**Theories and Methods of Cross-Cultural Research**

Spring 2024

SOP 5316

**1. Basic Information**

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Instructor:Asia A. Eaton, Ph.D.

 Office & Office Hours: Zoom, by appointment

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 Office phone: 305-348-0229

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Class: Mondays 11:00am-1:45pm in DM 110

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**1. Course Description**

Psychological research methods are what distinguishes psychological science from other forms of inquiry. This course will introduce graduate students to a variety of advanced design and analytic techniques in social and cultural psychology. It is designed to build on the research skills obtained in other fundamental research methods and statistics courses. The material you will learn in this course will allow you to design, implement, analyze, and critically evaluate social and cultural psychological science research.

This course is discussion-based, experiential, and practical, being intended to prepare you to advance your own program of research, succeed in completing the methods portions of your qualifying exams, and to think like a social and cultural psychologist in all your professional endeavors. We will focus on three major themes: 1) Theoretical: How do we understand social and cross-cultural similarities and differences? What do we need to consider to perform valid and reliable social and cross-cultural research? 2) Methodological: We will cover issues in design, measurement, and causal inference; 3) Statistical: We will discuss statistical approaches appropriate for addressing social and cultural research questions. In addition to broadly surveying a host of methods (from survey methods to randomized experiments), examples and readings will span topics of social and cultural psychology.

**2. Course Materials**

1. Shadish, W. R., Cook, T. D., & Campbell, D.T. (2002). *Experimental and quasi-experimental designs for generalized causal inference* (2nd Edition). Boston: Houghton-Mifflin.

This text is in part a revision of two earlier books on research methods (Campbell & Stanley, 1966; Cook & Campbell, 1979), and most closely a revision of the Campbell and Stanley (1966) classic. It is a culmination of an entire tradition in social science methodology, including the evolution of our understanding of experimental methods.

2. Matsumoto, D., & Van De Vijver, F. J. R. (2011). Cross-cultural research methods in psychology.

This text reviews issues in cross-cultural research including conceptual and design issues as well as data analysis and interpretation.

Additional required empirical readings and chapters will also be included throughout the course, to supplement and exemplify concepts from the chapters. These additional readings can be found in the course Dropbox folder.

**3. Assignments and Grade**

1) Attendance, Participation, and Readings (25%)

You are required to read all chapters assigned for each meeting in advance of the meeting, to attend every meeting, and to actively participate in every meeting. There will be reading requirements for all class sessions. You should expect it to take several hours to read the material for each session. It’s VERY important that you come prepared to discuss reading materials and to participate in discussion and peer feedback sessions. *You may miss one class session without penalty for any reason. After your first absence, for each class you miss 2 points (2% of your total grade) will be subtracted from your participation grade, unless the absence is due to a documented personal or family emergency that you discuss with me.*

2) Weekly Application (30%)

For 6 out of 8 weeks of your choosing, you will submit a thoughtful, well-cited description of how a research method from that week (e.g., randomized experiment, moderated mediation, interrupted time-series design, event frequency measurement) can be applied to address and answer a question in your own research area (e.g., dating violence among adolescents, spatial language processing in childhood, handedness in adults). Note that you are working backwards here; starting with the available methods from that week, you will consider what questions of interest you can answer in your research area using that method. Normally, you first devise a question of interest, then predictions, and then select the most appropriate method. Your description of the research question, and the design you will use to answer it from that week’s readings, should not be more than one page long.

The goal of the weekly application assignment is to (a) make sure students come to class not only having completed the readings, but having fully integrated the readings into their current knowledge set, (b) expand students’ knowledge set and methodological skill by thinking about how questions in their specialty area can be addressed using a variety of methodologies, and (c) help students understand the importance of matching research questions with appropriate methods, irrespective of practical concerns. There will be 6 weeks where students need to complete weekly application assignments, and each will be worth 5% of the students’ grade.

Please submit your weekly applications via Turnitin.com by Friday at midnight (the Friday before the Monday class at which we will discuss the readings). To submit to Turnitin.com, use the following information: Class ID: XXXX, Enrollment key: XXXX

3) Presentations (25%)

During the second half of the semester, students will be responsible for giving presentations on a study they are currently conducting (it can be at any point in the process- from conceptualization to journal submission). Students will present their current study in two ways:

1. The ideal way the study would be run, if resources and time were unlimited. Based on what you learned in class, what is the ideal test of your most ambitious questions? What would your dream study/studies look like? This proposal needs to be expansive and idealistic, as well as justified. For example, it is not enough to say “I would include both White and African American children if money were unlimited.” Why exactly these particular groups? And why would this extension be useful or not? Consider using multi-level longitudinal designs, representative cross-cultural samples, ecological assessments, multiple control groups, etc.
2. The actual way the study will (or has been run). What compromises did you need to make in the face of practical problems? What are you now unable to conclude due to methodological limitations? How are your findings more tentative and circumscribed than you would ideally like? What can you do to maximize the validity, reliability, generalizability, power, and casual inferences, etc. in your actual study/studies?

In your presentation you will need to reference and use as many concepts and readings from the class as can possibly apply to your presentation and your study. You will also need to engage your classmates with interesting questions, and make conceptual, factual, and theoretical links between the readings from the semester. You may present in any format you like –with handouts, with PowerPoint slides, by writing on the board, using class exercises, etc. Please submit all final presentation materials to the Professor for use in her evaluation of this class assignment.

4) Final Exam (20%)

Your final exam will involve you completing one comprehensive-exam style question in person in class. You will have three questions from which you can choose one, and 1.5 hours to complete the question. All questions will be on a topic we covered in class, but the exact questions will not be known to students in advance.

## Grading

Grades for this class are assigned in the following manner. These assignments will also be discussed in detail in class.

Attendance, Participation, and Readings 25 points total (25%)

Weekly Applications 30 points total (30%)

Presentation 25 points total (25%)

Final Exam 20 points total (20%)

 100 points total (100%)

**4. Scholarly Conduct and Academic Integrity**

Scholarly Conduct: Students are expected to treat each other with respect and courtesy in order to create anenvironment that is conducive to learning. It should be noted that arriving in class late orleaving early is disruptive, and therefore strongly discouraged. Additionally, students shouldrefrain from using electronic devices that disrupt class. This includes making or receiving phonecalls, texting, e-mailing, online chatting or browsing during class.

Academic Integrity:All University Policies regarding academic honesty will be strictly enforced. Cheating is defined as the “unauthorized use of books, notes, aids, or assistance from another person with respect toexaminations, course assignments… examination papers or course materials, whether originallyauthorized or not” (FIU Student Handbook, p. 103-104). Plagiarism is included in the definition of cheating. Any student found cheating will receive an F on that assignment (and possibly an F for the course) and the incident will be reported to the appropriate Florida International University authorities. Any student who is confused about the definitions of cheating or plagiarism should consult: <https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/>

Accommodations:Students who need accommodations for their disabilities should contact me privately to discussspecific accommodations for which they have received authorization. If you have a disability orneed information on eligibility and enrollment with the Disability Resource Center (DRC), refer to <http://drc.fiu.edu>. Please contact DRC prior to making an appointment to see me. Students should contact me as soon as possible so I can provide early and consistent support!

Diversity and Inclusion: Florida International University’s Mission Statement emphasizes that FIU is committed to core values including “Respect for diversity and the dignity of the individual” as well as “Freedom of thought and expression.” Based on this commitment, and in my capacity as a professor, I believe everyone in my classroom – whether face-to-face or online – has the right to learn and grow in a safe environment. I have completed the University’s ‘Safe Zone’ training, and I regularly engage in professional development activities to grow my cultural humility and contributions to making FIU, and the field of psychology, a diverse, equitable, and inclusive space. As a feminist, anti-racist social psychologist, in my classroom you can depend on a safe and supportive environment for students from all social locations, including along dimensions of gender, race, sexual orientation, class, caregiving status, veteran status, etc.

Academic Freedom: Academic freedom and responsibility are essential to the integrity of the University. The principles of academic freedom are integral to the conception of the University as a community of scholars engaged in the pursuit of truth and the communication of knowledge in an atmosphere of tolerance and freedom. The University serves the common good through teaching, research, scholarship/creative activities, and service. The fulfillment of these functions rests upon the preservation of the intellectual freedoms of teaching, expression, research, and debate. The University and UFF affirm that academic freedom is a right protected by this Agreement in addition to a faculty member’s constitutionally protected freedom of expression and is fundamental to the faculty member’s responsibility to seek and to state truth as he/she sees it.

Important note:I am committed to the success of each student in this course! If a problem is hindering yourperformance in this course, please contact me immediately. Please do not wait for the end of theterm to have a conversation with me ☺

**4. Short Course Outline**

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| **Meeting Date** | **Topic** | **Readings** | **Assignment** |
| Meeting 1Jan 11th  | Intro to methods in psychology |  |  |
| Meeting 2Jan 18th  | Intro to cross-cultural psychology methods | 3 readingsChapter 1, Matsumoto & Van De Vijver (2011)Chapter 4, Matsumoto & Van De Vijver (2011)Cohen (2019) \**in additional readings folder* |  |
| Meeting 3Jan 25th  | Validity and Reliability | 4 readingsChapter 2, Shadish, Cook, & Campbell (2002)Chapter 3, Shadish, Cook, & Campbell (2002)Morera & Stokes (2016) and John & Benet-Martínez (2014) \**in additional readings folder* | Weekly application 1 due Friday Jan 22 at midnight |
| Meeting 4Feb 1st  | Correlational, survey, and internet research  | 3 readingsChapter 5, Matsumoto & Van De Vijver (2011)Chapter 6, Matsumoto & Van De Vijver (2011)Privitera (2017) and Ruvalcaba & Eaton (2019) \**in additional readings folder* | Weekly application 2 due Friday Jan 29 at midnightGUEST LECTURE by Dr. Ruvalcaba |
| Meeting 5Feb 8th  | Experiments | 3 readingsChapter 1, Shadish, Cook, & Campbell (2002)Chapter 8, Shadish, Cook, & Campbell (2002)Ledgerwood (2018) \**in additional readings folder* | Weekly application 3 due Friday Feb 5 at midnightGUEST LECTURE by Dr. Eaton |
| Meeting 6Feb 15th  | Quasi-experiments | 4 readings Chapter 4, Shadish, Cook, & Campbell (2002)Chapter 5, Shadish, Cook, & Campbell (2002)Chapter 6, Shadish, Cook, & Campbell (2002)Hoffman et al. (2011) \**in additional readings folder* | Weekly application 4 due Friday Feb 12 at midnight GUEST LECTURE by Dr. Arcia |
| Meeting 7Feb 22nd  | Practical Problems 1: Ethics, recruitment, implementation | 3 readingsChapter 9, Shadish, Cook, & Campbell (2002)Chapter 10, Shadish, Cook, & Campbell (2002)Schroder et al (2019) \**in additional readings folder* | Weekly application 5 due Friday Feb 19 at midnight GUEST LECTURE by Dr. Stephens |
| Meeting 8March 1st  |  Practical problems 2: Equivalence, bias, and adaptation for cross-cultural research | 3 readingsChapter 2, Matsumoto & Van De Vijver (2011)Chapter 3, Matsumoto & Van De Vijver (2011)Shadish (1993) \**in additional readings folder* | Weekly application 6 due Friday Feb 26 at midnightGUEST LECTURE by XXXX |
| SPRING BREAK | SPRING BREAK | SPRING BREAK | SPRING BREAK |
| Meeting 10March 15th  | Metatheory and methods | 3 readingsRoberts et al. (2020), McCormick-Huhn et al. (2019), and Singh et al., (2018) \**in additional readings folder* | Weekly application 7 due Friday March 12 at midnightGUEST LECTURE by Dr. Warner |
| Meeting 11March 22nd  | Mediation and Moderation | 4 readingsChapter 18, Laursen, Little, & Card (2012)Muller, Judd, & Yzerbyt (2005), Rucker, Preacher, Tormala, & Petty (2011), & Paustian-Underdahl et al. (2021) \**in additional readings folder* | Weekly application 8 due Friday March 19 at midnightGUEST LECTURE by Dr. Paustian-Underdahl |
| Meeting 12March 29th  | Student presentation 1 | Student presentation 1 | Student presentation 1 |
| Meeting 13April 5th | Student presentation 2 | Student presentation 2 | Student presentation 2 |
| Meeting 14April 12th  | Student presentation 3 | Student presentation 3 | Student presentation 3 |
| Meeting 15April 19th  | Final Exam in class | Final Exam in class | Final Exam in class |

**5. Detailed Course Outline**

**Meeting 1 (Jan 11)**

**Introduction to Psychological Methods**

**Meeting 2 (Jan 18)**

**Intro to cross-cultural and social psychology methods**

Book Readings:

1. Chapter 1, Matsumoto & Van De Vijver (2011): Introduction to Methodological Issues Associated with cross-cultural research.
2. Chapter 4, Matsumoto & Van De Vijver (2011): Making scientific sense of cultural differences in psychological outcomes: Unpackaging the magnum mysterium

Additional Required Readings (see dropbox link):

1. Cohen, D. (2019). Methods in cultural psychology. In D. Cohen & S. Kitayama (Eds.), Handbook of cultural psychology (pp. 163–203). The Guilford Press.

**Meeting 3 (Jan 25)**

**Validity and Reliability**

Book Readings:

1. Chapter 2, Shadish, Cook, & Campbell (2002): Statistical conclusion validity and internal validity
2. Chapter 3, Shadish, Cook, & Campbell (2002): Construct validity and external validity

Additional Required Readings (see dropbox link):

1. Morera, O. F., & Stokes, S. M. (2016). Coefficient α as a measure of test score reliability: Review of 3 popular misconceptions. *American Journal of Public Health, 106*(3), 458-460.
2. 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 (pp. 473–503). Cambridge University Press.

**Assignment Due: Weekly application 1**

**Meeting 4 (Feb 1)**

**Correlational, survey, and internet research**

Book Readings:

1. Chapter 5, Matsumoto & Van De Vijver (2011): Sampling: The selection of cases for culturally-comparative psychological research
2. Chapter 6, Matsumoto & Van De Vijver (2011): Survey response styles across cultures

Additional Required Readings (see dropbox link):

1. Privitera. G. J. (2017). Survey and Correlational Research Designs. In G. J. Privitera (Ed.), *Research Methods for the Behavioral Sciences* (pp. 225-260, ed. 2). New York: NY, Sage.
2. Ruvalcaba, Y., & Eaton, A. A. (2019). Nonconsensual pornography among U.S. adults: A sexual scripts framework on victimization, perpetration, and health correlates for women and men. *Psychology of Violence.*

**Assignment Due: Weekly application 2**

**Meeting 5 (Feb 8)**

**Experiments**

Book Readings:

1. Chapter 1, Shadish, Cook, & Campbell (2002): Experiments and generalized causal inference
2. Chapter 8, Shadish, Cook, & Campbell (2002): Randomized experiments: Rationale, designs, and conditions conducive to doing them

Additional Required Readings (see dropbox link):

1. Ledgerwood, A. (2018). New developments in research methods. In R. F. Baumeister & E. J. Finkel (Eds.). *Advanced Social Psychology* (2nd Ed.). Oxford University Press.

**Assignment Due: Weekly application 3**

**Meeting 6 (Feb 15)**

**Quasi-experiments**

Book Readings:

1. Chapter 4, Shadish, Cook, & Campbell (2002): Quasi-experimental designs that either lack a control group or lack pretest observations on the outcome
2. Chapter 5, Shadish, Cook, & Campbell (2002): Quasi-experimental designs that use both control groups and pretests
3. Chapter 6, Shadish, Cook, & Campbell (2002): Quasi-experiments: Interrupted time-series designs

Additional Required Readings (see dropbox link):

4. Hoffman, M., Gneezy, U., & List, J. A. (2011). Nurture affects gender differences in spatial abilities. Proceedings of the National Academy of Sciences of the United States of America, 108(36), 14786–14788. <https://doi.org/10.1073/pnas.1015182108>

**Assignment Due: Weekly application 4**

**Meeting 7 (Feb 22)**

**Practical Problems 1**

Book Readings:

1. Chapter 9, Shadish, Cook, & Campbell (2002): Practical problems 1: Ethics, participant recruitment, and random assignment
2. Chapter 10, Shadish, Cook, & Campbell (2002): Practical problems 2: Treatment implementation and attrition

Additional Required Readings (see dropbox link):

 3. Schroder et al., (2019). Exploitation risks in collaborative international research. In D. Schroeder, K. Chatfield, M. Singh, R. Chennells, & P. Herissone-Kelly (Eds). *Equitable research parnterships: A global code of conduct to counter ethics dumping.*

**Assignment Due: Weekly application 5**

**Meeting 8 (Mar 1)**

**Practical Problems 2**

Book Readings:

1. Chapter 2, Matsumoto & Van De Vijver (2011): Equivalence and bias: A review of concepts, models, and data analytic procedures
2. Chapter 3, Matsumoto & Van De Vijver (2011): Translating and adapting tests for cross-cultural assessments

Additional Required Readings (see dropbox link):

 3. Shadish, W. R. (1993). Critical multiplism: A research strategy and its attendant tactics. *New Directions for Program Evaluation, 1993,* 13–57.Top of Form

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**Assignment Due: Weekly application 6**

**Meeting 9 (Mar 8)**

**SPRING BREAK**

**Meeting 10 (Mar 15)**

**Metatheory and methods**

Additional Required Readings (see dropbox link):

1. Roberts, S. O., Bareket-Shavit, C., Dollins, F. A., Goldie, P. D., & Mortenson, E. (2020). Racial Inequality in Psychological Research: Trends of the Past and Recommendations for the Future. *Perspectives on psychological science*, *15*(6), 1295–1309. <https://doi.org/10.1177/1745691620927709>
2. McCormick-Huhn, K., Warner, L. R., Settles, I. H., & Shields, S. A. (2019). What if psychology took intersectionality seriously? Changing how psychologists think about participants. *Psychology of Women Quarterly, 43*(4), 445-456. doi:http://dx.doi.org.ezproxy.fiu.edu/10.1177/0361684319866430
3. Singh, S., Granski, M., Victoria, M. d. P., & Javdani, S. (2018). The praxis of decoloniality in researcher training and community‐based data collection. *American Journal of Community Psychology, 62*(3-4), 385-395. doi:http://dx.doi.org.ezproxy.fiu.edu/10.1002/ajcp.12294

**Assignment Due: Weekly application 7**

**Meeting 11 (Mar 22)**

**Mediation and Moderation**

Additional Required Readings (see dropbox link):

1. Chapter 18, Laursen, Little, & Card (2012): Mediation Models for social and cultural data
2. Muller, D., Judd, C. M., & Yzerbyt, V. Y. (2005). When moderation is mediated and mediation is moderated. *Journal of Personality and Social Psychology, 89*(6), 852-863.
3. Rucker, D. D., Preacher, K. J., Tormala, Z. L., & Petty, R. E. (2011). Mediation analysis in social psychology: Current practices and new recommendations. Social and Personality Psychology Compass, 5(6), 359–371.
4. Paustian-Underdahl, S., Mandeville, A., Eaton, A., & Jordan, S. (2021). Pregnancy discrimination is a family affair: Examining crossover effects in couples.

**Assignment Due: Weekly application 8**

**Meeting 12 (Mar 29)**

**Student presentation 1**

**Meeting 13 (Apr 5)**

**Student presentation 2**

**Meeting 14 (Apr 12)**

**Student presentation 3**

**Meeting 15 (Apr 19)**

**Final Exam in class**