

Research Methods In Social Psychology

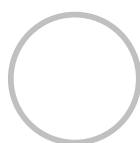
ORLJ 5040
Teachers College
Columbia University
Fall 2019

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This seminar is intended to familiarize PhD students with the research process in social psychology through readings, lectures, discussions, and first-hand experience. The objectives of this seminar are to introduce you to the options open to the behavioral science researcher, help you develop your own research skills, and to make you more discriminating consumers of research produced by others.

TEXTBOOKS

The following textbook is required, and is available at the TC Bookstore, and online through the TC library:

Maruyama, G. & Ryan, C.S. (2014). Research methods in social relations (8th edition). Wiley Blackwell.

Additional required readings are available on E-Reserves.

The syllabus lists the day that the readings should be completed. It is imperative that the readings are done before you come to class in order for you to participate in exercises and discussions.

○ FORMAT

The format of our weekly sessions will vary greatly: sometimes I will lecture (especially at the beginning of the semester), sometimes we will discuss the reading material assigned, sometimes we will discuss the assignments that you have completed, and sometimes we will work on methodological exercises in small groups.

● COURSE REQUIREMENTS

1. Written Assignments

There will be frequent written assignments throughout the semester. They will range in scope from small exercises to make sure that you experience directly some aspect of the research process (e.g. design an experiment), to a full-scale research critique. All assignments must be double-spaced.

**All assignments must be handed in on the due date.
No late assignments will be accepted.**

2. Exam

There will be a final exam for the course. The exam will be an in-class essay exam. Exam questions will be selected from a list of study questions circulated well in advance of the exam date.

3. Participation and In-Class Performance

Participation consists of regular attendance as well as a willingness to offer ideas in class. Quality of participation will also be noted.

○ GRADES

Grades will be calculated as follows:

| | |
|----------------------------|------------|
| Written Assignments | 60% |
| Final Exam | 30% |
| Class Participation | 10% |



COURSE OUTLINE AND READING ASSIGNMENTS

9/9 OVERVIEW OF THE COURSE & INTRODUCTION TO THE RESEARCH PROCESS

- Maruyama & Ryan, Chapter 1

Optional

- McGrath, J.E. (1982). Dilemmatics: The study of research choices and dilemmas. In McGrath, J.E., Martin, J. & Kulka, R.A. (Eds.). Judgment Calls in Research, (Chapter 3, pp. 69-102). Beverly Hills: Sage Publications.

9/16 GENERATING RESEARCHABLE IDEAS

- Maruyama & Ryan, Chapter 2 & p.164-166.

Optional

- Baron, R.M. & Kenny, D.A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. Journal of Personality and Social Psychology, 51, 1173-1182.

9/23 EXPERIMENTAL DESIGN I

- Maruyama & Ryan, p. 257-277.

Optional

- Campbell & Stanley (1963). Experimental and quasi-experimental designs for research, p.1-27.
 - Found under “Files” in Canvas

9/30 EXPERIMENTAL DESIGN II

- Maruyama & Ryan, p. 277-289.

Optional

- Campbell, D.T. & Stanley, J.C. (1963). Experimental and quasi-experimental designs for research. p. 27-31.
- Greenwald, T. (1976). Within-subject designs: To use or not to use? Psychological Bulletin, 83, 314-320.

10/7 EXPERIMENTAL DESIGN III

- Maruyama & Ryan, Chapter 5.
- Wilson, T. D., Aronson, E., & Carlsmith, K. (2010). The art of laboratory experimentation. In S. Fiske, D. Gilbert, & G. Lindzey (Eds.), *Handbook of social psychology* (5th ed., Vol. 1, pp. 51-81). Hoboken, NJ: Wiley

10/14 **EXTERNAL VALIDITY**

- Mook D.G. (1983). In defense of external validity. American Psychologist, April, 379-387.
- Sears, D.O. (1986). College sophomores in the laboratory: Influences of a narrow data base on social psychology's view of human nature. Journal of Personality and Social Psychology, 51, 515-530.
- Sue, S. (1999). Science, ethnicity, and bias: Where have we gone wrong? American Psychologist, 54, 1070-1077.
- Cheung, J.H., Burns, D.K., Sinclair, R.R., Sliter, M. (2017). Amazon Mechanical Turk in organizational psychology: An evaluation and practical recommendations. Journal of Business and Psychology, 32, 347-361.
- Highhouse (2007). Designing experiments that generalize. Organizational Research Methods.
- Baumeister, R.F., Vohs, K.D., and Funder, D.C. (2007). Psychology as the science of self-reports and finger movements: Whatever happened to actual behavior? Perspectives on Psychological Science, 2, 396-403.
- Anderson, C.A., Lindsay, J. J., & Bushman, B.J. (1999). Research in the psychological laboratory: Truth or triviality. Current Directions in Psychological Science, 8, 3-9.

Optional

- Berkowitz, L. & Donnerstein, E. (1982). External validity is more than skin deep: Some answers to criticisms of laboratory experiments. American Psychologist, March, 245-257.
- Dipboye, R.L. & Flanagan, M.F. (1979). Research settings in Industrial and Organizational Psychology: Are findings in the field more generalizable than in the laboratory? American Psychologist, 34, 141-150.
- Henrich, Heine & Norenzayan (2010). The weirdest people in the world? Behavioral and Brain Sciences, 33, 61-83.

10/21 **FIELD EXPERIMENTS AND QUASI-EXPERIMENTAL DESIGNS**

- Maruyama & Ryan, Chapter 11.
- Cook T.D. & Campbell D.T. (1975). The design and conduct of quasi-experiments and true experiments in field settings. In M. Dunnette (Ed.). Handbook of Industrial and Organizational Psychology, p.298-318.

Optional

- Campbell & Stanley, p.34-57.
- Campbell, D.T. (1969). Reforms as experiments. American Psychologist, 24, 409-429.
- West, S.G. (2009). Alternatives to randomized experiments. Current Directions in Psychological Science, 18, 299-304.

10/28 **EX POST FACTO RESEARCH: FIELD STUDIES AND SURVEYS**

- Maruyama & Ryan, Chapter 14
- Kerlinger, F.N. & Lee, H.B. (2000). Foundations of Behavioral Research, 4th edition, Chapter 23, "Non-experimental research."
- Cook T.D. & Campbell D.T. (1975). The design and conduct of quasi-experiments and true experiments in field settings. In M. Dunnette (Ed.). Handbook of Industrial and Organizational Psychology, p.284-293.

Optional

- Cronbach, L.J. (1957). The two disciplines of scientific psychology. American Psychologist, 12, 671-683.

11/4 **PSYCHOLOGICAL MEASUREMENT: RELIABILITY**

- Maruyama & Ryan, Chapter 7
- Kerlinger, F.N. & Lee, H.B. (2000). Foundations of Behavioral Research, 4th edition, Chapter 27, "Reliability"
- Schwarz, N. (1999). Self-reports: How the questions shape the answers. American Psychologist, 54, 93-105.

Optional

- Hinkin, T.R. (1998). A brief tutorial on the development of measures for use in survey questionnaires. Organizational Research Methods, 1, 104-121.

11/11 **PSYCHOLOGICAL MEASUREMENT: VALIDITY**

- Maruyama & Ryan, Chapter 8.
- Kerlinger, F.N. & Lee, H.B. (2000). Foundations of Behavioral Research, 4th edition, Chapter 28, "Validity."
- Cohen, J. (1990). Things I have learned (so far). American Psychologist, 45, 1304-1312.

11/18 **SOCIAL RESPONSIBILITY AND THE BEHAVIORAL RESEARCHER**

- Maruyama & Ryan, Chapter 3
- American Psychological Association Ethical Principles of Psychologists. (2002) American Psychologist, 57, Section 8, 1069-1071.
- Kelman H.C. (1970). Human use of human subjects: The problem of deception in social psychological experiments. Reprinted in P. Badia et.al. (Eds.). Research Problems in Psychology. Addison-Wesley.
- Rosenthal, R. (1994). Science and ethics in conducting, analyzing, and reporting psychological research. Psychological Science, 5, 127-143.
- Murphy, K.R. & Aguinis, H. (2017). HARKing: How badly can cherry-picking and question trolling produce bias in published results? Journal of Business and Psychology, 34, 1-17.

11/25 **CRITIQUING RESEARCH**

- Maruyama & Ryan, Chapters 17 & 18.
- Jordan, C.H. & Zanna, M.P. (2002). In L. Thompson (Ed.) The Social Psychology of Organizational Behavior. Appendix: How to read a journal article, p. 419-428.

12/2 **REPLICABILITY IN PSYCHOLOGICAL RESEARCH**

- Dominus, S. (2017). When the revolution came for Amy Cuddy. New York Times, October 18: <https://nyti.ms/2zjnPJ5>.
- Cuddy, A.J.C. & Schultz, J. & Fosse, N.E. (2018). P-curving a more comprehensive body of research on postural feedback reveals clear evidential value for power-posing effects: Reply to Simmons and Simonsohn (2017). Psychological Science, 29(4), 656-666.
- Wood, W. & Wilson, T.D. (2019). No crisis but no time for complacency: Coming to consensus on reproducibility. Association for Psychological Science Observer, September.
- Diener, E. & Biswas-Diener, R. (2017). The replication crisis in psychology. In R. Biswas-Diener & E. Diener (Eds), *Noba textbook series: Psychology*. Champaign, IL: DEF publishers. DOI:nobaproject.com
Note: You'll have to find this article online by searching this reference in your web browser: <http://nobaproject.com/modules/the-replication-crisis-in-psychology>
- Open Science Collaboration (2015). Estimating the reproducibility of psychological science. Science, 28 August, Vol. 349, no. 6251, DOI: 10.1126/science.aac4716.
- Gilbert, King, Pettigrew & Wilson (2016). Comment on Estimating the reproducibility of psychological science. Science, March Vol. 351, no. 6277, DOI: 10.1126/science.aad7243
- Alberts et al. (2015). Self-correction in science at work: Improve incentives to support research integrity. Science, 26 June, Vol. 348, no. 6242, DOI: 10.1126/science.aab3847.
- Nosek et al. (2015). Promoting an open research culture: Author guidelines for journals could help promote transparency openness and reproducibility. Science, 26 June, Vol. 348, no. 6242, DOI: 10.1126/science.aab2374.
- Van Bavel, Mende-Siedlecki, Brady & Reinero (2017). Contextual sensitivity in scientific reproducibility. PNAS Early Edition.
www.pnas.org/cgi/doi/10.1073/pnas.1521897113

Other resources

- Latham, G.P. Erez, M. & Locke, E.A. (1988). Resolving scientific disputes by the joint design of crucial Experiments by antagonists: Application to the Erez-Latham dispute regarding participation in goal setting. Journal of Applied Psychology, 73(4), 753-722.
 - Note: An example of joint design of replications between different labs

- Dweck, C.S. & Yeager, D.S. (2019). Mindsets: A view from two eras. *Perspectives in Psychological Science*, 14(3), 481-496.
 - *Note: An example of “era-bridging” research by two authors across the generational divide*
- Tackett, Lilienfeld, Patrick, Johnson, Kreuger, Miller, Oltmanns & Shrout (2017). It’s time to broaden the replicability conversation: Thoughts for and from clinical psychological science. *Perspectives on Psychological Science*, 12(5), 742-756.
 - *Note: Recommendations for clinical, counseling and school psychology*
- Maxwell, S.E., Lau, M.Y. & Howard, G.S. (2015). Is psychology suffering from a replication crisis?: What does “failure to replicate” really mean?. *American Psychologist*, 70, 487-498.
 - *Note: A methodological and statistical perspective on replication*

12/9 CHOICES IN RESEARCH

- Mortenson & Cialdini (2010). Full-cycle social psychology for theory and application. *Social and Personality Psychology Compass* 4/1 53-65.
- Kulka, R.A. (1982). Idiosyncrasy and circumstance: Choices and constraints in the research process. In J. McGrath, J. Martin, and R.A. Kulka *Judgment Calls in Research*, p.41-68. Sage Publications.
- Rozin, P. (2009). What kind of empirical research should we publish, fund and reward? *Perspectives in Psychological Science*, 4, 435-439.
- McGuire, W. (1973). The yin and yang of progress in social psychology. *Journal of Personality and Social Psychology*, 26, 446-456.
- Aronson, E. (1995). Research in social psychology as a leap of faith. In E. Aronson (Ed.). *Readings About the Social Animal*, 7th edition, 3-9. New York: W.H. Freeman and Company.

12/16 FINAL EXAM

COLLEGE POLICIES

SERVICES FOR STUDENTS WITH DISABILITIES

The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities (OASID) for information about registration. You can reach OASID by email at oasid@tc.columbia.edu, stop by 163 Thorndike Hall or call 212-678-3689. Services are available only to students who have registered and submit appropriate documentation. As your instructor, I am happy to discuss specific needs with you as well. Please report any access related concerns about instructional material to OASID and to me as your instructor.

INCOMPLETES

The grade of Incomplete will be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade. If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or Program Coordinator about their options for fulfilling the degree requirement. Doctoral students with six or more credits with grades of Incomplete included on their program of study will not be allowed to sit for the certification exam.

EMAIL

Teachers College students have the responsibility for activating the Columbia University Network ID (UNI) and a free TC Gmail account. As official communications from the College – e.g., information on graduation, announcements of closing due to severe storm, flu epidemic, transportation disruption, etc. -- will be sent to the student's TC Gmail account, students are responsible for either reading email there, or, for utilizing the mail forwarding option to forward mail from their account to an email address which they will monitor.

SEXUAL HARRASSMENT AND VIOLENCE REPORTING

Sexual Harassment and Violence Reporting - Teachers College is committed to maintaining a safe environment for students. Because of this commitment and because of federal and state regulations, we must advise you that if you tell any of your instructors about sexual harassment or gender-based misconduct involving a member of the campus community, your instructor is required to report this information to the Title IX Coordinator, Janice Robinson. She will treat this information as private, but will need to follow up with you and possibly look into the matter. The Ombuds officer for Gender-Based Misconduct is a confidential resource available for students, staff and faculty. "Gender-based misconduct" includes sexual

assault, stalking, sexual harassment, dating violence, domestic violence, sexual exploitation, and gender-based harassment. For more information, see <http://sexualrespect.columbia.edu/gender-based-misconduct-policy-students>.

ACADEMIC INTEGRITY

Students who intentionally submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records may be subject to charges. Sanctions may include dismissal from the college for violation of the TC principles of academic and professional integrity fundamental to the purpose of the College.