

Citations in Social Psychology Textbooks

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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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