

Study	Design	Researcher control [over setting, subjects/ participants]	Power relations	Covert	Deception 1: Study purpose	Deception 2: Research procedures	Deception 3: Researcher self-presentation
MILGRAM	Experiment	Yes	Control = power; some subjects more "vulnerable" [recognized in Belmont Report]	No	Yes	Yes [treatment, with dehoaxing/ debriefing]	No [present in debriefing as researcher]
ZIMBARDO	Experiment-simulation	Yes re. design, but lost control as submerged researcher role into situational role	Control = power; some subjects more "vulnerable" [psychologically vulnerable were screened out]	No	Partial [contradictory information across three key documents]	Yes [treatment, with debriefing]	No, but role confusion [researcher and situational roles: prison superintendent]

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HUMPHREYS	Fieldwork	Phase I: no [equally subject to arrest]  Phase II: more, but not full, control	Studying down vis à vis vulnerable participants; studying up [policies and practices]	Phase I. Yes  Phase II. No	Phase I. N/r <sup>1</sup> [covert research]  Phase II. Yes	Phase I. N/r [covert research]  Phase II. Partial [yes, in re. observing]	Phase I. Yes [covert research; situational role: watch-queen]  Phase II. No [presents as survey researcher]
ROSENHAN	Field experiments	No	Studying up [institutions and practices]	Yes [except for gate-keepers]	N/r [covert research]	N/r [covert research]	Yes [covert research; situational role: patient]
LEO	Fieldwork	No	Studying up [interrogation practices]	No	No	No	Yes [adapts self to setting]

Table 2: Study context, covertness, and deception in five studies

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<sup>1</sup> N/r=not relevant