

Psychology Honors Research Program
Psych 391- 394
Spring 2005

Times: T,Th 10:00-11:30

Place: AC 26

Professor: Dr. Louise H. Kidder

e-mail: louise.kidder@temple.edu

Office Hours: T,TH 11:30-1:00

Office: Weiss Hall 505, tel. 215-204-1568

Preliminary Syllabus: Spring 05 Psych 392-394 Syllabus 011805

Welcome to the psychology honors program spring '05. The program is organized as two overlapping classes. The Tuesday meetings offer a basic course in research methodology demonstrating classic and new designs that allow us to make progress across all of the sub disciplines within psychology. The Thursday class uses this methodological expertise as a platform for discovery. We will also use Thursdays for backstage “performances” and dress rehearsals of your research presentations.

Requirements:

Class Meetings: The class meets on Tuesdays and Thursdays from 10:00-11:30 in room AC 26 of Anderson Hall. Students are expected to attend all classes and to have the assignments completed for class. “Juniors” (391 and 392 students) attend both Tuesday and Thursday classes. “Seniors” (393 and 394 students) attend the Thursday classes. If you are unsure of whether to call yourself a junior or senior, talk with Dr. Kidder about your category.

Blackboard: Everyone must use Temple e-mail accounts to participate in this course. When you register for the course, you will immediately become a member of the class listserv account and will be eligible to look at the class blackboard. You access **blackboard** by going to tuportal.temple.edu and by clicking on blackboard. Once you reach this site, you will need to enter your user name and your password. This then gives you access to this class on line. For the syllabus, goals and philosophy in the course, look at the category marked. “Course Information.” Under the “Course Documents” you will also find electronic copies of the journal synopsis forms and of the end-of-semester evaluation forms. Finally, under external links, you will find copies of links that will be of use to you in your studies.

The required text for this course:

- Rosnow, R. and Rosenthal, R. (2001) Beginning behavioral research. Fourth Edition Upper. Saddle River, NJ. Prentice Hall. (R & R)

The following articles and reprints are available (as pdf files) on Blackboard under Course Documents. One copy of each is also in a folder on a table outside Dr.

Kidder's Office. You can read the article there or borrow it for an hour to make a copy.

- **Kidder, L.H. & Fine, M. (1987) Qualitative and quantitative methods: When stories converge.** In M.M. Mark & L. Shotland (Eds.) New Directions in Program Evaluation. San Francisco: Jossey-Bass.
- **Kidder, L.H. (1981) Qualitative research and quasi-experimental frameworks: An assessment of participant observation using the criteria of quasi-experiments.** In M.B. Brewer & B.E. Collins (Eds.) Scientific Inquiry and the Social Sciences: A Festschrift Tribute to Donald T. Campbell. New York: Jossey-Bass
- **Kidder, L.H. (2000) Dependents in the master's house: When rock dulls scissors.** In S. Dickey & K.M. Adams (Eds.) Home and Hegemony: Domestic Service and Identity Politics in South and Southeast Asia. Ann Arbor: University of Michigan Press, pp. 207-220.
- **Kidder, L.H. (1982) Face validity: From the subjects' point of view.** In D. Brinberg & L.H. Kidder (Eds.) New Directions for Methodology of Social and Behavioral Science: Forms of Validity. San Francisco: Jossey-Bass
- **Kidder, L.H. & Fine, M. (1997) Qualitative inquiry in psychology: A radical tradition.** In D. Fox & I. Prilleltensky (Eds.) Critical Psychology: An introduction. London: Sage Publications.
- **Marecek, J., Fine, M. & Kidder, L.H. (1997) Working between worlds: Qualitative methods and social psychology.** Journal of Social Issues, 53 (4), 631-644.
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Grading: Juniors will be graded on—

- class attendance and participation (30%),
- paper writing (2 papers) (40%)
 1. 1st paper is a journal synopsis (graded by Dr. Kidder)
 2. 2nd paper is your research proposal (graded by your Research Sponsor/Adviser)
- a midterm (30%)

Seniors' grades will be based on

- attendance and class participation (30%) in the Thursday class and
- progress reports and evaluations by your research advisor (70%).

Students with disabilities:

Any student who has a need for accommodation based on the impact of a disability should contact me privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented

Psychology Honors Syllabus
Professor Kidder
Spring 2005ⁱ
Week 1 January 18

T Introduction to the class

What is the difference between “ordinary knowing” and “science”?
What are the questions science can and cannot address?
How do you and we construct reality?

TH Discussion of backstage presentations—what does this mean? A trial run

Week 2 January 25

READ:

- **Kidder, L.H. & Fine, M. (1987) Qualitative and quantitative methods: When stories converge. In M.M. Mark & L. Shotland (Eds.) New Directions in Program Evaluation. San Francisco: Jossey-Bass.**
- **Review: R & R Chapter 7: Randomized Experiments and Causal Inference**

T Reviewing the basics of Experimental design

Issues of prediction, control and randomization
In this review we examine the traditional with an eye towards stretching the boundaries of our methodologies. What are the strengths in this method, weaknesses? How can we over come these weaknesses by altering the designs?

TH The Pleasures and Pitfalls of Looking for Causes in Psychology: Seniors-- Bring examples of the kinds of causal statements you wish to make or test in your research.

Week 3 February 1

READ:

- **R & R Chapter 8: Categories of Nonrandomized Research**

T Quasi Experimental Designs

One step in the transition from the laboratory to the real world involves abandoning the requirements for true random designs. One cannot randomly assign some people to poverty and some to drug use. One cannot randomly assign some people to prison and others to a college career. One cannot randomly assign people to most of the big events in their lives. Thus, to study the effects of real world contexts of behavior, we needed a new model that preserved scientific integrity. Quasi- experimental designs offer some solutions.

TH Seniors present elements of your research or research in your literature review that constitute quasi-experimental designs.

Week 4 February 8

READ:

- **Kidder, L.H. (1981) Qualitative research and quasi-experimental frameworks: An assessment of participant observation using the criteria of quasi-experiments. In M.B. Brewer & B.E. Collins (Eds.) Scientific Inquiry and the Social Sciences: A Festschrift Tribute to Donald T. Campbell. New York: Jossey-Bass**

T Qualitative Research

Case Studies, Diaries, Ethnographies and Protocol Analyses are among the ways we first explore the research terrain. These methods allow us to probe an area and to derive the interesting questions based on the contexts and running commentary of our participants. While these methods have great utility for getting our research started, they have often been criticized as less scientific than the more quantitative methods of research. In this class we do a survey of these methods along with their strengths and weaknesses.

TH Seniors: Bring some real or imagined ways that you can use Qualitative methods in your research project. Bring a page describing how you have or could have used Qualitative methods. If you can, find an example of Qualitative research in your area of research—a study that raises similar or related questions and addresses them with qualitative methods.

Week 5 February 15

READ:

- **R&R Chapter 10: Summarizing the Data**

T Statistics: A partner in design

Methodology and statistics are often divorced in the ways we present them to students. Yet, they are intricately tied to one another such that a choice in design is also a choice in statistical analysis. This class reveals the partnership between the two and demonstrates how one can plan statistics while also planning the methodological component of our experiments.

TH February 17: Seniors: bring examples of your statistical analyses and discuss how they are related to your methodological decisions

Week 6 February 22

READ:

- R&R Chapter 6: Reliability and Validity in Measurement and Research
- Diener, E. & Seligman, M. (2002) Very happy people. *Psychological Science*, 13 (1), 84-87

T Journal synopsis due today Reliability and Validity

Cornerstones of all research, reliability and validity ensure that what you see is what you get. They are key research concepts that allow us to have confidence in our findings. But how do we reach adequate levels of reliability and validity – especially when so much can go so wrong in the broad contexts of our research designs. In this class we examine reliability issues in coding, questionnaires, observations and quasi designs. Your **journal synopsis is due today** on the article “Very Happy People.”

TH Seniors: Bring samples of your measurements to class. If you are using paper and pencil measures, bring enough copies to distribute. In the case of other measures, think of a way to demonstrate the pleasures and pitfalls of the process.

Week 7 March 1

READ:

- Kidder, L.H. (2000) Dependents in the master’s house: When rock dulls scissors. In S. Dickey & K.M. Adams (Eds.) Home and Hegemony: Domestic Service and Identity Politics in South and Southeast Asia. Ann Arbor: University of Michigan Press, pp. 207-220.
- TBA

T Observational Methods: Some Questions Can we observe behavior without bias?

TH Seniors: Does your research include some bias? Bring examples to show how it does (or does not) have biases.

Week 8: Spring Break

(March 6-13 = Spring Break)

Week 9 March 15

READ:

- Kidder, L.H. (1982) Face validity: From the subjects' point of view. In D.Brinberg & L.H. Kidder (Eds.) New Directions for Methodology of Social and Behavioral Science: Forms of Validity. San Francisco: Jossey-Bass

T March 15: What is “Validity”?

TH March 17: Seniors: Bring some examples of how you think your research has “validity” and also “problems with validity”

Week 10 March 22

READ:

- Kidder, L.H. & Fine, M. (1997) Qualitative inquiry in psychology: A radical tradition. In D. Fox & I. Prilleltensky (Eds.) Critical Psychology: An introduction. London: Sage Publications.

T What does the term “radical” mean in a discussion of research methodology?

TH Seniors, is there anything “radical” about your research? Is there anything “conservative” about your research? Bring examples to illustrate your answers.

Week 11 March 29

READ:

- R&R Chapter 5: Methods for Looking Within Ourselves

T “Midterm Exam” (or “11/16 term exam”) for Juniors due today

Self report Methods – The questionnaire

The questionnaire is one of the most popular methods for obtaining information about people, their feelings and their behaviors. Can you trust the data you get from questionnaires? How are they designed? Are there tricks embedded in good questionnaires that enable you to sift the truth from the answers?

TH **Seniors**, if you are using questionnaires or self report methods, **bring a critique** of the strengths and weaknesses of your method. If you are not using self report methods in your research, team up with someone who is, and bring a joint critique.

Week 12 April 5

READ:

- **The Doctor Is Out (and So Are the Patients)**, NY Times January 13, 2005, p. F9 (website: <http://www.nytimes.com/2005/01/13/garden/13NATU.html>)
- tba

T **Finding data, causes and effects, in “naturally occurring” (i.e., non laboratory interventions**

TH **Seniors: Bring examples that you would consider “naturally occurring” instances of the causes and effects that you are studying.**

Week 13 April 12

READ:

- APA writing Guidelines. You can find this online at the following website:
- website for the full APA publication guidelines:
<http://webster.commnet.edu/apa/index.htm>

T **What does it mean to write in “APA Style”?**

TH **TBA (perhaps a “Wrap up” or “Rap on”??)**

Week 14 April 19

T **April 19: 391-392 Oral Presentation of Progress reports & Proposals
Final Papers Due for Juniors—give one copy to Dr. Kidder and one copy to your research sponsor-and-adviser**

TH **April 21: Progress reports
394 students should be finishing their posters and ready to report their findings. Each will have about 10 minutes in class to give us a heads-up and to get feedback before the poster session.**

Week 15 April 26

T April 26: If needed: Continuation of 391-392 Oral Presentation of Progress reports/proposals

We will also review the term and look at how we collect data to answer our large and small questions

TH April 28: If needed: Continuation of Progress reports & feedback

Week 16 May 3

**T May 3: Poster Session in 6th Floor Weiss Hall
Everyone Join the seniors as we celebrate their posters and have a department wide party!**

ⁱ Spring Semester Dates

Spring Semester 2005	
Spring semester begins	Tuesday, January 18
Diploma date	Friday, January 28
Last day to drop a course	Monday, January 31
Deadline for application for May graduation	Tuesday, February 15
Spring recess begins	Sunday, March 6
Classes resume	Monday, March 14
Registration begins (Summer Sessions)	Monday, March 14
Registration begins (Fall Semester)	Monday, March 21
Last day to withdraw from graduate and undergraduate courses	Monday, March 28
Classes end	Monday, May 2
Study day	Tuesday, May 3 - Wednesday, May 4
Final examinations	Thursday, May 5 - Wednesday, May 11
Commencement	Thursday, May 19