating in psychology: Some useful heuristics. *Annual Review of Psychology*, 48, 1-30.
4. Nisbett, R.E. (1990). The anti-creativity letters: Advice from a senior tempter to a junior tempter. *American Psychologist*, 45, 1078-1082.
5. Cacioppo, J. T. (2004). Common sense, intuition, and theory in personality and social psychology. *Personality and Social Psychology Review*, 8(2), 114-122.
6. Gergen, K. J. (1973). Social psychology as history. *Journal of Personality and Social Psychology*, 26(2), 309-320.
7. Kruglanski, A. W. (2001). That "vision thing": The state of theory in social and personality psychology at the edge of the new millennium. *Journal of Personality and Social Psychology*, 80(6), 871-875.
8. Meehl, P. E. (1967). Theory-testing in psychology and physics: A methodological paradox. *Philosophy of Science*, 34(2), 103-115.

Lab 9/1/2021

Topic: *chi-square*

Required Readings:

Lim, D., Condon, P., & DeSteno, D. (2015). Mindfulness and compassion: an examination of mechanism and scalability. *PloS one*, 10(2), e0118221.

Week 2

Recorded Lecture 9/6/2021

Topic: *does social class influence prosociality?*

Required Readings:

1. Piff, P. K., Stancato, D. M., Côté, S., Mendoza-Denton, R., & Keltner, D. (2012). Higher social class predicts increased unethical behavior. *Proceedings of the National Academy of Sciences*, 109(11), 4086-4091.
2. Dubois, D., Rucker, D. D., & Galinsky, A. D. (2015). Social class, power, and selfishness: When and why upper and lower class individuals behave unethically. *Journal of personality and social psychology*, 108(3), 436.

Lab 9/8/2021

Topic: Topic: *does social class influence prosocial behavior? major class project discussion and activity. Remaining class time focused on completing chi-square lab report.*

No Required Reading

B. The Logic of Experimental Design

Week 3

Recorded Lecture 9/13/2021

Topic: *experimental design and causality*

Required Reading:

1. Aronson, E., Ellsworth, P.C., Carlsmith, J.M., & Gonzales, M.H. (1990). Experimental design. In *Methods of research in social psychology* (pp. 40–82). New York: McGraw Hill.

Recommended Readings:

1. Aronson, E., Ellsworth, P.C., Carlsmith, J.M., & Gonzales, M.H. (1990). Some problems with experimentation in social psychology. In *Methods of research in social psychology* (pp. 40–82). New York: McGraw Hill
2. Chamberlin, T.C. (1890/1965). The method of multiple working hypotheses. *Science*, 15, 92. Reprinted in *Science*, 148, 754-759.

Lab 9/15/2021

Topic: *analysis of variance*

Required Readings:

1. Brickman, P., Coates, D., & Janoff-Bulman, R. (1978). Lottery winners and accident victims: Is happiness relative?. *Journal of Personality and Social Psychology*, 36(8), 917.

Week 4

Recorded Lecture 9/20/2021

Topic: *artifacts and bias*

Required Reading:

1. Strohmets, D. B. (2008). Research artifacts and the social psychology of psychological experiments. *Social and Personality Psychology Compass*, 2(2), 861-877.

Recommended Reading:

1. Kazdin A. D. (1980). Sources of artifact and bias. In *Research designs in clinical psychology* (pp. 82- 109). NY: Harper & Row.
2. Orne, M.T. (1962). On the social psychology of the psychology experiment, with particular reference to demand characteristics and their implications. *American Psychologist*, 17, 776-783.
3. Taylor, K. M., & Shepperd, J. A. (1996). Probing suspicion among participants in deception research. *American Psychologist*, 51(8), 886-887.

Lab 9/22/2021

Topic: *major class project discussion and activity. Remaining class time focused on completing analysis of variance lab report.*

No Required Reading

Week 5

Lecture 9/27/2021

Topic: *generalizability and rethinking the meaning of statistical results*

Required Reading:

1. Sears, D.O. (1986). College sophomores in the laboratory: Influences of a narrow data base on social psychology's view of human nature. *Journal of Personality and Social Psychology*, 51, 515-530.
2. Cohen, J. (1994). The earth is round ($p < .05$). *American Psychologist*, 49, 997-1003.

Recommended Reading:

1. Mook, D.G. (1983). In defense of external invalidity. *American Psychologist*, 38, 379-387.
2. Prentice, D. A., & Miller, D. T. (1992). When small effects are impressive. *Psychological Bulletin*, 112, 160-164.

Free Activity 9/29/2021

Topic: *group discussions about research proposal, generating hypotheses, and thinking of ways to test them. Note. You will have had two group discussions and activities about this project before the today's meeting. So you should be putting the final touches on your proposal.*

C. Tools of the Trade

Week 6

Recorded Lecture 10/4/2021

Topic: *field and quasi experiments*

Required Readings:

1. Greenberg J. & Folger, R. (1988). Experiments Versus Quasi-experiments. In *Controversial issues in social research methods* (pp 79-93). London: Springer-Verlag.

Recommended Readings:

1. Baumeister, R. F., Vohs, K. D., & Funder, D. C. (2007). Psychology as the science of self-reports and finger movements: Whatever happened to actual behavior?. *Perspectives on Psychological Science*, 2(4), 396-403.
2. Rozin, P. (2001). Social psychology and science: Some lessons from Solomon Asch. *Personality and Social Psychology Review*, 5, 2-14.
3. Ellsworth (1977). From abstract ideas to concrete instances: Some guidelines for choosing natural research settings. *American Psychologist*, 32, 604-615.

Activity 1 10/6/2021

Topic: *development of field study protocol, operationalization of measures, creating run sheets*

No Required Reading:

Week 7

No Class Materials on 10/11/2021

Exam 1 due on CC by 10/13/2021

Week 8

Recorded Lecture 10/18/2021

Topic: *scale and manipulation development*

Required Readings:

1. Schwarz, N. (1999). Self-reports: How the questions shape the answers. *American Psychologist*, 54, 93-105.

- Greenwald, A.G., McGhee, D.E., & Schwartz, J.L.K. (1998). Measuring individual differences in implicit cognition: The implicit association test. *Journal of Personality and Social Psychology*, 74, 1464-1480.

Recommended Readings:

- Brown, K.W. & Ryan, R.M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. *Journal of Personality and Social Psychology*, 84, 822-848.

Activity 2 10/20/2021

Topic: *development of experimental protocol, creating informed consent and debriefing, designing manipulations and scales*

No Required Readings:

Week 9

Recorded Lecture 10/25/2021

Topic: *experience sampling and observational methods*

Required Readings:

- Bolger, N. et al (2003) Diary methods: Capturing life as it is lived. *Annual Review of Psychology*, 54, 579-616.
- Bakeman (2000). Behavioral observation and coding. In H.T. Reis & C.M. Judd (Eds.), *Handbook of research methods in social and personality psychology* (pp. 138-159). New York: Cambridge University Press.

Recommended Readings:

- Intille, S. (2011). Emerging technology for studying daily life. In M.R. Mehl & T.S. Conner (Eds.). *Handbook of research methods for studying daily life* (pp. 267-282). New York: Guilford.

Discussion 10/27/2021

Topic: *evaluating the quality of an experience sampling and observational methods*

Target Article:

- Carrere, S., & Gottman, J. M. (1999). Predicting divorce among newlyweds from the first three minutes of a marital conflict discussion. *Family Process*, 38(3), 293-301.

Week 10

Recorded Lecture 11/1/2021

Topic: *social neuroscience and genetics*

Required Readings:

- Cacioppo, J. T., Berntson, G. G., & Decety, J. (2010). Social neuroscience and its relationship to social psychology. *Social cognition*, 28(6), 675.
- Røysamb, E., Nes, R. B., & Vittersø, J. (2014). Well-being: Heritable and changeable. In Sheldon & Lucas (Eds.), *Stability of Happiness: Theories and Evidence on Whether Happiness Can Change* (pp. 9-36). New York: Academic Press.

Recommended Readings:

- Cacioppo, J. T., Berntson, G. G., Lorig, T. S., Norris, C. J., Rickett, E., & Nusbaum, H. (2003). Just because you're imaging the brain doesn't mean you can stop using your head: a primer and set of first principles. *Journal of personality and social psychology*, 85(4), 650-661.
- Coan, J. A., Schaefer, H. S., & Davidson, R. J. (2006). Lending a hand: Social regulation of the neural response to threat. *Psychological science*, 17(12), 1032-1039.
- Kelley, W. M., Macrae, C. N., Wyland, C. L., Caglar, S., Inati, S., & Heatherton, T. F. (2002). Finding the self? An event-related fMRI study. *Journal of cognitive neuroscience*, 14(5), 785-794.

4. Park, J., & Kitayama, S. (2014). Interdependent selves show face-induced facilitation of error processing: cultural neuroscience of self-threat. *Social cognitive and affective neuroscience*, 9(2), 201-208.

Discussion 11/3/2021

Topic: *evaluating social neuroscience research on social contagion*

Target Article:

1. Gutsell, J. N., & Inzlicht, M. (2012). Intergroup differences in the sharing of emotive states: neural evidence of an empathy gap. *Social cognitive and affective neuroscience*, 7(5), 596-603.

D. Responsible Conduct of Research

Week 11

Recorded Lecture 11/8/2021

Topic: *responsible conduct of research*

Required Readings:

1. Crano, W.D. & Brewer, M.B. (2002). Social responsibility and ethics in social research. In *Principles and methods of social research* (pp. 344-357). New York: McGraw Hill.
2. Ortmann, A., & Hertwig, R. (1997). Is deception acceptable? *American Psychologist*, 52, 746-747
3. Rosenthal, R. (1994). Science and ethics in conducting, analyzing, and reporting psychological research. *Psychological Science*, 5(3), 127-134.
4. Bhattacharjee, Y. (2013). The mind of a con man. *New York Times Magazine*.
http://www.nytimes.com/2013/04/28/magazine/diederik-stapels-audacious-academicfraud.html?pagewanted=all&_r=0

Recommended Readings:

1. Bem, D. J. (2011). Feeling the future: experimental evidence for anomalous retroactive influences on cognition and affect. *Journal of personality and social psychology*, 100(3), 407.

Discussion 11/10/2021

Topic: *evaluating responsible conduct of research*

Target Articles:

1. Martinson, B.C., Anderson, M.S. & de Vries, R. (2005). Scientists behaving badly. *Nature*, 435, 737-738.

Recommended Readings:

1. Blackhart, G. C., Brown, K. E., Clark, T., Pierce, D. L., & Shell, K. (2012). Assessing the adequacy of post-experimental inquiries in deception research and factors that promote participant honesty. *Behavior Research Methods*, 44, 24-40.
2. **Important Read Showing that Data on Social Class and Unethical Behavior are Improbable** Francis (2012). Evidence that publication bias contaminated studies relating social class and unethical behavior. *Proceedings of the National Academy of Sciences*, 109(25), E1587-E1587.
3. Bem, D. J. (1995). Writing a review article for Psychological Bulletin. *Psychological Bulletin*, 118(2), 172.

Week 12

Recorded Lecture 11/15/2021

Topic: *meta-science*

Required Readings:

1. Borenstein, M., Hedges, L. V., Higgins, J. P. T., Rothstein, H. R. (2009). Chapters 1 – 4. *Introduction to Meta-analysis*.

2. Simonsohn, U., Simmons, J. P., & Nelson, L. D. (2015). Better P-curves: Making P-curve analysis more robust to errors, fraud, and ambitious P-hacking, a Reply to Ulrich and Miller (2015).

Discussion 11/17/2021

Topic: *evaluating research topics with meta-science*

Target Article:

1. Berry, D. R., Hoerr, J. P., Cesko, S., Alayoubi, A., Zirzow, H., Walters, W., Scram, G., & Carpio, K. (under review). Mindfulness training without ethics-based instructions promotes prosocial behaviors: A meta-analysis. *Personality and Social Psychology Bulletin*

E. The Cultural Matrix of Social Psychology

Week 13

No Class on 11/23 and 11/25/2021

Thanksgiving

F. Presentations and APA Manuscripts

Week 14

Activity 12/1/2021

Topic: *review peer's APA style empirical manuscript*

Required Readings:

None

Week 15

Activity 12/8/2021

Topic: *free lab to finish final papers.*

Required Readings:

None

Exam 2 Due on CC by 12/15/2021 @ 11:59 PM

MORE RESOURCES FOR AMUSEMENT, INSPIRATION, AND CONDUCTING RIGOROUS SCIENCE

Research Tools

[Research Randomizer](#) This web site is designed to assist researchers and students who want an easy way to perform random sampling or assign participants to experimental conditions. Sponsored by the [Social Psychology Network](#)

[A Power Primer](#) Jacob Cohen's 1992 *American Psychologist* article contains a useful table for determining the sample size needed for various statistical designs. See Table 2 in the article.

[Threats to Internal Validity Tutorial](#) This tutorial is a component of the courseware of the Psychology Centre of Athabasca University. It was authored by David Polson and colleagues at the University of Victoria and Athabasca University. In Part 1 of this tutorial, you are introduced to sources of threat to internal validity and examples. In Part 2, you are asked to classify the threats present in several hypothetical experiments.

[Effect Size Calculator](#) Lee Becker of the University of Colorado – Colorado Springs created this site for quick effect size computations.

General

[Science](#) The online version of the flagship journal of the American Association for the Advancement of Science. Daily news updates and some of the articles from the current edition of the journal are available.

[Greater Good Magazine](#) This online magazine sponsored by the University of California – Berkeley and disseminates positive psychology research to the public. Many positive psychologists are social psychologists by training, and this may be a good place to learn about ways to measure prosocial behavior.

Humor, Pseudoscience, and Academic Dishonesty

[Ig Nobel Awards](#) The Ig Nobel Prizes, presented annually by Harvard, honor scientists whose work “cannot or should not be reproduced. Ten prizes are given to people who have done remarkably goofy things—some of them admirable, some perhaps otherwise.” For example, the 2001 prize in physics went to a researcher who examined why shower curtains billow inwards. The award for medicine went to work on injuries due to falling coconuts. The psychology prize was won with an “ecological study of glee in small groups of preschool children.”

[Annals of Improbable Research](#) There is some wild stuff here; these folks issue the Ig Nobel Prizes

[Retraction Watch](#) This web site tracks academic articles that have been retracted for various reasons.