

SOP6929: RESEARCH COLLOQUIUM IN SOCIAL-PERSONALITY PSYCHOLOGY

Instructor: James A. Shepperd
Discussion Series: Fridays, 9:35-11:15
Speaker Series: Fridays, 11:45-12:35

Classroom: Psychology 129
Time: Periods 3-5 (9:35-12:35)
Instructor: James A. Shepperd, Ph.D.
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Purpose, Description, and Policies

The purpose of this course is to help your professional development as a researcher and professional. The material for this course will focus on contemporary and professional issues in personality and social psychology (e.g., research practices, advancing science, applying for jobs).

Assigned Readings: A list of reading assignments for the class appear on pages 5-6. All readings can be downloaded for free from the Univ of Florida's online journal collection. However, I will also make reading available to you directly via email or through the CANVAS webpage for the course.

Periods 3 and 4 represent a seminar that will rely on interactive discussion of the day's reading material and/or professional development issue. Be prepared to share your thoughts, ideas, and opinions. Period 5 is devoted to research presentations and 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.

Grading: Grades are based on attendance and class participation. I will provide frequent feedback about your level of participation and how it influences your grade. If at any time you are uncertain about how you are doing in the class, contact me and I will provide quick feedback. Specifics about UF's grading policy are available in the [UF catalog](#). 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.

Course Grading Scale					
Letter		Percent	Letter		Percent
A	≥	93.3	C	≥	73.3
A–	≥	90.0	C–	≥	70.0
B+	≥	86.7	D+	≥	66.7
B	≥	83.3	D	≥	63.3
B–	≥	80.0	D–	≥	60.0
C+	≥	76.7	E	<	60.0

University Honesty Policy: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Conduct Code](#). If you have any questions or concerns, please consult with the instructor or TAs in this class.

Students with Disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office, which will then provide documentation to the student, who will then give this

documentation to the instructor when requesting accommodation. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Recording of Class: Because this class focuses on professional development, we may discuss some sensitive issues. I thus cannot allow you to record the class. However, I will provide you copies of all power point slides that I display in class.

Class Attendance: Class attendance is mandatory unless you can provide documentation from a medical provider or from your faculty advisor that justifies your absence. You are allowed one unexcused absence during semester.

In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones. The first two bullets below are voluntary; the third is not.

- If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit one.ufl.edu for screening / testing and vaccination opportunities.
- If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

SOP6929: Brown Bag Meeting – Friday Period 5 (11:45-12:35)		
Date	Speaker & Title	Abstract
Aug 25	Dr. Greg Webster University of Florida Using ChatGPT-4 to Rate Personality Traits: Evidence from 14 Political Strongmen and 56 Game of Thrones Characters	OpenAI's ChatGPT-4 can rate personality items for people about whom much has been written (in English), such as politicians and popular fictional characters. Study 1 used data collected from 132 political experts on 14 political strongmen (e.g., Putin, Trump; 2 items per trait; Nia & Toros, 2020) using the Big Five (TIPI; Gosling et al., 2003) and the Dark Triad (6-item version; Jonason & Webster, 2010). ChatGPT-4's personality ratings showed significant correlations with experts' ratings for extraversion (.65), conscientiousness (.54), and emotional stability (.79; range: .09 to .79; M = .44, Mdn = .43). Study 1 was limited by having only two items per trait and a meager sample of only 14 targets. Study 2 used data collected from 309 fans on 56 characters from the popular TV series <i>Game of Thrones</i> (3 items per trait; Webster & Campbell, 2023) using the Big Five (BFI-2-XS; Soto & John, 2017) and the Dark Tetrad (12-item version; Paulhus et al., 2021). ChatGPT-4's personality ratings showed significant correlations with fans' ratings for all nine traits (range: .75 to .87; M = .81, Mdn = .81). ChatGPT-4 can reliably answer personality items about some popular people and characters.
Sept 01	Dr. Erin Westgate University of Florida A Psychologically Rich Life	Some people want to live a happy life; others a meaningful life. But what about an interesting life instead? Across more than a dozen studies and several thousand participants, we present empirical evidence that a psychologically rich life –full of a variety of perspective-changing experiences – is itself a desirable form of the good life, and one distinct from happiness or meaning. Across nine countries, a nontrivial percentage of people report that they would prefer a psychologically rich life, even if it came at the expense of foregoing a happy or meaningful one. And, we present correlational and experimental evidence that

		novelty and shifts in perspective can foster such a life. In sum, this work provides theoretical and experimental support for broadening the psychological conceptions of the good life, to include dimensions beyond hedonic and eudaimonic well-being.
Sept 08	Dr. Nicole Iannone The Negative Consequences of Being Out of the Loop on Pop Culture	Being out of the loop is a specific form of ostracism, being ignored and excluded, and occurs when others know information you do not. Specifically, this research will address what happens when people are out of the loop on popular culture. Five studies examine the potential negative consequences of being out of the loop on popular culture. Two studies look at the basic negative psychological consequences of being out of the loop on popular culture, one study examines these consequences for biracial individuals and how this may impact their racial identification, and two studies examine the potential interpersonal consequences of being out of the loop on popular culture (i.e., how do others view those who are out of the loop on popular culture?). This research will be discussed in the context of ostracism research more broadly.
Sept 15	Dr. A. J. Alvero University of Florida Social Influences on Text Production	Computational text analysis has grown in popularity among social scientists due to the massive influx of digitized data. Studies have used textual data to model social and behavioral patterns, interactions, and trends at national and international scales. But is text, like language, strongly influenced by personal identity markers and social contexts? In this paper, we add to the growing social scientific literature on computational text analysis but focus on variation across dimensions of personal identity and geospatial contexts to model the social influences of textual production. We use a large corpus of college admissions essays submitted to the University of California (n = 254,820 essays submitted by 83,538 applicants) to show how personal identity markers and social context data (at the zipcode level) influence large scale processes of textual production. After generating numerical representations of the essays using computational methods, we use classification and linear methods to model the relationships between different intersectional (representing personal identity) and geospatial (zipcode level features) characteristics of applicants and their school communities. We find strong relationships between intersectionality and geospatial features with the essays. We also find that first generation, low income Latinx women from areas with high proportions of White residents and lower median income were the most likely to be misclassified as such, indicating that intersectionality is influenced geospatially. This work clarifies how authorship characteristics shape large scale textual production processes, like college admissions, and complements other large scale analyses of text by focusing on authorship rather than purely textual patterns.
Sept 22	Dr. Meredith Terry Title: TBA	Abstract: TBA
Sept 29	Dr. Val Wongsomboon Title: TBA	Abstract: TBA
Oct 06	No Class	Homecoming
Oct 13	Dr. Christine Vitiello	AI Bias: How human biases are related to algorithm development
Oct 20	Dr. Jeff Green,	Nostalgia is a complex, self-conscious emotion associated largely with

	Virginia Commonwealth The sources and psychological benefits of nostalgia	positive feelings and positive effects. Nostalgia is elicited by a variety of circumstances, including senses such as taste and smell, familiar events such as rereading favorite books, and social events such as reunions. Nostalgic reverie confers numerous psychological benefits, including enhanced social connectedness, self-continuity, and well-being.
Oct 27	Dr. James Shepperd & Rachel Forsyth Religiousness and Adolescent Risk Behavior	We present a theoretical model that describes four explanations (mechanisms) why religious adolescents display less risk behavior than nonreligious adolescents. Specifically, religions affect the extent to which adolescents (a) have opportunities to engage in risk behavior, (b) find risk behavior appealing, (c) view risk behavior as morally acceptable, and (d) exert self-control over their impulses. These mechanisms are not unique to religions. However, our model identifies three features of religion that can nurture them. First, religions offer a worldview that can affect whether adolescents regard risk behavior as appealing and morally acceptable and can influence self-control. Second, central to most religions is a God that monitors and judges behavior, which can influence self-control and beliefs about what is appealing and morally acceptable. Third, religions provide a community of people who can limit opportunity to engage in risk behavior, influence the appeal and moral acceptability of risk behavior, and can foster self-control by providing support.
Nov 03	No Class	SSSP
Nov 10	No Class	Veteran's Day
Nov 17	Dr. Steve Phillips Broward College Publish or Perish Alternatives	Abstract: TBA
Nov 24	No Class	Thanksgiving
Dec 01	Dr. Kat Albrecht Georgia State University Fear the Law: Codifying Fear Through the Objectification of the Law	From the Salem Witch Trials in the 1650s to the Patriot Act of 2001 and beyond fear has long been generating law and regulation in the United States. Despite the social and legal resonance of fear events, fear has received little academic attention as a mechanism for creating and entrenching law. Importantly, long after the fear stimulus fades from social discourse, the law remains, sometimes in ways that are not obviously derivative of the original fear object. In this way, understanding fear as an origin of law is of heightened importance. In this Article, we provide this needed analysis across various domains of law using experimental digital surveys and detailed case study analysis to unveil the fear principle that explains how fear becomes law. We examine the law-making potential of fear through the process of objectification. To do so, we dissect the multidimensionality of objects – the social, the tangible, and the legal – and explain how overidentification with one dimension of an object leads to a process of objectification. From there, we consider how the unique emotional capacity of fear can accelerate the process of objectification to create law. In doing so, we craft and empirically test an interdisciplinary definition of fear. Through 5 case studies: the 1976 Crime Wave Against the Elderly, the Satanic Panic, the Juvenile Superpredator Myth, the Creepy Clown Conspiracy, and the Fentanyl Contact Overdose Myth we trace the objectification of fear into law and identify key elements needed for this objectification to occur. Critically, none of these fear objects were real – but we argue that realness is not necessary for a wave of fear to create law. We end the Article with our theoretical contribution of the Fear Principle: an analytic tool designed to help scholars and policymakers identify the legal objectification of fear.

A schedule of professional development discussions appears below. Some discussion topics and readings remain open. We will discuss what professional topics you wish to discuss. The last pages of the syllabus list the readings for the semester. I will either send the readings to you or make them available on CANVAS.

Weekly Professional Development Discussions – Friday Period 5 (9:35-11:45)	
Date	Agenda
Aug 25	Overview of Class No Readings.
Sept 01	Discussion Topic: Record Keeping in Research Readings: Maxwell, S. E., & Cole, D. A. (1995). Tips for writing (and reading) methodological articles. <i>Psychological Bulletin</i> , 118, 193-198.
Sept 08	Conversation with Dr. Nicole Iannone Readings: Bem, D. J. (2003). Writing the empirical journal article. In Darley, J. M., Zanna, M. P., & Roediger III, H. L. (Eds.), <i>The Compleat Academic: A Career Guide</i> (2nd Ed.). Washington, DC: American Psychological Association. Sternberg, L. J. (1992). How to win acceptance by Psychology Journals: 21 Tips for Better Writing. <i>APS Observer</i> , 12-18.
Sept 15	Discussion Topic: TBA Readings: Bem, D. J. (1995). Writing a review article for Psychological Bulletin. <i>Psychological Bulletin</i> , 118, 172-177. Baumeister, R. F., & Leary, M. R. (1997). Writing narrative literature reviews. <i>Review of General Psychology</i> , 1, 311-320.
Sept 22	Conversation with Dr. Meredith Terry Readings: Flake, J. K., & Fried, E. I. (2020). Measurement schmeasurement: Questionable measurement practices and how to avoid them. <i>Advances in Methods and Practices in Psychological Science</i> , 3(4), 456–465. https://doi.org/10.1177/2515245920952393
Sept 29	Conversation with Dr. Val Wongsomboon Readings: Hussey, I., & Hughes, S. (2020). Hidden invalidity among 15 commonly used measures in social and personality psychology. <i>Advances in Methods and Practices in Psychological Science</i> , 3(2), 166–184. https://doi.org/10.1177/2515245919882903
Oct 06	Homecoming: No Class
Oct 13	Conversation with Dr. Christine Vitiello Readings: Scheel, A. M., Tiokhin, L., Isager, P. M., & Lakens, D. (Why hypothesis testers should spend less time testing hypotheses. <i>Perspectives in Psychological Science</i> , 16(4), 744-755. doi:

	10.1177/1745691620966795.
Oct 20	Conversation with Dr. Jeff Green Readings: TBA
Oct 27	Readings: TBA
Nov 03	SSSP: No Class
Nov 10	Veteran's Day: No Class
Nov 17	Conversation with Dr. Steve Phillips Readings: TBA
Nov 24	Thanksgiving: No Class
Dec 01	Conversation with Dr. Kat Albrecht Readings: TBA