



Time: Wed 4:00-4:50 PM

Place: 101 Volcanology

Professor: Dare Baldwin, 467 Straub, 346-4964, baldwin@uoregon.edu

Office hours: Tues 12:30-1:30pm., Thurs 11a.m.-12p.m

COURSE OBJECTIVES: The purpose of this seminar is to a) provide information and support to assist you in undertaking and completing your honors thesis research and write-up, b) enhance your knowledge about what is involved in psychological research more generally, and c) enable you to engage in mutually supportive activities and discussions with other honors thesis students in Psychology. During Winter term in particular, we will focus on a set of issues that are foundational for all researchers, such as research ethics, replicability, data management, and fostering skills for presenting research findings effectively, both via narrative and by means of figures and other visual media. Regular attendance and participation in discussion are crucial. Assigned readings will be available either on listed url's, or on our course Blackboard website.

REQUIREMENTS FOR THE COURSE: There are four course requirements this term: 1) regular attendance and participation, 2) reading all assigned articles, 3) posting a "seed paper" for each class meeting by Tuesday, 5p.m., of each week we hold class, and 4) meeting with me one-on-one during office hours at least once during the term. Seed papers involve writing a half-to-full-page double-spaced response to the assigned reading(s) for the week. Your responses can be criticisms or positive reactions to the readings, outlining new ideas sparked by a reading, or your own different take on the issues dealt with in the readings. For weeks 3, 5, and 7, you should include in your seed paper at least one thing you are personally committing to do in relation to the topic of the week (e.g., a questionable research practice that is common in your area of work that you will commit to avoiding, a strategy you will proactively enact to help yourself maintain ethical integrity as a researcher, a data management practice you haven't yet undertaken that you will add to your repertoire). You will post your seed papers to the Discussion Board for each week on our Blackboard website.

TENTATIVE SCHEDULE OF EVENTS (and assigned readings)

WEEK 1, Jan. 7: Writing Like a Psychologist

Assigned Readings: None

WEEK 3, Jan. 21: Avoiding Questionable Research Practices and the Replicability Crisis

There is emerging recognition of a “replicability crisis” within the sciences, including Psychology. The replicability crisis seems to have numerous causes. Widespread use of questionable research practices seems to be one causal factor. We will discuss the replicability crisis, the nature of questionable research practices, and how to avoid these in your own research.

Assigned readings:

- 1) Simmons, Nelson, & Simonsohn (2011)
- 2) Cumming (2013)

WEEK 5, Feb. 4: Research Ethics

Care for human participants in psychological research is a fundamental value, and for this reason all such research must be evaluated and approved by an Internal Review Board (IRB) prior to any data collection. The *Belmont Report*, required reading for all researchers who work with human participants, outlines the history and goals of the IRB. Issues of research ethics go well beyond what is covered in the Belmont Report, however. At this class meeting we will discuss various types of research misconduct, including some recent high-profile cases, and preventative strategies to put into place to reduce the likelihood that you will fall prey to ethical misconduct in your own research.

Assigned Readings:

- 1) The Belmont Report: <http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html>
- 2) Gross (2011), writing about the Hauser ethical misconduct case, found at <http://www.thenation.com/article/165313/disgrace-marc-hauser?page=0,2>

WEEK 7, Feb. 18: Acquisition, management, sharing and ownership of data

We will discuss the necessity for a data management plan, and we'll discuss (among other things) the tensions between IRB directives to make data inaccessible and scientific directives (from NSF, for example) to make data more accessible.

Assigned Readings:

- 1) Open science:
<http://www.nytimes.com/2012/01/17/science/open-science-challenges-journal-tradition-with-web-collaboration.html?src=recg>,
- 2) Guidelines for Responsible Data Management in Scientific Research:
<http://ori.dhhs.gov/education/products/clinicaltools/data.pdf>

WEEK 9, Mar. 4: Visualizing Data

Assigned Readings: TBA