

PSYC 398: Laboratory in Social and Strategic Decision-Making
Winter 2024

Course Details

- OFFICE HOURS: Office hours will take place *virtually* on Monday, 4:30-5:30 pm. Email me when you have joined the waiting room. Here is the Zoom Link for our office hours (Passcode: 994147):<https://queensu.zoom.us/j/91238709992?pwd=V0p0M1JzQ3dZUEE5cHQrTzJCeHNidz09>
- TA OFFICE HOURS: By appointment.
- MODALITY: In-person (note: some classes will include flipped classrooms and online lectures to be watched before class)
- ACCOMMODATIONS: Email address to be used for accommodations: psyaccom@queensu.ca (Tara Karasewich)
- DISCUSSION BOARD: All questions pertaining to course-related content should be addressed using the discussion board on OnQ. Email your TA or instructor if you have any questions that are unsuitable for the discussion board (e.g., personal information).

Acknowledgement of Territory

Queen's University is situated on the territory of the Haudenosaunee and Anishinaabek. Ne Queen's University e'tho nón:we nikanónhsote tsi nón:we ne Haudenosaunee táhnon Anishinaabek tehatihsnonhsáhere ne onhwéntsya. Gimaakwe Gchi-gkinoomaagegamig atemagad Naadowe miinwaa Anishinaabe aking.

Course Description

How do we decide whom to help, trust, or cooperate with? This course examines experimental approaches to studying social and strategic decision-making. Topics include altruism, the impact of social identity, contextual factors people might not even be aware of, social norms (reciprocity, fairness), and norm enforcement. Students will also learn about factors to consider when designing experimental studies. The course adopts a mixture of lectures, collection of your own data, and hands-on laboratory sessions on how data from our class fit standard theories and results in the field.

Course Goals/Intended Student Learning Outcomes (LO)

The course has three learning goals. Upon successful completion of this course ...

LO1. Students should be able to describe, execute, analyze, and interpret the results of standardized experimental measures used to study social decision-making.

LO2. Students should be able to work in teams to achieve common goals.

LO3. Students should be able to *critically evaluate* the strengths and potential pitfalls of experimental approaches to study social decision-making, *apply* this ability when designing their own experiment, and *communicate* perceived strengths and shortcomings of experiments in a constructive, respectful and effective manners to their peers.

Grading Scheme (* see Assignments below and course website for further details)

Participation	10%	Discussions forums and in-class (see timetable)	LO3
Problem Sets	20%	Lab sessions 2-6 (see timetable)	LO1
Team Presentation	24%	March 1	LO2
Empirical Research Project	40%	April 5	LO2, LO3
Peer Feedback/Critique	6%	March 8 and April 1	LO2, LO3

Grading Systems

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale as shown below:

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Assignments

(a) Participation (total: 10%):

- Discussion forums (onQ) and in-class discussions

(b) Problem Sets (total: 20%, 5 problem sets of 4% each):

- Participate in computerized demonstrations of standardized experimental measures
- Analyze behavioral data (R code will be provided, no prior knowledge of R is necessary)
- Complete and submit 'Problem Sets' (onQ, see timetable)

Group Assignments (c-e). You will be assigned to groups of two to four students in the fourth week of class (team size is subject to change depending on class enrollment). You will complete two assignments together over the course of the semester to facilitate an inclusive classroom and cooperation among students. Detailed instructions and grading criteria for all group assignments will be posted on onQ.

(c) Team Presentations (total: 24%)

- Prepare and submit a team presentation (topics announced in week 5 on onQ)

(d) Empirical Research Project (total: 40%)

- Develop a research question and hypothesis
- Design (laboratory or field) experiment(s) to test them
- Develop instructions
- Develop an analysis plan
- Submit the outline (onQ, see timetable)
- Submit a draft of the research proposal (onQ, see timetable)
- Incorporate the peer feedback & re-submit the revised proposal (onQ, see timetable)

(e) Peer Feedback & Critique (total: 6%)

- Team presentations (2%)
- Research project (4%)

Textbooks/Readings

Required readings will consist of seminal research findings/articles, which will be uploaded to the course website (onQ, Course Readings). Students must complete the readings before the weekly labs (Problem Sets) and class participations (Discussion Forum). I will provide reading guides to clarify the degree of understanding necessary to complete the assignments of each week.

Contacting the Course Instructor

Students requiring assistance are encouraged to speak with me after the course. I will leave lectures approximately 10-15 minutes after the lecture and will be more than happy to answer any questions during this time. This will happen outside of the lecture room to allow the preceding/following class to exit/enter smoothly. Should you wish to meet with me outside of this time and the weekly office hours, please email me (or the class TA) to make an appointment. Email, while commonly used, does limit the effectiveness of communications and may not be the best way for me to answer your question(s). In such instances, I may suggest a personal meeting during office hours or at a mutually agreed upon time. I will do my very best to answer emails as soon as possible; however, emails can be expected to be replied to within 2 working days (i.e., a reply to a 1 am Saturday night email may not arrive before Tuesday). To facilitate my responses, please include the course ID (i.e., "PSYC 398") in the subject line of the email.

Late policy

Some assignments have fixed end dates (i.e., participation, problem sets completed in class, peer feedback), after which submissions won't be accepted. For other assignments (team videos, research project), you will receive an automatic 48h extension. Beyond this automatic extension, late assignments will receive a penalty of a drop of 10% (for that particular assignment) for each 24-hour period it is late. Assignments will not be accepted more than one week after the due date. Exemptions to the late penalty may be made for documented extenuating circumstances. Please email me and the TA as soon as you know you need an extension.

Class Attendance

Your presence and participation in class contributes to the knowledge and skills that you will develop throughout this course. I expect that you attend the in-class sessions of this course regularly, participate in class conversations and learning activities. These types of activities provide active engagement, promote a deeper understanding of the course content, and contribute to your success in this course.

Timetable and Reading Material

** Tentative (subject to modification). Any changes made will be communicated to you via announcements on onQ (together with an updated PDF of the syllabus).*

	Date	Topic	Assignment
Part I: Lab-Based Experimental Assessments of Social and Strategic Decision-Making			
1	Jan. 8	Lecture: Introduction Lab: Demonstration/computerized games	- Discussion forum (onQ, deadline: Fri., Jan.12, @ 5 pm)
2	Jan. 15	Lecture: Altruism and cooperation Lab: Data analysis & interpretation	- Problem Set 1 (in-class) - Discussion forum (onQ, deadline: Fri., Jan. 19 @ 6 pm)
3	Jan. 22	Lecture: Fairness and bargaining Lab: Data analysis & interpretation	- Problem Set 2 (in-class) - Discussion forum (onQ, deadline: Fri., Jan. 26 @ 6 pm)
4	Jan. 29	Lecture: Public goods and punishment Lab: Data analysis & interpretation	- Problem Set 3 (in-class) - Discussion forum (onQ, deadline: Fri., Feb. 2 @ 6 pm)
5	Feb. 5	Lecture: Nudges and framing Lab: Data analysis & interpretation	- Problem Set 4 (in-class) - Discussion forum (onQ, deadline: Fri., Feb. 9 @ 6 pm)
6	Feb. 12	Lecture: Social identity and social distance Lab: Data analysis & interpretation	- Problem Set 5 (in-class) - Discussion forum (onQ, deadline: Fri., Feb. 16 @ 6 pm)
	Feb. 19	Reading week (no class)	
7	Feb. 26	Lecture: Social preferences and well-being Lab: Team meeting to develop (finalize) the team presentation	- Team presentation (deadline: Fri., March 1 @ 6 pm) * * Automatic 48h extension - Discussion forum (onQ, deadline: Fri., March 1 @ 6 pm)
8	March 4	Lecture & Lab: Team presentations * * Asynchronous	- Peer feedback @ team presentations (deadline: Fri., March 8 @ 6 pm) - Discussion forum (onQ, deadline: Fri., March 8 @ 6 pm)
Part II: Developing Experimental Studies: Choices and Pitfalls			
9	March 11	Lecture: Online data collection Lab I: Team meeting to develop (finalize) the research proposal outline Lab II: R tutorial (data visualization & analysis)	- Submit outline of the research proposal (deadline: Fri., March 15 @ 6 pm) - No discussion forum to enable focussing on the proposal outline – complete the R tutorial for bonus participation marks
10	March 18	Lecture: Ecological validity of lab-based measures Lab: Team meeting to develop (finalize) the research proposal	- Discussion forum (onQ, deadline: Fri., March 22 @ 6 pm)
11	March 25	Lecture: Ethical considerations in experimental research Lab: Writing tutorial	- Submit research proposal for peer feedback (deadline: <u>Wed.</u> , March 27 @ 6 pm) - Discussion forum (onQ, deadline: Fri., March 29 @ 6 pm)

12	Apr. 1	Lab I: Team meeting to consolidate the critique of the research proposals. Lab II: Team meeting to incorporate peer feedback and revise research proposals	- Submit peer feedback of research proposals (in-class) - Submit revised research proposal (deadline: Friday, Apr. 5 @ 6 pm) * * Automatic 48h extension
13	April 8	Self-study (no class)	

Course Announcements

Throughout the course, I will routinely post course news in the Announcements section of the course homepage. I encourage you to actively check the course onQ main page for course announcements throughout the semester for reminders and additional course information or learning opportunities.

Course Feedback

At various points during the course, I may ask you to take part in a variety of feedback activities, such as surveys, questionnaires, and exit tickets. This feedback enables my teaching team and me to make any adjustments necessary to improve your learning environment. Additional feedback will be sought throughout the course. All surveys are anonymous and are directly related to activities, assessments, and other course material.

Important University Dates

Key dates (first day of class, tuition due date, last day to add/drop courses) are important to your academic success. Please find them at [Important Dates](#).

Group Work

You are permitted to work with a partner to encourage collaboration, cooperation, and collective learning on all group assignments. However, this does not apply to lab assignments (Problem Set 1-5). You must work independently on these individual assignments. You are not permitted to share answers among large groups or as a tutorial group. We all share in maintaining a culture of integrity, if you become aware of anyone trying to share, or solicit, answers to tests or exams, please remind them that this is against the rules and inform your TA or instructor immediately.

Copyright of Course Materials

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor's express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

Suggested Time Commitment

In this course, you should expect to invest on average 8 to 10 hours per week. This will include the time you spend in class, studying course material, and completing homework or preparing for your larger assignments. You are encouraged to use a term at a glance and a weekly study schedule (visit [SASS](#)) that distributes the 8-10 hours per week and avoid 'cramming'. This way you will be more likely to complete the course successfully and remember what you learned longer.

Queen's Email

The university communicates with students via Queen's email. Please check your email regularly to ensure you do not miss important information related to your course.

Policy Review of Graded Work

Requests for assignment regrading may be made to your TA 48 hours after you have received the marked copy of your assignment, but no more than 10 days later. If a review of graded work results in only a slightly different final grade, the original grade will stand. Should we find an error where marks were not assigned when they should have been or were missed in adding up the total score or were added up incorrectly resulting in a higher score than earned, the grade will be changed so that it is accurate. Grades would only increase or decrease if there was evidence of an error in marking, not simply because the regrader interprets or applies the rubric slightly differently than the original grader.

Equity, Diversity and Inclusivity Statement

Queen's University recognizes that the values of equity and diversity are vital to and in harmony with its educational mission and standards of excellence. It acknowledges that direct, indirect, and systemic discrimination exists within our institutional structures, policies, and practices and in our community. These take many forms and work to differentially advantage and disadvantage persons across social identities such as race, ethnicity, disability, gender identity, sexual orientation, faith, and socioeconomic status, among other examples. Every student in this class must abide by these policies (i.e. do not make offensive statements). There will be no tolerance for any language that targets equity-deserving groups, including but not limited to comments that are racist, homophobic, transphobic, ableist or ageist. The diversity of experiences that students bring to this class are a resource, strength and benefit. With this, students in this class are encouraged to speak up and participate during class meetings and provide perspectives from their own lived experiences (e.g., of minoritization or oppression).

Online and Blended Course Support

For technology support ranging from setting up your device, issues with onQ to installing software, contact [ITS Support Centre](#).

Netiquette / Discussion Guidelines

University is a place to share, question, and challenge ideas. Each student brings a different set of lived experiences. You can help to create a safe, respectful place for learners by promoting the following guidelines:

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on other people's lives and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's alright to disagree with ideas, but do not make personal attacks.
7. Be open to being challenged or confronted on your ideas and challenge others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.

Turnitin Statement

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments to through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism. Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process. Please read Turnitin's Privacy Pledge, Privacy Policy, and Terms of Service, which governs users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see Turnitin's Privacy Policy. Turnitin may provide other services that are not connected to the purpose for which Queen's University has engaged Turnitin. Your independent use of Turnitin's other services is subject solely to Turnitin's Terms of Service and Privacy Policy, and Queen's University has no liability for any independent interaction you choose to have with Turnitin.

Accommodations for Disabilities

Queen's University is committed to working with students with disabilities to remove barriers to their academic goals. Queen's Student Accessibility Services (QSAS), students with disabilities, instructors, and faculty staff work together to provide and implement academic accommodations designed to allow students with disabilities equitable access to all course material (including in-class as well as exams). If you are a student currently experiencing barriers to your academics due to disability related reasons, and you would like to understand whether academic accommodations could support the removal of those barriers, please visit the [QSAS website](#) to learn more about academic accommodations or start the registration process with QSAS by clicking **Access Ventus** button at [Ventus | Accessibility Services | Queen's \(queensu.ca\)](#). VENTUS is an online portal that connects students, instructors, Queen's Student Accessibility Services, the Exam's Office and other support services in the process to request, assess, and implement academic accommodations. To learn more go to: <https://www.queensu.ca/ventus-support/students/visual-guide-ventus-students>.

Academic Integrity

Queen's University is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge, and to share the ideas and knowledge that emerge from a range of intellectual pursuits. Queen's students, faculty, administrators and staff therefore all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

The following statements from "The Fundamental Values of Academic Integrity" (2nd edition), developed by the International Center for Academic Integrity (ICAI), contextualize these values and qualities:

1. **Honesty** Academic communities of integrity advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service.

2. **Trust** Academic communities of integrity both foster and rely upon climates of mutual trust. Climates of trust encourage and support the free exchange of ideas which in turn allows scholarly inquiry to reach its fullest potential.
3. **Fairness** Academic communities of integrity establish clear and transparent expectations, standards, and practices to support fairness in the interactions of students, faculty, and administrators.
4. **Respect** Academic communities of integrity value the interactive, cooperative, participatory nature of learning. They honor, value, and consider diverse opinions and ideas.
5. **Responsibility** Academic communities of integrity rest upon foundations of personal accountability coupled with the willingness of individuals and groups to lead by example, uphold mutually agreed-upon standards, and take action when they encounter wrongdoing.
6. **Courage** To develop and sustain communities of integrity, it takes more than simply believing in the fundamental values. Translating the values from talking points into action -- standing up for them in the face of pressure and adversity — requires determination, commitment, and courage.

Students are responsible for familiarizing themselves with and adhering to the Senate regulations concerning academic integrity, along with Faculty or School specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.