

Research Methods: Interpersonal and Individual Behavior

Psychology 835

Spring 2021

Mondays 12:00PM-2:50PM

Location: Zoom

Instructor: Bill Chopik

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Office: 254 Psychology

Office Hours: By appointment

Course Overview

Course Goals

The overarching goal of this course is to provide an introduction to the major methods and research designs employed by social and personality psychologists. A second goal is to consider issues related to the appropriate reporting and interpretation of data analysis in social/personality psychology. The scope of the course is broad in nature: We will cover experimental/non-experimental designs, measurement issues, and discuss ethics in the field. The methods reviewed in the course will span multiple units of analysis—from the broader regional level down to the implicit and neuroendocrine level. Most sessions will consist of a group discussion, a lecture, and a demonstration of some sort.

Readings

There is no required textbook for the course. Copies of each week's readings will be available at <https://d2l.msu.edu/>. If you have trouble accessing any of the course material, please contact me.

We'll be drawing on chapters from multiple books about methods. I recommend getting them eventually, but they are not required for the course.

Kenny, D. A., Kashy, D. A., & Cook, W. L. (2006). *Dyadic data analysis*. New York: Guilford Press.

Robins, R. W., Fraley, R. C., & Krueger, R. F. (Eds.). (2007). *Handbook of research methods in personality psychology*. New York: Guilford Press.

Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. New York: Houghton Mifflin Company.

Course Requirements

Constructive participation in seminar (40% of your final grade). It is critical that everyone reads the course material and participates in the seminar meetings. You are required to produce 2 discussion questions each week about the upcoming seminar meetings. If you are leading a class discussion (see next), you do not need to submit questions for that week. You must post your questions to d2L by 6:00pm on Sunday.

Leading class discussions (15% of your final grade). You will be required to lead discussions of readings at least three times during the semester. The discussion can take any form you would like but

should also integrate the discussion questions posted by your classmates.

Take-home assignments (20% of your final grade). You will be required to complete short at-home assignments throughout the course of the semester. The assignments will require you to think of ways to design studies, organize data, run analyses, and present findings.

Complete a final project (25% of your final grade). You must turn in a final written project that is essentially a draft of the Method and Results section of an empirical paper you hope to publish. An outline of your topic and methodological approach is due on March 30th via email. The final paper is due by 2PM on April 26th via d2L.

Course Schedule and Assigned Readings

Week 1-2: Reading, Reviewing, and Reflecting and Holiday (Class Cancelled)

January 11th (RRR Day) and January 18th (MLK Day)

Week 3: Introductory Information and Issues

January 25th

No readings.

Week 4: Ethical Issues and Reproducibility

February 1st

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.

LeBel, E. P. & Peters, K. R. (2011). Fearing the future of empirical psychology: Bem's (2011) evidence of psi as a case study of deficiencies in modal research practice. *Review of General Psychology*, 15, 371-379.

Nosek, B. A., Spies, J. R., & Motyl, M. (2012). Scientific utopia: II. Restructuring incentives and practices to promote truth over publishability. *Perspectives on Psychological Science*, 7, 615-631.

Rosenthal, R. (1994). Science and ethics in conducting, analyzing, and reporting psychological research. *Psychological Science*, 5, 127-134.

Silberzahn, R., Uhlmann, E. L., Martin, D. P., Anselmi, P., Aust, F., Awtrey, E., . . . Nosek, B. A. (2018). Many analysts, one data set: Making transparent how variations in analytic choices affect results. *Advances in Methods and Practices in Psychological Science*, 1, 337-356.

Optional: Repository of papers on ethics, replications, and blogs

Week 5: Measurement and Scale Construction

February 8th

Schmitt, N. (1996). Uses and abuses of coefficient alpha. *Psychological Assessment*, 8, 350-353.

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.

Robins, Chapter 14: The construct validation approach to personality scale construction

Optional: Nisbett, R. E., & Wilson, T. D. (1977). Telling more than we can know: Verbal reports on mental processes. *Psychological Review*, 84, 231-259.

Optional: Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The Satisfaction with Life Scale. *Journal of Personality Assessment*, 49, 71-75.

Week 6: Cross-cultural Research and Geographic Comparisons

February 15th

Chopik, W. J. (in press). Home is where the heart is: Geographic variation in relational behavior and outcomes. In L. V. Machia, C. R. Agnew, & X. B. Arriaga (Eds.), *Advances in close relationships*.

Matsumoto, D., & Jones, C. (2009). Ethical issues in cross-cultural psychology. In Mertens, D., & Ginsberg, P. (eds.), *Handbook of social science research ethics* (pp. 323-336). Newbury Park, CA: Sage Publications.

Motyl, M., Iyer, R., Oishi, S., Trawalter, S., & Nosek, B. A. (2014). How ideological migration geographically segregates groups. *Journal of Experimental Social Psychology*, 51, 1-14.

Rentfrow, P. J., Gosling, S. D., & Potter, J. (2008). A theory of the emergence, persistence, and expression of geographic variation in psychological characteristics. *Perspectives on Psychological Science*, 3, 339-369.

Schaller, M., & Murray, D. R. (2008). Pathogens, personality, and culture: Disease prevalence predicts worldwide variability in sociosexuality, extraversion, and openness to experience. *Journal of Personality and Social Psychology*, 95, 212-221.

Optional: Several examples of cross-cultural/region research

Week 7: Hormone and Physiological Data Collection and Analysis

February 22nd

Granger, D. A., Kivlighan, K. T., Fortunato, C., Harmon, A. G., Hibel, L. C., Schwartz, E. B., & Whembolua, G.-L. (2007). Integration of salivary biomarkers into developmental and behaviorally-oriented research: Problems and solutions for collecting specimens. *Physiology & Behavior*, 92, 583-590.

Lopez-Duran, N. L., Mayer, S. E., & Abelson, J. L. (2014). Modeling neuroendocrine stress reactivity in salivary cortisol: Adjusting for peak latency variability. *Stress*, 17, 285-295.

van Anders, S. M., Goldey, K. L., & Bell, S. N. (2014). Measurement of testosterone in human sexuality research: Methodological Considerations. *Archives of Sexual Behavior*, 43, 231-250.

Optional: Saxbe, D.E., & Repetti, R.L. (2010). For better or worse? Coregulation of couples' cortisol levels and mood states. *Journal of Personality and Social Psychology*, 98, 92-103.

Week 8: Implicit and Projective Measures; Automated Text Analysis

March 1st

Greenwald, A. G., Nosek, B. A., & Banaji, M. R. (2003). Understanding and using the Implicit Association Test: I. An improved scoring algorithm. *Journal of Personality and Social Psychology*, 85, 197-216.

Tausczik, Y. R., & Pennebaker, J. W. (2010). The psychological meaning of words: LIWC and computerized text analysis methods. *Journal of Language and Social Psychology*, 29, 24-54.

Winter, D. G. (1987). *Introduction to scoring motives in "running text."* Unpublished paper, University of Michigan.

Winter, D. G. (2005). Things I've learned about personality from studying political leaders at a distance. *Journal of Personality*, 73, 557-584.

Optional: Cohn, M. A., Mehl, M. R., & Pennebaker, J. W. (2004). Linguistic markers of psychological change surrounding September 11, 2001. *Psychological Science*, 15, 687-693.

Optional: Cunningham, W. A., Preacher, K. J., & Banaji, M. R. (2001). Implicit attitude measures: Consistency, stability, and convergent validity. *Psychological Science*, 12, 163-170.

Optional: Slatcher, R. B., Chung, C. K., Pennebaker, J. W., & Stone, L. D. (2007). Winning words: Individual differences in linguistic style among U.S. presidential and vice presidential candidates. *Journal of Research in Personality*, 41, 63-75.

Optional: Winter, D. G. (in press). Taming Power: Generative Historical Consciousness. *American Psychologist*.

Optional: Presidents and political leader profiles

Week 9: Regression: Moderators, Mediators, and More

March 8th

Dearing, E., & Hamilton, L.C. (2006). Contemporary advances and classic advice for analyzing mediating and moderating variables. *Monographs of the Society for Research in Child Development*, 71, 88-104.

MacKinnon, D. P., Fairchild, A. J., & Fritz, M. (2007). Mediation analysis. *Annual Review of Psychology*, 58, 593-614.

Robins, Chapter 34: Moderator and mediator models in personality research: A basic introduction

Rohrer, J. M. (2018). Thinking clearly about correlations and causation: Graphical causal models for observational data. *Advances in Methods and Practices in Psychological Science*, 1(1), 27-42.

Spencer, S. J., Zanna, M. P., & Fong, G. T. (2005). Establishing a causal chain: Why experiments are often more effective in examining psychological process than mediational analyses. *Journal of Personality and Social Psychology*, 89, 845-851.

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.

Week 10: Longitudinal Designs, Experience Sampling, Methods for Studying Change

March 15th

Bolger, N., Davis, A., & Rafaeli, E. (2003). Diary methods: Capturing life as it is lived. *Annual Review of Psychology*, 54, 579-616.

Robins, Chapter 2: Designing and implementing longitudinal studies

Robins, Chapter 5: Ideographic personality: The theory and practice of experience sampling

Robins, Chapter 31: The analysis of longitudinal data in personality research

Optional: Green, A. S., Rafaeli, E., Bolger, N., Shrout, P. E., & Reis, H. T. (2006). Paper or plastic? Data equivalence in paper and electronic diaries. *Psychological Methods*, 11, 87-105.

Week 11: Dyadic Data Designs and Analysis

March 22nd

Chapters 7 and 15 in Kenny, D. A., Kashy, D. K., & Cook, W. L. (2006). *Dyadic data analysis*. New York: Guilford Press.

West, T. V. (2013). Repeated measures with dyads. In J. A. Simpson, & L. Campbell (Eds.), *The Oxford handbook of close relationships* (pp. 731-749). New York, NY, US: Oxford University Press.

Chopik, W. J., & O'Brien, E. (2017). Happy you, healthy me? Having a happy partner is independently associated with better health in oneself. *Health Psychology*, 36, 21-30.

Week 12: Internet Research and Crowd-Sourcing

March 29th

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.

Gosling, S. D., Vazire, S., Srivastava, S., & John, O. P. (2004). Should we trust web-based studies? A comparative analysis of six preconceptions about internet questionnaires. *American Psychologist*, 59, 93-104.

Kern, M. L., Eichstaedt, J. C., Schwartz, H. A., Park, G., Ungar, L. H., Stillwell, D. J., Kosinski, M., Dziurzynski, L., & Seligman, M. E. (2014). From "sooo excited!!!" to "so proud": Using language to study development. *Developmental Psychology*, 50, 178-188.

Paolacci, G., Chandler, J., & Ipeirotis, P. G. (2010). Running experiments on Amazon Mechanical Turk. *Judgment and Decision Making*, 5, 411-419.

Guide for How to Post a Study to MTurk

Optional: Additional papers on MTurk and the WWBP

Week 13: Secondary Data Analysis

April 5th

Davis-Kean, P. E., Jager, J., & Maslowsky, J. (2015). Answering developmental questions using secondary data. *Child Development Perspectives*, 9, 256-261.

Smith, A. K., Ayanian, J. Z., Covinsky, K. E., Landon, B. E., McCarthy, E. P., Wee, C. C., & Steinman, M. A. (2011). Conducting high-value secondary dataset analysis: an introductory guide and resources. *Journal of General Internal Medicine*, 26(8), 920-929.

Thompson, W. H., Wright, J., Bissett, P. G., & Poldrack, R. A. (2019). Dataset decay: The problem of sequential analyses on open datasets. *bioRxiv*, 801696.

Weston, S. J., Ritchie, S. J., Rohrer, J. M., & Przybylski, A. K. (2019). Recommendations for increasing the transparency of analysis of preexisting data sets. *Advances in Methods and Practices in Psychological Science*, 2, 214-227.

Week 14: Writing Research Papers

April 12th

Bem, D. J. (2004). Writing the empirical journal article. Chapter from *The Compleat Academic* (2nd Ed.).

Silvia, Chapters 5 and 6: Writing the Method; Writing the Results

Kerr, N. L. (1998). HARKing (Hypothesizing After the Results are Known). *Personality and Social Psychology Review*, 2, 196-217.

Optional: Fine, M. A., & Kurdek, L. A. (1993). Reflections on determining authorship credit and authorship order on faculty-student collaborations. *American Psychologist*, 48, 1141-1147.

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

Optional: Feldman, D. B., & Silvia, P. J. (2010). *Public speaking for psychologists: A lighthearted guide to research presentations, job talks, and other opportunities to embarrass yourself*. Washington, DC, US: American Psychological Association.

Optional: Lambert, N. M. (2014). *Publish and prosper: A strategy guide for students and researchers*. New York, NY, US: Routledge/Taylor & Francis Group.

Optional: Silvia, P. J. (2015). *Write it up: Practical strategies for writing and publishing journal articles*. Washington, DC, US: American Psychological Association.

Optional: Additional resources about writing

Week 15: Consultation on Final Projects

April 19th