

**PSY 679: Research Methods in Social Psychology**  
Fall 2017, Monday 9:30-12:15, Huntington Hall 106

Instructor: Laura VanderDrift  
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Office Hours: By Appointment

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**Prerequisite:**

Instructor permission

**Audience:**

This course is designed for graduate students who are interested in improving their knowledge and use of research methods in social psychology.

**Course Description:**

Methodology of research in social psychology. Experimental design, sampling procedures, observational methods, questionnaires and interviews, sociometric methods, attitude scaling, analysis and interpretation of data.

**Credits:**

3

**Learning Objectives:**

After taking this course, students will be able to:

- 1) Critically evaluate published reports of psychological research
- 2) Conduct research addressing psychological questions and yielding interpretable conclusions
- 3) Communicate and implement their knowledge of research design, analysis, interpretation, and ethics

**Bibliography/Texts/Supplies:**

All of the readings will either be available on Blackboard, or will come from the following text:

Reis, H. T. & Judd, C. M. (Eds.). *Handbook of research methods in social and personality psychology* (2<sup>nd</sup> ed.).  
New York: Cambridge University Press.

This text is not required, but is an excellent primer on statistical inference you might benefit from reading at some point:

Dienes, Z. (2008). *Understanding Psychology as a Science*. New York, NY: Palgrave Macmillan.

**Requirements:**

Your final grade in this course will be composed of the following:

1) Reaction Papers & Discussion Questions (20%). Every week you will submit a 1-2 page single-spaced paper, which is to be a reaction to, or consolidation/appreciation of, the readings for the week. At the very minimum, this paper should demonstrate that you have read the assignments and given some thought to them. Ideally, you will use the reaction paper as an opportunity to relate the readings to articles in your content areas, to integrate readings from previous weeks with the current readings, and/or to begin an interesting and important discussion. Please do NOT summarize the readings for me. Each reaction paper must end with two discussion questions for the class meeting, and you will be expected to raise these questions, as appropriate, during class time. Thus, these reaction papers will come to demonstrate your mastery of learning goals (1) and (3), and if you propose research studies based on those readings, learning goal (2) as well. These papers will be graded from 0-100% (in increments of 5%), and the reaction text versus

discussion questions will be weighted approximately 75/25 in determining each paper grade. Late papers will be reduced by 15% per 24 hours, starting immediately at class time.

2) Take-Home Exams (40%). Two exams (20% each) will test your knowledge of the reading and discussion material, and will consist of short essay questions. You will receive the exam in class, and will have at least one week to complete it (see deadlines below). Exams must be completed independently; group work or discussion of exam questions or answers will be considered a violation of the Academic Integrity Policy. The exams will assess your mastery of learning goals (1) and (3). Late exams will be reduced by 5% per hour, beginning at the start of class time. (Exam 1 distributed 10/16, due 10/23 in class; Exam 2 distributed 12/4, due 12/12 by 5pm).

3) Preregistration (20%). You must complete a pre-registration for a study you intend to run, due in class on 12/4. You need not officially file this preregistration with OSF, unless you would like to. You simply need to submit all materials necessary for a preregistration to me on the deadline. More information will be given in class about how to complete this assignment, well in advance of the deadline (at least 2 weeks prior). This preregistration will assess your mastery of learning goal (2).

4) Peer Review (20%). You will complete a peer review of an article that I distribute, due in class on 11/13. More information about this assignment will be provided in class, well in advance of the deadline. This review will assess your mastery of learning goal (1).

### **Grading:**

How your grade will be calculated:

Grades*	Grade points / credit*	Percentage Range
<b>A</b>	<b>4.0</b>	<b>93-100%</b>
<b>A-</b>	<b>3.66</b>	<b>90-92.9%</b>
<b>B+</b>	<b>3.33</b>	<b>87-89.9%</b>
<b>B</b>	<b>3.0</b>	<b>83-86.9%</b>
<b>F</b>	<b>0</b>	<b>82.9% and below</b>

\* source: <http://www.syr.edu/registrar/students/grades/faq.html>

**\*Academic Integrity Policy:**

Syracuse University's academic integrity policy reflects the high value that we, as a university community, place on honesty in academic work. The policy defines our expectations for academic honesty and holds students accountable for the integrity of all work they submit. Students should understand that it is their responsibility to learn about course-specific expectations, as well as about university-wide academic integrity expectations. The university policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same written work in more than one class without receiving written authorization in advance from both instructors. The presumptive penalty for a first instance of academic dishonesty by an undergraduate student is course failure, accompanied by a transcript notation indicating that the failure resulted from a violation of academic integrity policy. The presumptive penalty for a first instance of academic dishonesty by a graduate student is suspension or expulsion. SU students are required to read an online summary of the university's academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice. For more information and the complete policy, see <http://academicintegrity.syr.edu/>.

**Disability-Related Accommodations:**

If you believe that you need accommodations for a disability, please contact the Office of Disability Services (ODS), <http://disabilityservices.syr.edu>, located in Room 309 of 804 University Avenue, or call (315) 443-4498, TDD: (315) 443-1371 for an appointment to discuss your needs and the process for requesting accommodations. ODS is responsible for coordinating disability-related accommodations and will issue students with documented Disabilities Accommodation Authorization Letters, as appropriate. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible.

**Diversity and Disability:**

Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. My goal is to create learning environments that are useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or accurate assessment or achievement, I invite any student to meet with me to discuss additional strategies beyond accommodations that may be helpful to your success.

**Religious Observances Notification and Policy:**

SU religious observances notification and policy, found at <http://hendricks.syr.edu/spiritual-life/index.html>, recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes and by the submission deadline for flexibly formatted classes.

## Topical Outline/Calendar

### **General Notes:**

Homework listed on each date should be done PRIOR to class on that date.

Required readings are the ones on which you should base your Reaction Papers, and should be read prior to the class on the date listed.

Lecture Supplement Readings are the basis for the lecture that I will deliver in class on the date the reading is listed. If you find that you have trouble keeping up in lecture – try reading those before class. Otherwise, they are listed for you for a reference to go back to after lecture if you need more detail and/or clarification. They might be helpful to you when writing your exam answers, for example.

### **Week 1**

#### **August 28: Modern Philosophy of Science**

##### Required Readings:

None

##### Lecture Supplement Readings:

Dienes, Z. (2008). Karl Popper and demarcation (ch 1, pp. 1-32). *Understanding psychology as a science: An introduction to scientific and statistical inference*. New York: Palgrave Macmillan.

Dienes, Z. (2008). Kuhn and Lakatos: Paradigms and programs (ch 2, pp. 33-54). *Understanding psychology as a science: An introduction to scientific and statistical inference*. New York: Palgrave Macmillan.

Holtz, P., & Monnerjahn, P. (2017). Falsificationism is not just ‘potential’ falsifiability, but requires ‘actual’ falsification: Social psychology critical rationalism, and progress in science. *Journal for the Theory of Social Behaviour*. doi: 10.1111/jtsb.12134.

##### Homework:

None

### **September 4: No Class - Labor Day**

### **Week 2**

#### **September 11: Developing Research Ideas and Considering Impact**

##### Required Readings: (~43 pages)

McGuire, W. J. (1997). Creative hypothesis generating in psychology: Some useful heuristics. *Annual Review of Psychology*, 48, 1-30.

Gray, K., & Wegner, D. M. (2013). Six guidelines for interesting research. *Perspectives on Psychological Science*, 8, 549-553.

Simonton, D. K. (2016). Giving credit where credit’s due: Why it’s so hard to do in psychological science. *Perspectives on Psychological Science*, 11, 888-892.

Eagly, A. H., & Miller, D. I. (2016). Scientific eminence: Where are the women? *Perspectives on Psychological Science*, 11, 899-904.

##### Lecture Supplement Readings:

Holmes, J. G. (2004). The benefits of abstract functional analysis in theory construction: The case of Interdependence Theory. *Personality and Social Psychology Review*, 8, 146-155.

Steele, C. M. (2003). Through the back door to theory. *Psychological Inquiry*, 14, 314-317.

##### Homework:

Reaction Paper #1 submitted via email by 8am

Create an Open Science Framework (OSF) Profile

Watch the webinar “OSF 101,” if you haven’t already (<https://www.youtube.com/watch?v=nnIpcMWC3rc>)

### **Week 3**

#### **September 18: Research Design**

Required Readings: (~68 pages)

Smith, E. R. (2014). Research design. In H. T. Reis & C. M. Judd (Eds.), *Handbook of research methods in social and personality psychology* (2nd ed., pp. 27–48). New York: Cambridge University Press.

West, S. G., Cham, H., & Liu, Y. (2014). Causal inference and generalization in field settings: Experimental and quasi-experimental designs. In H. T. Reis & C. M. Judd (Eds.), *Handbook of research methods in social and personality psychology* (2nd ed., pp. 49–80). New York: Cambridge University Press.

McClelland, G. H. (1997). Optimal design in psychological research. *Psychological Methods*, 2, 3–19.

Lecture Supplement Readings:

Brewer, M. B. & Crano, W. D. (2014). Research design and issues of validity. In H. T. Reis & C. M. Judd (Eds.), *Handbook of research methods in social and personality psychology* (2nd ed., pp. 11–26). New York: Cambridge University Press.

Homework:

Reaction Paper #2 submitted via email by 8am

### **Week 4**

#### **September 25: Data Analysis**

Required Readings: (~65 pages)

Dienes, Z. (2008). Neyman, Pearson, and hypothesis testing (ch 3, pp. 55-81). *Understanding psychology as a science: An introduction to scientific and statistical inference*. New York: Palgrave Macmillan.

Dienes, Z. (2008). Bayes and the probability of hypotheses (ch 4, pp. 82-120). *Understanding psychology as a science: An introduction to scientific and statistical inference*. New York: Palgrave Macmillan.

Lecture Supplement Readings:

McClelland, G. H. (2014). Nasty data: Unruly, ill-mannered observations can ruin your analysis. In H. T. Reis & C. M. Judd (Eds.), *Handbook of research methods in social and personality psychology* (2nd ed., pp. 608–626). New York: Cambridge University Press.

Mazza, G. L., & Enders, C. G. (2014). Missing data analysis. In H. T. Reis & C. M. Judd (Eds.), *Handbook of research methods in social and personality psychology* (2nd ed., pp. 627–652). New York: Cambridge University Press.

Homework:

Reaction Paper #3 submitted via email by 8am

### **Week 5**

#### **October 2: Power and Effect Size**

Required Readings: (~53 pages)

Cohen, J. (1992). A power primer. *Psychological Bulletin*, 112, 155–159.

Dienes, Z. (2008). Fisher and the likelihood: the Royall road to evidence (ch 5, pp. 121-156). *Understanding psychology as a science: An introduction to scientific and statistical inference*. New York: Palgrave Macmillan.

Lakens, D., & Evers, E. R. K. (2014). Sailing from the seas of chaos into the corridor of stability: Practical recommendations to increase the informational value of studies. *Perspectives on Psychological Science*, 9, 278-292.

Lecture Supplement Readings:

- Hüffmeier, J., Manzei, J., & Schultze, T. (2016). Reconceptualizing replication as a sequence of different studies: A replication typology. *Journal of Experimental Social Psychology, 66*, 81-92.
- Crandall, C. S., & Sherman, J. W. (2016). On the scientific superiority of conceptual replications for scientific progress. *Journal of Experimental Social Psychology, 66*, 93-99.
- Fraley, R. C., & Vazire, S. (2014). The N-pact Factor: Evaluating the quality of empirical journals with respect to sample size and statistical power. *PLOS ONE, 9*, e109019.

Homework:

Reaction Paper #4 submitted via email by 8am

**Week 6**

**October 9: Measurement**

Required Readings: (~78 pages)

- John, O. P., Benet-Martínez, V. (2014). Measurement: Reliability, construct validation, and scale construction. In H. T. Reis & C. M. Judd (Eds.), *Handbook of research methods in social and personality psychology* (2nd ed., pp. 473–503). New York: Cambridge University Press.
- Widaman, K. F., Grimm, K. J. (2014). Advanced psychometrics: Confirmatory factor analysis, item response theory, and the study of measurement invariance. In H. T. Reis & C. M. Judd (Eds.), *Handbook of research methods in social and personality psychology* (2nd ed., pp. 534–570). New York: Cambridge University Press.
- Schwarz, N. (1999). Self-reports: How the questions shape the answers. *American Psychologist, 54*, 93-105.

Lecture Supplement Readings:

None

Homework:

Reaction Paper #5 submitted via email by 8am

**Week 7**

**October 16: Data Sources**

Required Readings: (~94 pages)

- Krosnick, J. A., Lavrakas, P. J., Kim, N. (2014). Survey research. In H. T. Reis & C. M. Judd (Eds.), *Handbook of research methods in social and personality psychology* (2nd ed., p. 404–442). New York: Cambridge University Press.
- Heyman, R. E., Lorber, M. F., Eddy, J. M., & West, T. V. (2014). Behavioral observation and coding. In H. T. Reis & C. M. Judd (Eds.), *Handbook of research methods in social and personality psychology* (2nd ed., pp. 345–372). New York: Cambridge University Press.
- Maniaci, M. R., & Rogge, R. D. (2014). Conducting research on the internet. In H. T. Reis & C. M. Judd (Eds.), *Handbook of research methods in social and personality psychology* (2nd ed., pp. 443–472). New York: Cambridge University Press

Lecture Supplement Readings:

- Mook, D. G. (1983). In defense of external invalidity. *American Psychologist, 38*, 379-387.
- Henrich, J., Heine, S. J., & Norenzayan, A. (2010). The weirdest people in the world? *Behavioral and Brain Sciences, 33*, 61-135.
- Baumeister, R. F., Vohs, K. D., & 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.
- Lewandowski, G. W., & Strohmets, D. B. (2009). Actions can speak as loud as words: Measuring behavior in psychological science. *Social and Personality Compass, 3*, 992-1002.

Homework:

Reaction Paper #6 submitted via email by 8am

**Week 8**

**October 23: Longitudinal Methods**

Required Readings: (~30 pages)

Reis, H. T., Gable, S. L., & Maniaci, M. R. (2014). Methods for studying everyday experience in its natural context. In H. T. Reis & C. M. Judd (Eds.), *Handbook of research methods in social and personality psychology* (2nd ed., pp. 373–403). New York: Cambridge University Press.

Lecture Supplement Readings:

Stouthamer-Loeber, M., van Kammen, W., & Loeber, R. (1992). The nuts and bolts of implementing large-scale longitudinal studies. *Violence and Victims*, 7, 63-78.

Ribisl, K. M., Walton, M. A., Mowbray, C. T., Luke, D. A., Davidson, W. S., & Bootsmiller, B. J. (1996). Minimizing participant attrition in panel studies through the use of effective retention and tracking strategies: Review and recommendations. *Evaluation and Program Planning*, 19, 1-25.

Homework:

Exam 1 submitted (at start of class)

Reaction Paper #7 submitted via email by 8am

**Week 9**

**October 30: Multivariate Methods**

Required Readings: (~46 pages)

Fabrigar, L. R., & Wegener, D. T. (2014). Exploring causal and noncausal hypotheses in nonexperimental data. In H. T. Reis & C. M. Judd (Eds.), *Handbook of research methods in social and personality psychology* (2nd ed., pp. 504–533). New York: Cambridge University Press.

Schoemann, A. M., Rhemtulla, M., & Little, T. D. (2014). Multilevel and longitudinal modeling. In H. T. Reis & C. M. Judd (Eds.), *Handbook of research methods in social and personality psychology* (2nd ed., pp. 571–588). New York: Cambridge University Press.

Lecture Supplement Readings:

Thompson, B. (2005). *Exploratory and confirmatory factor analysis*. Washington DC: American Psychological Association. (Note: this is an entire book – parts from all of it will be referenced in lecture, but obviously we will not cover all of it in depth. If you'd like to make a PDF of a few introductory chapters from my copy, please let me know).

Homework:

Reaction Paper #8 submitted via email by 8am

**Week 10**

**November 6: Mediation and Moderation**

Required Readings: (~52 pages)

Judd, C. M., Yzerbyt, V. Y., & Muller, D., (2014). Mediation and moderation. In H. T. Reis & C. M. Judd (Eds.), *Handbook of research methods in social and personality psychology* (2nd ed., pp. 653–676). New York: Cambridge University Press.

Bullock, J. G., Green, D. P., & Ha, S. E., (2010). Yes, but what's the mechanism? (Don't expect an easy answer). *Journal of Personality and Social Psychology*, 98, 550– 558.

Pirlott, A. G., & MacKinnon, D. P. (2016). Design approaches to experimental mediation. *Journal of Experimental Social Psychology*, 66, 29–38.

Hayes, A. F. (2009). Beyond Baron and Kenny: Statistical mediation analysis in the new millennium. *Communication Monographs*, 76, 408-420.

Lecture Supplement Readings:

- MacKinnon, D. P., Krull, J. L., & Lockwood, C. M. (2000). Equivalence of the mediation, confounding and suppression effect. *Prevention Science* 1, 173–181.
- Yzerbyt, V. Y., Muller, D., & Judd, C. M. (2004). Adjusting researchers' approach to adjustment: On the use of covariates when testing interactions. *Journal of Experimental Social Psychology*, 40, 424–431.
- McClelland, G. H., & Judd, C. M. (1993). Statistical difficulties of detecting interactions and moderator effects. *Psychological Bulletin*, 114, 376–390.
- MacCallum, R. C., & Mar, C. M. (1995). Distinguishing between moderator and quadratic effects in multiple regression. *Psychological Bulletin*, 118, 405–421.
- Brauer, M., & Judd, C. M. (2000). Defining variable in relationship to other variables: When interactions suddenly turn out to be main effects. *Journal of Experimental Social Psychology*, 36, 410–424.

Homework:

Reaction Paper #9 submitted via email by 8am

**Week 11**

**November 13: Social-Cognitive Methods**

Required Readings: (~65 pages)

- Gawronski, B., & De Houwer, J. (2014). Implicit measures in social and personality psychology. In H. T. Reis & C. M. Judd (Eds.), *Handbook of research methods in social and personality psychology* (2nd ed., pp. 188–219). New York: Cambridge University Press.
- Bargh, J. A., & Chartrand, T. (2014). The mind in the middle: A practical guide to priming and automaticity research. In H. T. Reis & C. M. Judd (Eds.), *Handbook of research methods in social and personality psychology* (2nd ed., pp. 311–344). New York: Cambridge University Press.

Lecture Supplement Readings:

- Quigley, K. S., Lindquist, K. A. Feldman Barrett, L. (2014). Inducing and measuring emotion and affect: Tips, tricks, and secrets. In H. T. Reis & C. M. Judd (Eds.), *Handbook of research methods in social and personality psychology* (2nd ed., pp. 311–344). New York: Cambridge University Press.

Homework:

Reaction Paper #10 submitted via email by 8am  
Peer Review submitted (in class)

**November 20: No Class – Thanksgiving**

**Week 12**

**November 27: Dyads, Small Groups, and Social Networks**

Required Readings: (~69 pages)

- Kenny, D. A. & Kashy, D. A. (2014). The design and analysis of data from dyads and groups. In H. T. Reis & C. M. Judd (Eds.), *Handbook of research methods in social and personality psychology* (2nd ed., pp. 589–607). New York: Cambridge University Press.
- Kerr, N. L., Tindale, R. S. (2014). Methods of small group research. In H. T. Reis & C. M. Judd (Eds.), *Handbook of research methods in social and personality psychology* (2nd ed., pp. 188–219). New York: Cambridge University Press.
- Kenny, D. A., Kashy, D. A., & Cook, W. L. (2006). Social Network Analysis. *Dyadic Data Analysis* (pp. 296-316). New York, NY: The Guilford Press.



Lecture Supplement Readings:

None

Homework:

Reaction Paper #11 submitted via email by 8am

**Week 13**

**December 4: Problems and Challenges**

Required Readings: (~65 pages)

Simons, J. P., Nelson, L. D., & Simonsohn, U. (2011). False-positive psychology: Undisclosed flexibility in data collection and analysis allow presenting anything as significant. *Psychological Science*, 22, 1359–1366.

MacCallum, R. C., Zhang, S., Preacher, K. J., Rucker, D. D. (2002). On the practice of dichotomization of quantitative variables. *Psychological Methods*, 7, 19–40.

Curran, P. G. (2016). Methods for the detection of carelessly invalid responses in survey data. *Journal of Experimental Social Psychology*, 66, 4–19.

Westfall, J., & Yarkoni, T. (2016). Statistically controlling for confounding constructs is harder than you think. *PLOS ONE*, 11, e0152719.

Lecture Supplement Readings:

None

Homework:

Pre-registration submitted (in class)

Reaction Paper #12 submitted via email by 8am

**Finals Week: No Class**

Homework:

Exam 2 submitted (via email by 5pm on 12/12/17)