

Citations in Social Psychology Textbooks

By Nathan P. Engelberth

Accurate measurement of academic and scientific impact is important for many reasons: assessment of individuals and academic departments, identification of unusually accomplished individuals and departments, and resource allocation among departments within a given university. There is no single "best" operational method of measurement. Institutional research productivity, reputation rankings and citation analyses have all been operationalized in a number of different ways. Within social and personality psychology, impact and eminence have been assessed in several ways, including counts of publications in key journals and citation counts from Social Science Citation Index (Dialogue, 2005). An additional technique is to count citations within psychology textbooks (e.g., Gordan & Vicari, 1992). Such citations give a unique picture of achievement and influence. These textbooks are often the basic learning tools for undergraduate psychology students. Because so many college students take introductory social psychology courses, the potential influence of these researchers and their body of work is enormous.

Method

Textbook Selection.

In autumn 2005, texts were chosen from the *Social Psychology Network* list of social psychology texts with publication dates of 2004 or 2005. The six are listed among the references.

Researcher Selection.

Originally a list of all faculty in social or social/personality programs at Iowa State's Peer 11 university departments of psychology was compiled for internal use. Later, all researchers who met at least one of two criteria were

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Table 1: Top 30 most-cited scholars, 2004 and 2005 total citation counts.

Name	Ph.D Year	Citation Count	Current or Last Position
Alice H. Eagly	1965	176	Northwestern
Craig A. Anderson	1980	158	Iowa State University
Roy F. Baumeister	1978	143	Florida State University
Robert B. Cialdini	1970	143	Arizona State University
C. Daniel Batson	1972	140	University of Kansas
Edward E. Jones	1953	140	Princeton
Elaine Hatfield (Walster)	1963	134	University of Hawaii
Shelly E. Taylor	1972	134	UCLA
Richard E. Petty	1977	131	Ohio State University
Ellen S. Berscheid	1965	131	University of Minnesota
Bibb Latané	1963	122	Center for Human Science
Leonard Berkowitz	1951	116	University of Wisconsin
Brad J. Bushman	1989	116	University of Michigan
John M. Darley	1965	115	Princeton University
Dan T. Gilbert	1985	113	Harvard University
Brian Mullen	1982	111	Syracuse/Kent-Canterbury
Richard E. Nisbett	1966	106	University of Michigan
Mark Snyder	1972	106	University of Minnesota
Stanley Milgram	1960	103	CUNY
Leon Festinger	1942	103	New School
Lee Ross	1969	101	Stanford University
John F. Dovidio	1977	99	University of Connecticut
Harold H. Kelley	1948	94	UCLA
John T. Cacioppo	1977	93	University of Chicago
Shelly Chaiken	1978	92	New York University
Thomas F. Pettigrew	1956	89	UC-Santa Cruz
Solomon E. Asch	1932	89	Swarthmore
Timothy D. Wilson	1977	88	University of Virginia
William B. Swann Jr.	1978	85	University of Texas, Austin
Norbert L. Kerr	1974	84	Michigan State University

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added to the list. Each researcher had to have more than 2 lines in the name index or more than one column of 1st author publications in the reference list in at least one of the six textbooks. These additions resulted in 81 researchers being added to the sample. These two criteria guaranteed that all top producers of introductory social psychology textbook citations would be included.

Citation Measurement.

Two measurements were taken from each book. From the name index the number of pages on which a researcher's name appeared were counted. The number of first authored citations was counted from the reference list.

One issue considered in citation analyses concerns self-citations. Because authors know their research better than anyone else's, it is common for authors of textbooks to cite themselves more often than they are cited in other texts. This makes perfect sense. Indeed, it would be puzzling to find a textbook whose authors didn't describe their own work somewhat more than did authors of similar textbooks. However, it is also common to compensate for this tendency in citation analyses. In the present case, the mean citations (page and first author) from the other textbooks for the authors of the six textbooks were used.

Results & Discussion

Table 1 displays the combined citation totals for 2004 and 2005 for the 30 most highly cited scholars. Several interesting points emerge. As expected the list is dominated by scholars who have been in the field for a fairly long time, as indicated by the predominance of Ph.D. years in the 1960s ($N = 8$) and 1970s ($N = 12$). Three obtained their Ph.D.s in the 1950s (Berkowitz, Jones,

& Pettigrew), two in the 1940s (Festinger & Kelley), and one in the 1930s (Solomon Asch). Only four received their degrees after 1979 (Anderson, Bushman, Gilbert, Mullen). Bushman is the most recent Ph.D. on the list. In addition, a number of the "founders" of modern social psychology are missing from the list. For example, although S. Milgram, S. Asch, H. Kelley, and L. Festinger made the list, F. Heider, S. Schachter, M. Sherif, C. Hovland, and K. Lewin did not.

Nine additional scholars made either the 2004 or the 2005 top 30 lists (which can be downloaded from www.psychology.iastate.edu/faculty/caa/abstracts/2005-2009/DialogueLong.pdf) but not the combined top 30 list. Those who did not make the combined 2004-2005 list were Albert Bandura, John A. Bargh, Marilynn B. Brewer, Jennifer Crocker, Anthony G. Greenwald, Michael Hogg, John Levine, Gary L. Wells and Wendy Wood. Most of these top 39 textbook-cited researchers are the only current representatives of their university ($N = 22$). In fact, of the top 39 (the 30 in Table 1 plus the 9 additional listed above) there are two scholars at the same university for four universities (University of Minnesota, Iowa State University, Stanford University, Ohio State University) and three at the same university for one school (University of Michigan). This likely reflects the fact that most social programs are relatively small, and that excellent is distributed across many social and personality programs.

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Accurate measurement of academic and scientific achievement and impact is important for many reasons, including assessment of individuals and groups of individuals (such as academic departments), identification of unusually accomplished individuals and departments, and resource allocation among departments within a given university. Of course, there is no single “best” operational method of measurement. Institutional research productivity, reputation rankings and citation analyses have all been operationalized in a number of different ways. Within social and personality psychology, impact and eminence have been assessed in several ways, including counts of publications in key journals and citation counts from Social Science Citation Index (Dialogue, 2005). An additional technique is to count citations within psychology textbooks (e.g., Gordan & Vicari, 1992). Such citations give a unique picture of achievement and influence, as textbooks are the basic learning tools for introductory undergraduate psychology students. Because of the high proportion of college students (both psychology majors and non-majors) who take introductory social psychology courses, the potential for influence on the next generation is enormous.

In the autumn of 2004, the data reported in this article were collected for an internal report on the relative impact of the current Iowa State University social psychology faculty (within the Department of Psychology), relative to 10 other land-grant university social psychology programs. These “Peer 11 Universities” include Iowa State University, Purdue University, Texas A&M, University of California – Davis, University of Minnesota, University of Wisconsin, Ohio State University, University of Illinois, Michigan State University, University of Arizona and North Carolina State

University. However, the data collection procedures were extended so that relevant information on all of the most frequently cited scholars would be included, regardless of university affiliation.

Method

Textbook Selection

The psychology texts were chosen from the *Social Psychology Network* (<http://www.socialpsychology.org/>) list of introductory social psychology texts with publication dates of 2004 or 2005. The six listed at that time were: Fiske, S.T. (2004) *Social Beings: A core motives approach to social psychology*; Michener, H.A., DeLamater, J.D., & Myers, D.J. (2004) *Social Psychology*; Myers, D.G. (2004) *Exploring Social Psychology*; Aronson, E., Wilson, T.D., & Akert, R.M. (2005) *Social Psychology*; Brehm, S.S., Kassin, S., & Fein, S. (2005) *Social Psychology*; and Myers, D.G. (2005) *Social Psychology*.

Researcher Selection

Originally a list of faculty members in social or social/personality programs at the Peer 11 university departments was compiled. This yielded a sample of 85, and was the basis for the internal report comparisons of social psychology programs. Later, all researchers who met at least one of the following criteria were added: (1) more than 2 lines in the name index in at least one of the six textbooks; or (2) more than one column of 1st author publications in the reference list in at least one of the six textbooks. This resulted in 81 additional researchers being added to the sample. These two criteria guaranteed that all top producers of introductory social psychology textbook citations would be included in the data set.

Citation Measurement

Two measurements were taken from each book. From the name index the number of pages on which a researcher's name appeared were counted. For instance, if the listing for Researcher A was 287, 289-291, then that researcher would receive a score of 4, one for each page of the book on which their name appears. From the reference list the number of first authored citations was counted.

One issue that arises in most analyses of citations concerns how to handle self-citations. Because authors know their research better than anyone else's, it is common practice for authors of textbooks to cite themselves more often than they are cited in other texts. This makes perfect sense. Indeed, it would be puzzling to find a textbook whose authors didn't describe their own work somewhat more than did authors of similar textbooks. However, it is also common practice to compensate for this tendency in citation analyses. In the present case, the mean citations (page and first author) from the other five textbooks for the authors of the six textbooks were used.

Results & Discussion

Table 1 displays the correlations among the 2004 and 2005 name, first author, and total counts. As can be seen, the correlations are fairly high $r = .723$ to $.971$. Perhaps of most interest is the correlation between the 2004 total and the 2005 total, $r = .839$.

Table 2 presents the top 30 researchers for the 2004 textbooks (Table 2A), the 2005 textbooks (Table 2B), and the combined citation totals (Table 2C). A total of 39 researchers are listed in at least one of the three lists.

Several interesting points emerge from these lists. First, there is considerable overlap between the 2004 and 2005 lists. Second, as one might expect the overall top 30 list (Table 2C) is dominated by scholars who have been in the field for a fairly long time,

as indicated by the predominance of Ph.D. years in the 1960s (N = 8) and 1970s (N = 12). Three obtained their Ph.D.s in the 1950s (Berkowitz, Jones, & Pettigrew), two in the 1940s (Festinger & Kelley), and one in the 1930s (Solomon Asch). Only four received their degrees after 1979 (Anderson, Bushman, Gilbert, Mullen). Bushman is the most recent Ph.D. to have made the list. Third, a number of the “founders” of modern social psychology are missing from the list. For example, although S. Milgram, S. Asch, H. Kelley, and L. Festinger made at least one of the lists, F. Heider, S. Schachter, M. Sherif, C. Hovland, and K. Lewin did not.

Similar data were reported for 1987-1990 textbook citations by Gordan and Vicari (1992). Eighteen of the top 21 researchers from that older data set were represented in at least one of these top 30 lists. Only two of the next 11 on the older list made one of the present top 30 lists. The 12 newcomers to the top 30 (based on our Table 2C and Gordan & Vicari's Table 1) are: Anderson, Batson, Baumeister, Brewer, Bushman, Caccioppo, Dovidio, Gilbert, Kerr, Mullen, Pettigrew, and Wilson.

Finally, it is interesting to note the lack of a dominant university. Most of the top 39 textbook-cited researchers are the only current representative of their university. In four cases, there are two at the same university (Iowa State University, Ohio State University, Stanford University, University of Minnesota). In one case there are three at the same university (University of Michigan). This presumably reflects the fact that most social programs are relatively small, and that there are a lot of excellent social and social/personality programs.

References

- Aronson, E., Wilson, T.D., & Akert, R.M. (2005) *Social Psychology* (5th ed.). Upper Saddle River, NJ: Pearson Education Inc.
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- Myers, D.G. (2004) *Exploring Social Psychology* (3rd ed.). New York: McGraw-Hill.

Table 1

Correlations

		04AU	04N	04TOTAL	05AU	05N	05TOTAL
2004 Author	Pearson Correlation	1	.819(**)	.933(**)	.859(**)	.773(**)	.845(**)
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	164	164	164	164	164	164
2004 Name	Pearson Correlation	.819(**)	1	.971(**)	.723(**)	.822(**)	.811(**)
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	164	164	164	164	164	164
2004 Total	Pearson Correlation	.933(**)	.971(**)	1	.813(**)	.839(**)	.863(**)
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	164	164	164	164	164	164
2005 Author	Pearson Correlation	.859(**)	.723(**)	.813(**)	1	.840(**)	.948(**)
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	164	164	164	164	164	164
2005 Name	Pearson Correlation	.773(**)	.822(**)	.839(**)	.840(**)	1	.969(**)
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	164	164	164	164	164	164
2005 Total	Pearson Correlation	.845(**)	.811(**)	.863(**)	.948(**)	.969(**)	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	164	164	164	164	164	164

** Correlation is significant at the 0.01 level (2-tailed).

Table 2. Thirty top-cited scholars in 2004 (2a), 2005 (2b), and overall total (2c) introductory social psychology textbooks.

2a. 2004.

Name	Year of PhD	Citation Count	Current University
Alice H. Eagly	1965	76	Northwestern University
Edward E. Jones	1953	70	N/A
Ellen S. Berscheid	1965	63	University of Minnesota
Craig A. Anderson	1980	61	Iowa State University
Brian Mullen	1982	61	Syracuse University N.Y.
Brad J. Bushman	1989	60	University of Michigan
Shelly E. Taylor	1972	57	UCLA
Richard E. Petty	1977	56	Ohio State University
C. Daniel Batson	1972	56	University of Kansas
Robert B. Cialdini	1970	56	Arizona State University
Roy F. Baumeister	1978	54	Florida State University
Harold H. Kelley	1948	54	N/A
Elaine Hatfield-Walster	1963	54	University of Hawaii
John F. Dovidio	1977	53	University of Connecticut
Leonard Berkowitz	1951	49	University of Wisconsin
Michael Hogg	1983	47	University of Queensland
Shelly Chaiken	1978	46	New York University
Dan T. Gilbert	1985	46	Harvard University
John M. Darley	1965	44	Princeton University
Marilynn B. Brewer	1968	43	Ohio State University
Mark Snyder	1972	43	University of Minnesota
Solomon E. Asch	1932	43	N/A
Bibb Latane	1963	42	Center for Human Science
Richard E. Nisbett	1966	42	University of Michigan
Albert Bandura	1952	41	Stanford University
Jennifer Crocker	1979	41	University of Michigan
Leon Festinger	1942	41	N/A
John Levine	1969	37	University of Pittsburgh
Stanley Milgram	1960	37	N/A
Lee Ross	1969	37	Stanford University

2b. 2005.

Name	Year of PhD	Citation Count	Current University
Alice H. Eagly	1965	100	Northwestern University
Craig A. Anderson	1980	97	Iowa State University
Roy F. Baumeister	1978	89	Florida State University
Robert B. Cialdini	1970	87	Arizona State University
C. Daniel Batson	1972	84	University of Kansas
Elaine Hatfield-Walster	1963	80	University of Hawaii
Bibb Latane	1963	80	Center for Human Science
Shelly E. Taylor	1972	77	UCLA
Richard E. Petty	1977	75	Ohio State University
John M. Darley	1965	71	Princeton University
Edward E. Jones	1953	70	N/A
Ellen S. Berscheid	1965	68	University of Minnesota
Leonard Berkowitz	1951	67	University of Wisconsin
Dan T. Gilbert	1985	67	Harvard University
Stanley Milgram	1960	66	N/A
Richard E. Nisbett	1966	64	University of Michigan
Lee Ross	1969	64	Stanford University
Mark Snyder	1972	63	University of Minnesota
Leon Festinger	1942	62	N/A
John T. Cacioppo	1977	60	University of Chicago
Timothy D. Wilson	1977	59	University of Virginia
Gary L. Wells	1977	57	Iowa State University
Brad J. Bushman	1989	56	University of Michigan
Thomas F. Pettigrew	1956	56	N/A
Norbert L. Kerr	1974	55	Michigan State University
John A. Bargh	1981	52	Yale University
William B. Swann Jr.	1978	52	University of Texas, Austin
Brian Mullen	1982	50	Syracuse University N.Y.
Anthony G. Greenwald	1963	49	University of Washington
Wendy Wood	1980	48	Duke University

2c. 2004 and 2005 total.

Name	Year of PhD	Citation Count	Current University
Alice H. Eagly	1965	176	Northwestern
Craig A. Anderson	1980	158	Iowa State University
Roy F. Baumeister	1978	143	Florida State University
Robert B. Cialdini	1970	143	Arizona State University
C. Daniel Batson	1972	140	University of Kansas
Edward E. Jones	1953	140	N/A
Elaine Hatfield-Walster	1963	134	University of Hawaii
Shelly E. Taylor	1972	134	UCLA
Richard E. Petty	1977	131	Ohio State University
Ellen S. Berscheid	1965	131	University of Minnesota
Bibb Latane	1963	122	Center for Human Science
Leonard Berkowitz	1951	116	University of Wisconsin
Brad J. Bushman	1989	116	University of Michigan
John M. Darley	1965	115	Princeton University
Dan T. Gilbert	1985	113	Harvard University
Brian Mullen	1982	111	Syracuse University N.Y.
Richard E. Nisbett	1966	106	University of Michigan
Mark Snyder	1972	106	University of Minnesota
Stanley Milgram	1960	103	N/A
Leon Festinger	1942	103	N/A
Lee Ross	1969	101	Sanford University
John F. Dovidio	1977	99	University of Connecticut
Harold H. Kelley	1948	94	N/A
John T. Cacioppo	1977	93	University of Chicago
Shelly Chaiken	1978	92	New York University
Thomas F. Pettigrew	1956	89	UC-Santa Cruz
Solomon E. Asch	1932	89	N/A
Timothy D. Wilson	1977	88	University of Virginia
William B. Swann Jr.	1978	85	University of Texas, Austin
Norbert L. Kerr	1974	84	Michigan State University