

RESEARCH COLLOQUIUM IN SOCIAL-PERSONALITY PSYCHOLOGY

SOP 6929 Section 4907

Fridays: 11:45–2:45 p.m. (Periods 5–7)

Psychology 230 (Periods 5 & 7); Psychology 108 (Period 6)

Instructor: Gregory D. Webster, Ph.D.
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Hours: Mondays and Wednesdays, 10:45–11:45 a.m.
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Purpose, Description, and Policies

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

The format of the course during Periods 5 and 7 will be 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. During Period 6, we will have a "brown bag" colloquium speaker series.

Following Silvia's (2007) guidelines, you will keep a writing log to track your writing productivity over the semester (from Jan. 14 to Apr. 20; 14 weeks). You are expected to devote at least 10 hours a week to writing in any way you chose so long as you keep a regular schedule (140 hours; 5.83 days). Each Friday, one of you will be randomly chosen (by casting a die) to share your writing log progress with the class. Your grade will be determined by the regularity and completion rate of the writing log you keep, which you will e-mail to the instructor at the end of the course.

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, which will then provide documentation to the student, who will then give this documentation to the Instructor when requesting accommodation.

Book

Silvia, P. J. (2007). *How to write a lot: A practical guide to productive academic writing*. Washington, DC: American Psychological Association.

Articles

- Buhrmester, M., Kwang, T., & Gosling, S. D. (2011). Amazon's Mechanical Turk: A new source of inexpensive, yet high-quality, data? *Perspectives on Psychological Science*, 6, 3–5. doi:10.1177/1745691610393980
- Fiedler, K. (2011). Voodoo correlations are everywhere—not only in neuroscience. *Perspective on Psychological Science*, 6, 163–171. doi:10.1177/1745691611400237
- Haslam, N., (2010). Bite-size science: Relative impact of short article formats. *Perspectives on Psychological Science*, 5, 263–264. doi:10.1177/1745691610369466
- Jennions, M. D., & Møller, A. P. (2001). Relationships fade with time: A meta-analysis of temporal trends in publication in ecology and evolution. *Proceedings of the Royal Society B: Biological Sciences*, 269, 43–48. doi:10.1098/rspb.2001.1832
- Lilienfeld, S. O. (2011, June 13). Public Skepticism of Psychology: Why Many People Perceive the Study of Human Behavior as Unscientific. *American Psychologist*. Advance online publication. doi: 10.1037/a0023963
- Newcombe, N. S., & Bouton, M. E. (2009). Masked reviews are not fairer reviews. *Perspectives on Psychological Science*, 4, 62–64. doi:10.1111/j.1745-6924.2009.01102.x
- Nosek, B. A., Graham, J., Lindner, N. M., Kesebir, S., Hawkins, C. B., Hahn, C., Schmidt, K., Motyl, M., Joy-Gaba, J., Frazier, R., & Tenney, E. R. (2010). Cumulative and career-stage citation impact of social-personality programs and their members. *Personality and Social Psychology Bulletin*, 36, 1283-1300. doi:10.1177/0146167210378111
- Peterson, C. (2009). Minimally sufficient research. *Perspectives on Psychological Science*, 4, 7–9. doi:10.1111/j.1745-6924.2009.01089.x
- Rozin, P. (2009). What kind of empirical research should we publish, fund, and reward? *Perspectives on Psychological Science*, 4, 435–439. doi:10.1111/j.1745-6924.2009.01151.x

- Schmidt, F. (2010). Detecting and correcting the lies that data tell. *Perspectives on Psychological Science*, 5, 233–242. doi:10.1177/1745691610369339
- Schooler, J. (2011). Unpublished results hide the decline effect. *Nature*, 470, 437. doi:10.1038/470437a
- Schwartz, S. J., & Zamboanga, B. L. (2009). The peer-review and editorial system: Ways to fix something that might be broken. *Perspectives on Psychological Science*, 4, 54–61. doi:10.1111/j.1745-6924.2009.01106.x
- Simmons, J. P., Nelson, L. D., & Simonsohn, U. (2011). False-positive psychology: Undisclosed flexibility in data collection and analysis allows presenting anything as significant. *Psychological Science*, 22, 1359–1366. doi:10.1177/0956797611417632
- Simonton, D. K. (2011). Applying the psychology of science to the science of psychology: Can psychologists use psychological science to enhance psychology as a science? *Perspectives on Psychological Science*, 4, 2–4. doi:10.1111/j.1745-6924.2009.01093.x
- Suls, J., & Martin, R. (2009). The air we breathe: A critical look at practices and alternatives in the peer-review process. *Perspectives on Psychological Science*, 4, 40–50. doi:10.1111/j.1745-6924.2009.01105.x
- Swann, W.B., Jr. & Seyle, C. (2005). Personality psychology's comeback and its emerging symbiosis with social psychology. *Personality and Social Psychology Bulletin*, 31, 155-165. doi:10.1177/0146167204271591
- Webster, G. D. Webster, G. D. (2007). The demise of the increasingly protracted APA journal article? *American Psychologist*, 62, 255–257. doi:10.1037/0003-066X.62.3.255
- Wegner, D. M. (1992). The premature demise of the solo experiment. *Personality and Social Psychology Bulletin*, 18, 504–508. doi:10.1177/0146167292184017
- Wicherts, J. M., Bakker, M., & Molenaar, D. (2011). Willingness to share research data is related to the strength of the evidence and the quality of reporting of statistical tests. *PLoS ONE*, 6, e26828. doi:10.1371/journal.pone.0026828

Yang, Y.-J., & Chiu, C.-y. (2009). Mapping the structure and dynamics of psychological knowledge: Forty years of APA journal citations (1970–2009). *Review of General Psychology, 13*, 349-356. doi:10.1037/a0017195

Colloquium Speaker Schedule

Date	Speaker & Affiliation or Event	Title or Topic
Jan. 13	Clive Wynne, <i>Psych., UF</i>	Interspecies social behavior: The case of the dog and the human
Jan. 20	Ben Crosier, John Chambers, and Brian Collisson, <i>Psych., UF</i>	Pre-SPSP Showcase: "Personality Shapes Real-World and Online Social Networks," "Polarization in the American Electorate," and "How to Turn Psychology Students into Research Psychologists"
Jan. 27	NO BROWN BAG – SPSP Meeting	
Feb. 3	Chris McCarty <i>Survey Research Center, BEBR, UF</i>	"Personality and Personal Networks"
Feb. 10	Jenny Howell, <i>Psych., UF</i>	"An Individual Difference Measure of Information Avoidance"
Feb. 17	Natalie Ebner, <i>Psych., UF</i>	TBA
Feb. 24	Carlos Garrido, <i>Psych., UF</i>	TBA
Mar. 2	TBD – Friday before Spring Break	
Mar. 9	NO BROWN BAG – Spring Break	
Mar. 16	Joshua Clarkson, <i>Warrington, UF</i>	TBA
Mar. 23	Steve Newell, <i>Psych., UF</i>	TBA
Mar. 30	Tatiana Schember, <i>Psych., UF</i>	TBA
Apr. 6	Laura Crysel, <i>Psych., UF</i>	TBA
Apr. 13	Claudia Brumbaugh, <i>Psych., Queens College, CUNY</i>	TBA
Apr. 20	Kirsten Nielsen and Amanda Gesselman, <i>Psych., UF</i>	First- and third-year projects (TBA)

Schedule of Topics and Readings

Date	Topic and Reading or Speaker
Jan. 13	Writing I: <i>How to Write a Lot</i> – Chapters 1–3 (pp.1–48)
	Establishing and Organizing a Writing Log
Jan. 20	Writing II: <i>How to Write a Lot</i> – Chapters 5–8 (pp. 49–132)
	Making a Poster and Attending a Conference
Jan. 27	NO CLASS – SPSP Meeting
Feb. 3	Discussion of SPSP: Sharing What We Learned
	False-Positive Psychology: Simmons, Nelson, and Simonsohn (2011)
Feb. 10	Data Sharing: Wicherts, Bakker, and Molenaar (2011)
	Voodoo Correlations: Fiedler (2011)
Feb. 17	Minimally Sufficient Research: Peterson (2009)
	Article Length: Haslam (2010); Webster (2006); Wegner (1992)
Feb. 24	What Should We Publish and Fund? Rozin (2009)
	Psychology of Science: Simonton (2009)
Mar. 2	Structure of Psychological Knowledge: Yang and Chiu (2009)
	Personality and Social Psychology: Swann and Seyle (2005)
Mar. 9	NO CLASS – Spring Break
Mar. 16	Peer Review I: Suls and Martin (2009)
	Peer Review II: Schwartz et al. (2009); Newcombe et al. (2009)
Mar. 23	Citation Analysis: Nosek et al. (2010)
	Meta-Analysis Issues: Schmidt (2010)
Mar. 30	Corinne Novell (Psych., UF): Dissertation Practice Talk
	The Decline Effect: Schooler (2011); Jennions and Møller (2001)
Apr. 6	Online Crowdsourcing: Buhrmester, Kwang, and Gosling (2011)
	Public Skepticism of Psychology: Lilienfeld (in press)
Apr. 13	Claudia Brumbaugh (Psych., CUNY) or Catch-Up Period
	Revising and Resubmitting Your Manuscript For Publication
Apr. 20	Applying for Postdoctoral Fellowships and Academic Positions
	Discussion and Evaluation of Writing Logs

Course Grading Scale

Letter	Percent
A	≥ 93.33
A-	≥ 90.00
B+	≥ 86.67
B	≥ 83.33
B-	≥ 80.00
C+	≥ 76.67
C	≥ 73.33
C-	≥ 70.00
D+	≥ 66.67
D	≥ 63.33
D-	≥ 60.00
E	< 60.00