

Prejudice and Intergroup Relations Research Lab
Psychology 621: Mentored Research and Seminar, Spring 2020
Fridays 1:30 – 2:30
University of Wisconsin-Madison

Welcome to the Prejudice and Intergroup Relations Lab. We are excited to have you join us in what promises to be an interesting and productive semester. This information is provided so that you have an idea of what is expected of you as a member of our lab. Please read the following carefully.

Course Description

In this course, students will develop an understanding of primary research in a topic area and will participate in designing and conducting research that challenges and/or extends current understanding of the topic. Course reading will include published research studies relevant to the selected topic, and evaluation will include presentations in group meetings and or a paper based on the research conducted. This course is an intermediate level Letters and Sciences course (Credit type – C).

Course Learning Outcomes

Throughout your time in this course, you will develop a variety of skills. Specifically, lab activities will prepare you to:

- Articulate key research topics and questions in the field of social psychology
- Understand and implement multiple aspects of the research process
- Be able to think critically and communicate your ideas about specific research studies
- Ask incisive questions about other people’s research
- Operationalize a research question and develop methods to test it
- Brainstorm how research findings can be used to create interventions to address real-world problems
- Demonstrate interpersonal and communication skills in a professional setting
- Complete research tasks both autonomously and in collaboration with others
- Express research ideas with clarity through writing, speaking, and presenting

Lab Requirements

Time: One credit is equivalent to roughly 3 hours of time in the lab each week per credit enrolled. You are expected to spend about 10 hours per week in the lab working on lab projects. In addition, you will be expected to prepare for and attend your small team meeting and a one-hour large lab meeting each week.

Registration: You will need to register for the lab course, which is Psych 621 – please choose the section led by Patricia Devine and select 3 credits. You must have the consent of the instructor to enroll. Please contact Laur Rivera (lirivera@wisc.edu) if you do not have permission to enroll.

Course Requisite: Instructor consent is required to enroll in this course.

Attendance: You are expected to attend weekly lab group meetings on **Fridays from 1:30pm – 2:30pm in the Berkowitz Room (Brogden 338)**. These meetings are a chance to hear about projects in the lab and to participate in discussions. If you miss a lab meeting, contact your team leader in advance and let them know why. Also inform your lab manager, who will be tracking attendance. You are also expected to meet weekly with your team leader in research team meetings. These meetings serve to coordinate all of our activities and develop our projects. It is very important that you attend every meeting. If you must

miss a research team meeting, contact your team leader in advance so that any scheduling can be handled, and any important information can be passed on.

Duties: You will participate in many different aspects of the experimental process while in this lab. Some will be exciting and challenging and some will be merely necessary. Each of the activities is important to the overall research process.

Research team: Your research team experience is your opportunity to dive into research psychology. You will be assigned to work with a team leader and a group of other students. As a member of this team, you will almost certainly be involved in running experiments, which in turn can involve anything from passing out questionnaires to sophisticated role-playing. You may help develop materials, enter data into the computer, code participant responses, and analyze or discuss results. You will learn about the experimental process “up close” and get to see how what you do produces results.

Lab group: We will assign articles for you to read at different points throughout the semester. In weeks that we discuss these articles, we will break the lab group apart into five discussion groups. After discussing the article in the smaller discussion groups, each group will share their thoughts about the article with the larger lab group. Come prepared to comment on connections between the article and the real world, our research, other articles or projects you’ve learned about, politics, society, and your own life. Lab group meetings are also a time to learn about different projects going on in the lab and the people who are supervising them. We’ll use meeting times to brainstorm about project development, to learn more about the principles underlying our projects, and to give you an opportunity to get to know Trish, Will, and the graduate students. Over the years, many experiments have been radically changed – and vastly improved – by the feedback received in these meetings. We want you to speak your mind during these meetings. If you have an idea, share it! If you have a question, ask it! There are no dumb questions. We welcome and encourage your participation.

Lab Paper: You will write a research paper over the course of the semester. This writing assignment is intended to get you to think deeply and critically about the project that you have spent the semester studying in lab.

You will write up a research paper based on one of your team's projects. In particular, you will find and review background literature that justifies and supports the work, clearly explain the key research question and hypotheses, describe the methods and expected results, and discuss the significance, limitations, and future directions of the project.

Here is the basic structure of a research paper, to help guide yours:

Introduction, Background, and Research Question: Here, you should set up the stage and pique a reader's interest in the project. You should discuss the real-world or research-based problem that the study seeks to address, citing relevant previous literature that builds up to the research question. You should lay out the research question carefully, and set up clear hypotheses, which will then be tested in the study. (~ 1-2 pages)

Experimental Design and Methods: Describe how the research question translates into the study. What are the independent and dependent variables? How are they operationalized, and how are they manipulated or measured? Describe all aspects of the experiment in detail. As you describe each part of the method, discuss how or why it is well-suited to testing the hypothesis. (~ 1-2 pages, or longer depending on the study)

Expected Results: Next, you should provide a brief explanation of the expected outcomes and how the study could give evidence in support of, or in opposition to, the hypotheses. If you feel comfortable doing so, you can detail the specific analyses that will be used to test the hypotheses (although this is not strictly required, because not everyone has had the right statistical training for every project). Feel free to include a hypothetical figure or two. (~ a page)

Discussion: Discuss this study's significance for understanding the phenomenon of interest. What do we learn if the hypothesis is supported? Or if it is not supported? How would implementing the study address and assess the issue that you pointed out in your introduction? What questions would still remain after the conclusion of your study? What are some potential limitations to this study, and how can a follow-up study address this limitation? What will be the next steps in continuing to test this hypothesis or explore this research question? (~ a page)

Style notes: Your papers should be double-spaced using 12-point font and 1-inch margins. Papers must be formatted according to the APA 6th edition manual and include citations in the text and references at the end of the paper (no title page necessary).

All assignments should be about 4–5 pages long. We encourage you to seek feedback from the university writing center as you complete your writing assignment.

Due Date: May 1st Submit your paper to Canvas by 5PM.

Please send your paper named: "FirstName.LastName.Sp20.LabPaper.doc"

example: Laur.Rivera.Sp20.LabPaper.doc

Party: This isn't an actual requirement, but we'd really like you to come. It's a great chance to get to know the other lab members outside of school. We will coordinate carpools.

Disclaimer: Our lab can be an exciting, enriching experience. But it isn't for everyone. If you think you aren't going to enjoy participating in these activities, that's fine. Please let us know now, though, rather than later.

And if you've decided that our lab is for you...great! Let's have a fantastic semester.

PIRL lab schedule

Week 1: January 24 – Introductions; New RA Orientation; Emily's data blitz

Week 2: January 31 – Research Team Meetings

Week 3: February 7 – Article Discussion 1 – Onyeador et al. 2019

Week 4: February 14 – Research Team Meetings

Week 5: February 21 – Research Team Meetings

Week 6: February 28 – **SPSP – Lab Cancelled.**

March 4th Time TDB Room TBD * Attend Dr. Sylvia Perry's talk*

Week 7: March 6 – Sarah Gavac Talk

Week 8: March 13 – Research Team Meetings

Week 9: March 20 – No Lab Meeting - Spring Break

Week 10: March 27 – Article Discussion 2 – Apfelbaum et al. 2008

Week 11: April 3 – Research Team Meetings

Week 12: April 10 – Article Discussion 3 – Cooley et al. 2019

Week 13: April 17th – MaKayla Liebeck talk

Week 14: April 24 – Emily Dix talk

Week 15: May 1 – Research Team Meetings

Final Paper due by 5PM

Grading

Your grade will be determined based on your performance in three key areas:

1. Lab Work (65%)
 - a. Be on time for your scheduled hours, and do not to leave early.
 - b. There will be times when you need to change or miss some of your scheduled hours, but this should be a rare occurrence. If you need to miss running hours, you should work with your team leader and teammates to cover any sessions with scheduled participants. Let your team leader know when you are making up your missed hours.
 - c. When you don't have a participant during a running hour, use that time for other lab work. If you are unsure about what to do, contact your team leader or your lab manager.
 - d. Small mistakes happen, but if there is a consistent pattern of sloppy performance, this will negatively impact your grade.
 - e. Examples of things that could lower this portion of your grade:
 - i. Consistent coding and data-entry errors
 - ii. Frequent tardiness or missed lab hours
 - iii. Repeated failure to get work done in a reasonable amount of time
 - iv. Excessive socializing with other lab-mates that distracts from the work
 - v. Consistent scheduling/recruitment errors

- vi. Consistent failure to adhere to lab security protocols, such as locking doors, and password-protecting documents

2. Lab meetings (20%)

- a. You are expected to participate in weekly team meetings & weekly large-group meetings.
 - i. Attend all meetings.
 - ii. Read the assigned article and prepare questions and comments.
 - iii. Contribute to discussion. You should aim to make multiple contributions in meetings.

3. Lab paper (15%)

- a. Your paper will be graded based on the following criteria:
 - i. Depth of engagement with the project (e.g., critically thinking about the project you are writing about and really reflecting on your experiences.
 - ii. Clear connections drawn to the broader issues we study in lab
 - iii. Quality of writing (e.g., clarity, coherence, and flow, as well as grammar and spelling)

Grade cut-offs are as follows: 92% for an A, 88% for an AB, 82% for a B, 78% for a BC, 70% for a C, and 60% for a D. Below 60% is an F.

Research Teams

Trish Devine (Lab Director)	pgdevine@wisc.edu	Psych 411	(608) 262-2815
Tory Ash (Lab Manager)	tlash@wisc.edu	Psych 267	(262) 443-9506
Laur Rivera (Lab Manager)	lrivera@wisc.edu	Psych 263	(347) 400-6194
Emily Dix (Graduate Student)	eldix@wisc.edu	Psych 265	(512) 968-2456
Ashley Higgins	ahiggins3@wisc.edu		
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Julia Truog	jtruog@wisc.edu		

Ethics of being a student in the Department of Psychology

The members of the faculty of the Department of Psychology at UW-Madison uphold the highest ethical standards of teaching and research. They expect their students to uphold the same standards of ethical conduct. By registering for this course, you are implicitly agreeing to conduct yourself with the utmost integrity throughout the semester.

In the Department of Psychology, acts of academic misconduct are taken very seriously. Such acts diminish the educational experience for all involved – students who commit the acts, classmates who would never consider engaging in such behaviors, and instructors. Academic misconduct includes, but is not limited to, cheating on assignments and exams, stealing exams, sabotaging the work of classmates, submitting fraudulent data, plagiarizing the work of classmates or published and/or online sources, acquiring previously written papers and submitting them (altered or unaltered) for course assignments, collaborating with classmates when such collaboration is not authorized, and assisting fellow students in acts of misconduct. Students who have knowledge that classmates have engaged in academic misconduct should report this to the instructor.

Complaints

Occasionally, a student may have a complaint about a TA or course instructor. If that happens, you should feel free to discuss the matter directly with the TA or instructor. If the complaint is about the TA and you do not feel comfortable discussing it with him or her, you should discuss it with the course instructor. Complaints about mistakes in grading should be resolved with the TA and/or instructor in the great majority of cases. If the complaint is about the instructor (other than ordinary grading questions) and you do not feel comfortable discussing it with him or her, make an appointment to speak to the Associate Chair for Undergraduate Studies, Professor Maryellen MacDonald, mcmacdonald@wisc.edu.

If your complaint concerns sexual harassment, you may also take your complaint to Dr. Linnea Burk, Clinical Associate Professor and Director, Psychology Research and Training Clinic, Room 315 Psychology(262-9079; burk@wisc.edu).

If you have concerns about climate or bias in this class, or if you wish to report an incident of bias or hate that has occurred in class, you may contact the Chair of the Psychology Department Climate & Diversity Committee, Martha Alibali (martha.alibali@wisc.edu) You may also use the University's bias incident reporting system, which you can reach at the following link: <https://doso.students.wisc.edu/services/bias-reporting-process/>.

Accommodations Policy

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations, as part of a student's educational record is confidential and protected under FERPA.

Food and Clothing Accessibility:

Beyond the costs of tuition and books, day-to-day expenses like food, clothing, and rent can make it challenging for students to make ends meet. UHS has put together a site of resources for students to find

access to food. Additionally, SuccessWorks via the College of Letters & Science can help provide you with professional clothing through their Career Closet.

<https://www.uhs.wisc.edu/food/foodassist/>

<https://successworks.wisc.edu/tips-search-tools/career-closet/>