

**SOP6929: RESEARCH COLLOQUIUM IN SOCIAL-PERSONALITY PSYCHOLOGY****Instructor: James A. Shepperd****PSY108 / MAT 14****Speaker Series: Fridays, 11:45-12:45****Discussion Series: Fridays, 1:15-2:45**

The purpose of this course is to help your professional development; we will focus on fostering specific skills that you need to be a successful research-oriented social psychologist. This course has two parts – a weekly speaker series and a weekly discussion series. The weekly speaker series is a “brownbag” style meeting where speakers from inside and outside the department share their research. The discussion series will rely on interactive discussion of readings and/or professional development issue. All readings and a list of links to web articles are available on CANVAS. You should always be prepared to share your thoughts, feelings, and opinions. Please check your university email regularly to get updates about assignments.

If you are enrolled in the course for one credit, you are required to attend the weekly speaker series. You may miss one meeting without penalty. If you are enrolled in the course for more than one credit, you must read the articles and participate in discussion. Students who are auditing the course (i.e., sitting in without receiving credit) are expected to participate fully, as if you were taking the course for credit. Students will uphold the University of Florida Honor Code in all aspects of this course. Students requesting classroom accommodation must first register with the Dean of Students Office, who will provide documentation to the student.

<b>SPEAKER SCHEDULE</b>	
<b>Schedule for Spring, 2019 (11:45 – 12:35, psychology bldg. 108)</b>	
<b>Jan 11</b>	<b>Louis Irving</b> (Introduced by Samantha Douglas) <i>Autonomy-support and defensiveness to feedback about implicit biases</i>
<b>Jan 18</b>	<b>Joy Losee</b> (Introduced by Nikolette Lipsey) <i>Specific, Not General, Threat and Culture Explain the Link between Political Ideology and Expected Consequences of and Attitudes toward Allowing Guns on U.S. Campuses</i>
<b>Jan 25</b>	<b>Gaby Pogge</b> (Introduced by Samantha Douglas) <i>Dealing with government dysfunction: Perceived electoral system brokenness explains the effect of high and low polarization on support for fixes</i>
<b>Feb 01</b>	SPSP Presentation Talks (Greg Webster, Liz Mahar, Val Wongsomboon)
<b>Feb 08</b>	<b>SPSP</b>
<b>Feb 15</b>	<b>Liz Mahar</b> (Introduced by Christine Vitiello) <i>Attitudes toward consensual non-monogamy</i>
<b>Feb 22</b>	<b>Samantha Douglas</b> (Introduced by Liz Kerner) <i>A New Measure of Traditional Gender Role Endorsement</i>
<b>Mar 01</b>	<b>Elsa Congjiao</b> (Introduced by Val Wongsomboon) <i>Self-Other Effects in Decision Making and Consequence Prediction</i>
<b>Mar 08</b>	<b>SPRING BREAK</b>
<b>Mar 15</b>	<b>Don Forsyth</b> (Introduced by Imani Turner) <i>Making Moral Judgments</i>
<b>Mar 22</b>	<b>Imani Turner</b> (Introduced by Rachel Forsyth) <i>Lexical Decision Making in Dark Personality Traits</i>

<b>Mar 29</b>	<b>Christine Vitiello</b> (Introduced by Louis Irving)) <i>Attitudes and hiring decisions toward applicants who request medical and non-medical accommodations</i>
<b>Apr 05</b>	<b>Nikolette Lipsey</b> (Introduced by Joy Losee) <i>Audience Influence on Health Information Avoidance</i>
<b>Apr 12</b>	<b>Val Wongsomboon</b> (Introduced by Elsa Congjiao) Title: <i>TBA</i>
<b>Apr 19</b>	<b>Liz Kerner &amp; Rachel Forsyth</b> (Introduced by Jessica Campbell) Titles: <i>TBA</i>

<b>Professional Development Discussion</b> <b>Fridays, 1:15-2:45, MAT 14</b>	
<b>Jan 11</b>	Introduction, Overview, and Expectations
<b>Jan 18</b>	<b>Measuring Fame in Psychology 1</b> Sternberg, R. J. (2016). "Am I famous yet?" Judging scholarly merit in psychological science: An introduction. <i>Perspectives in Psychological Science</i> , 11, 800-816. DOI: 10.1177/1745691616661777 Roediger, III, H. L. (2016). Varieties of fame in psychology, <i>Perspectives in Psychological Science</i> , 11, 882-887. DOI: 10.1177/1745691616662457 Simonton, D. K. (2016). Giving credit where credit's due: Why it's so hard to do in psychological science. <i>Perspectives in Psychological Science</i> , 11, 888-892. DOI 10.1177/1745691616660155
<b>Jan 25</b>	<b>Measuring Fame in Psychology 2</b> Ruscio, J. (2016). Taking advantage of citation measures of scholarly impact: Hip hip <i>h</i> index! <i>Perspectives in Psychological Science</i> , 11, 905-908. DOI: 10.1177/1745691616664436 Freund, A. M. (2017). The Ill-fated quest for fame in psychological research. <i>Perspectives on Psychological Science</i> , 12, 1141–1144. DOI: 10.1177/1745691617723148 De Rosa, E. (2017). Will analytics suppress a diversity of ideas in psychological science? <i>Perspectives on Psychological Science</i> , 12, 1138-1140. DOI: 10.1177/1745691617714525 Funke, J. (2017). Scholarly merits: From measurement to judgment, <i>Perspectives on Psychological Science</i> , 12, 1145-1147. doi.org/10.1177/1745691617740129
<b>Feb 01</b>	<b>No Meeting – Lunch with Prospective Students</b>
<b>Feb 08</b>	<b>SPSP</b>
<b>Feb 15</b>	Insights into the Faculty Hiring Process
<b>Feb 22</b>	<b>Beyond Publication Fame</b> Luthar, S. S. (2017). Doing for the greater good: What price, in academe? <i>Perspectives on Psychological Science</i> , 12, 1153-1158. doi.org/10.1177/1745691617727863

	Lubart, T., & Mouchiroud, C. (2017). TOUGH: The measure of merit in psychological science. <i>Perspectives in Psychological Science</i> , 11, 1159-1161. doi.org/10.1177/1745691617713513
<b>Mar 01</b>	<p><b>The Perils of Evaluating Teaching / Detecting Anomalies in Reporting Results</b></p> <p>Stroebe, W. (2016). Why Good Teaching Evaluations May Reward Bad Teaching: On Grade Inflation and Other Unintended Consequences of Student Evaluations, <i>Perspectives in Psychological Science</i>, 11, 800-816. DOI: 10.1177/1745691616650284</p> <p>Brown, J. L., &amp; Heather, J. A. J. (2016). The GRIM test: A simple technique detects numerous anomalies in the reporting of results in psychology. <i>Social Psychological and Personality Science</i>, 8, 106-116. DOI: 10.1177/1948550616673876</p>
<b>Mar 08</b>	<b>SPRING BREAK</b>
<b>Mar 15</b>	<p><b>Reconsidering Replication 1</b></p> <p>Greenfield, P. M. (2017). Cultural change over time: Why replicability should not be the gold standard in psychological science. <i>Perspectives in Psychological Science</i>, 12, 762-771. doi.org/10.1177/1745691617707314</p> <p>Patil, P., Peng R. D., &amp; Leek, J. T. (2016). What should researchers expect when they replicate studies? A statistical view of replicability in psychological science. <i>Perspectives in Psychological Science</i>, 11, 539-544. DOI: 10.1177/1745691616646366</p>
<b>Mar 22</b>	<p><b>Reconsidering Replication 2</b></p> <p>Kaufman, J. C., &amp; Glaveanu, V. P. (2018). The road to uncreative science is paved with good intentions: Ideas, implementations, and uneasy balances. <i>Perspectives in Psychological Science</i>, 13, 457-465. doi.org/10.1177/174569161775394</p> <p>Wai, J., &amp; Halpern, D. F. (2018). The impact of changing norms on creativity in psychological science. <i>Perspectives in Psychological Science</i>, 13, 539-544. doi.org/10.1177/1745691618773326</p>
<b>Mar 29</b>	<p><b>Doing our Science Generality, M-Turk, Experiments</b></p> <p>Bless, H., &amp; Burger, A. M. (2016). A closer look at social psychologists' silver bullet: Inevitable and evitable side effects of the experimental approach. <i>Perspectives in Psychological Science</i>, 11, 296-308. DOI: 10.1177/1745691615621278</p> <p>Simons, D. J., Shoda, Y., &amp; Lindsay, D. S. (2017). Constraints on generality (COG): A proposed addition to all empirical papers. <i>Perspectives in Psychological Science</i>, 12, 1123-1128. doi.org/10.1177/17456916177086</p> <p>Buhrmester, M. D., Talaifar, S., &amp; Gosling, S. D. (2018). An evaluation of Amazon's Mechanical Turk, its rapid rise, and its effective use. <i>Perspectives in Psychological Science</i>, 13, 149-154. https://doi.org/10.1177/174569161770651</p>
<b>Apr 05</b>	<p><b>Improving Decision Making</b></p> <p>Hertwig, R., &amp; Grune-Yanoff, T. (2017). Nudging and boosting: Steering or empowering good decisions. <i>Perspectives in Psychological Science</i>, 12, 539-544. doi.org/10.1177/174569161770249</p> <p>Lewandowsky, S., &amp; Oberauer, K. (2016). Motivated rejection of Science, <i>Current Directions in Psychological Science</i>, 25, 217-222. DOI: 10.1177/0963721416654436</p>

<b>Apr 12</b>	<p><b>A Critical Analysis of Open Science 1</b></p> <p>Grand J. A., Rogelberg, S. G., Banks, G. C., Landis, R. S., &amp; Tonidandel S. (2018). From outcome to process focus: Fostering a more robust psychological science through registered reports and results-blind reviewing. <i>Perspectives in Psychological Science</i>, 13, 448-456. DOI: 10.1177/1745691618767883</p> <p>Frankenhuis, W. E., &amp; Nettle, D. (2018). Open science is liberating and can foster creativity. <i>Perspectives in Psychological Science</i>, 13, 439-447. DOI: 10.1177/1745691618767878</p> <p>Wagenmakers, E., Dutilh, G., &amp; Sarafoglou, A. (2018). The creativity-verification cycle in psychological science: New methods to combat old idols. <i>Perspectives in Psychological Science</i>, 13, 418-427. DOI: 10.1177/1745691618771357</p>
<b>Apr 19</b>	<p><b>A Critical Analysis of Open Science 2</b></p> <p>Vazire, S. (2018). Implications of the credibility revolution for productivity, creativity, and progress. <i>Perspectives in Psychological Science</i>, 13, 411-417. doi.org/10.1177/1745691617751884</p> <p>Brainerd, C. J., &amp; Reyna, V. F. (2018). Replication, registration, and scientific creativity. <i>Perspectives in Psychological Science</i>, 13, 428-432. doi.org/10.1177/174569161773942</p> <p>Fiedler, K. (2018). The creative cycle and the growth of psychological science. <i>Perspectives in Psychological Science</i>, 13, 433-438. doi.org/10.1177/174569161774565</p>