

## Psych 582r: The Psychology of Attitudes and Attitude Change

Course Syllabus – Fall 2009

Class Meetings: W 3:10-6:00 in Sci. 2 rm. 0115

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### Overview:

Welcome to Psych 582r! This course provides students with the history and theories relevant to attitudes and attitude change. Because attitudes involve the evaluation of a particular concept, they are an integral aspect of much contemporary social psychological theory and research. Prejudice, romantic attraction, social influence, self-perception, and group dynamics--to name a few--all have important attitudinal components. Rather than focusing on these particular content areas per se, this course will focus on the general constructs of attitudes and attitude change. Students will learn about classic and contemporary techniques and theories of attitude measurement and change.

The beginning portion of the course will cover the historical background of the field, attitude theory and basic measurement issues, the cognitive structure of attitudes, and the complex relationship between attitudes, beliefs, values, and behavior. The second part of the course will focus on various social psychological theories of persuasion (e.g., message learning, consistency theories, functional approaches, dual process theories). The final portion will focus on broader topics related to attitudes (e.g., social influence) and current issues in the literature (e.g., “implicit” attitudes).

### Readings:

Petty, R. E., & Cacioppo, J. T. (1996). *Attitudes and persuasion: Classic and contemporary approaches*. Boulder, CO: Westview Press. (Required text)

Additional readings will be available on the course website.

### Course Website:

<https://webct.its.iastate.edu/webct/entryPageIns.dowebct>

### Assignments:

#### Facilitating

During the 2<sup>nd</sup> half of the semester, students will have the responsibility of leading class discussion (worth 10% of the overall grade). Facilitators will need to determine how best to accomplish this goal for the readings. As facilitators, it is *not* your responsibility to explain the readings to others. Instead, your role is to review the important points of each paper and provide a framework that seems sensible for discussing the topic. For example, you may want to present

an initial framework at the beginning of class (on the board or via overhead) to highlight common (or divergent) themes that run throughout the readings. There are no right or wrong ways to facilitate. The goal of facilitation is to provide structure and direction for fellow students during discussion, not *be* the discussion.

### Discussion questions

Each week (starting Week 2), students will submit three questions for discussion relevant to the week's readings. This assignment is designed to get students thinking about the readings and as a way of stimulating discussion. The format of the questions is open to interpretation. These questions may be about something you didn't understand in the reading, something you disagree with, possible connections to other phenomena, or something that might lead to interesting speculations. For example, because some students specialize in different disciplines (e.g., political science, cognitive psychology), they may want to develop some discussion questions that may be related their specific area of research. Other questions may be relevant to hypothesis generation, etc.. Although your questions will play an important role by shaping our discussion of a topic, you are not expected to have all of the answers. We are all expected to read the week's readings and to carefully consider the questions raised. In this way, we will all be prepared to share our thoughts and insights. The goal is to make sure that students come to class not only with the readings read, but do so after putting some degree of thought into the implications of, and interconnections among, the readings. The questions for the semester contribute 15% to the overall grade. Students must submit their questions by e-mail to the instructor before 11 p.m. of the day before class (i.e., by Tuesday at 11 p.m.). Make sure you bring a copy of your questions to class. You may share them with other class members. Late questions, regardless of the circumstances, will not be accepted.

### Research critique

One way of evaluating your understanding of the information that you have learned will be evaluated is via a critique of a recent (say, since 2000) attitudes-related **empirical** article from one of the primary journals in your discipline. You will need to: a) find an article, b) get it approved by me by October 7<sup>th</sup>, and c) write a 3-5 page critique using APA style for citations, references, and general formatting. The critique should contain a description of the research (hypothesis, method, results) and your evaluation of the strengths/weaknesses of the conclusions drawn. You should feel free to discuss any of the components with me before turning in the critique. The critique is due Friday, November 20. It is worth 15% of your grade in the course. The critiqued article may be used in your research proposal, but it need not be.

### Exams

There will be two exams (a midterm and a final), each worth 30% of the total course grade (for a total of 60% of the course grade).

Grading: Course grades will be assigned according to the scale below.

PERCENT	GRADE	PERCENT	GRADE	PERCENT	GRADE
94.0-100	A	77.0-80.9	B-	60.0-63.9	D+
90.0-93.9	A-	73.0-76.9	C+	55.0-59.9	D
86.0-89.9	B+	68.0-72.9	C	50.0-54.9	D-
81.0-85.9	B	64.0-67.9	C-	0.0-49.9	F

### Approximate Schedule of Topics

Date                      Topic (Readings)

#### **8.26 Attitudes: Introduction and overview. (P & C, Ch. 1, pp. 3-9)**

Jordan, C. H., & Zanna, M. P. (1999). How to read a journal article in social psychology. In R. F. Baumeister (Ed.), *The Self in Social Psychology* (pp. 461-470). Philadelphia: Psychology Press.

Ostrom, T. M. (1989). Interdependence of attitude theory and measurement. In A. R. Pratkanis, S. J. Breckler & A. G. Greenwald (Eds.), *Attitude structure and function* (pp. 11-36). Hillsdale, NJ: Erlbaum.

Zanna, M. P., & Rempel, J. K. (1988). Attitudes: A new look at an old concept. In D. Bar-tal & A. W. Kruglanski (Eds.) *The social psychology of knowledge*. (pp. 315-334). Cambridge, England: Cambridge University Press.

#### **09.02 Measuring attitudes (P & C, Ch. 1, pp. 3-22)**

Cacioppo, J. T., Petty, R. E., Losch, M. E., & Crites, S. L. (1994). Psychophysiological approaches to attitudes. In S. Shavitt & T. C. Brock (Eds.), *Persuasion: Psychological insights and perspectives* (pp. 43-69). Boston: Allyn and Bacon.

Greenwald, A. G., McGhee, D. E., & Schwartz, L. K. (1998). Measuring individual differences in implicit cognition: The implicit association test. *Journal of Personality and Social Psychology*, *74*, 1469-1480.

Krosnick, J. A., Judd, C. M., & Wittenbrink, B. (2005). The measurement of attitudes. In D. Albarracin, B. T. Johnson, & M. P. Zanna (Eds.), *The handbook of attitudes* (pp. 21-78). Mahwah, NJ: Erlbaum

#### **09.09 Attitude-Behavior consistency. (P & C, Ch. 1, pp. 22-36)**

Ajzen, I. & Sexton, J. (1999). Depth of processing, belief congruence, and attitude-behavior correspondence. In S. Chaiken & Y. Trope (Eds.), *Dual process theories in social psychology* (pp. 117-138). New York: Guilford.

Fazio, R. H., & Towles-Schwen, T. (1999). The MODE model of attitude-behavior processes. In S. Chaiken & Y. Trope (Eds.), *Dual process theories in social psychology* (pp. 97-116). New York: Guilford.

Kraus, S. J. (1995). Attitude and the prediction of behavior: A meta-analysis of the empirical literature. *Personality and Social Psychology Bulletin*, *21*, 58-75.

#### **09.16 Simple affective/associative theories. (P & C, Ch. 2)**

Clore, G. L., & Schnall, S. (2005). The influence of affect on attitude. In D. Albarracin, B. T. Johnson, & M. P. Zanna (Eds.), *The handbook of attitudes* (pp. 437-465). Mahwah, NJ: Erlbaum.

Olson, M. A., & Fazio, R. H. (2001). Implicit attitude formation through classical conditioning. *Psychological Science*, *12*, 413-417.

Schwarz, N., & Clore, G. L. (2003). Mood as information: 20 years later. *Psychological Inquiry*, 14, 296-303.

**09.23 Message learning/reception. (P & C, Ch. 3); Combinatorial approaches (P & C, Ch. 7).**

**09.30 Judgmental approaches (P & C, Ch. 4); Consistency theories -- Balance and congruity. (P & C, Ch. 5, pp. 125-136).**

Collins, E. C., Biernat, M., Eidelman, S. (2009). Stereotypes in the communication and translation of person impressions. *Journal of Experimental Social Psychology*, 4, 368-374.

Davis, J. L., & Rusbult, C. E. (2001). Attitude alignment in close relationships. *Journal of Personality and Social Psychology*, 81, 65-84.

Ledgerwood, A. & Chaiken, S. (2007). Priming us and them: Automatic assimilation and contrast in group attitudes. *Journal of Personality and Social Psychology*, 93, 940-956.

**10.07 Cognitive dissonance and alternatives. (P & C, Ch. 5, pp. 137-160); (P & C, Ch. 6)**

Olson, J. M. & Stone, J. (2005). The influence of behavior on attitudes. In D. Albarracín, B. T. Johnson, & M. P. Zanna (Eds.), *The handbook of attitudes* (pp. 223-271). Mahwah, NJ: Erlbaum.

Strack, F., Martin, M. L., & Stepper, S. (1988). Inhibiting and facilitating conditions of the human smile: A nonobtrusive test of the facial feedback hypothesis. *Journal of Personality and Social Psychology*, 54, 768-777.

**10.14 Exam 1**

**10.21 Self-persuasion theories. (P & C, Ch. 8); The Elaboration Likelihood Model (ELM) -- motivation and ability as moderators of effortful persuasion processes. (P & C, Ch 9)**

Murray, S. L., & Holmes, J.G. (1993). Seeing virtues in faults: Negativity and the transformation of interpersonal narratives in close relationships. *Journal of Personality and Social Psychology*, 65, 707-722.

Petty, R. E., & Cacioppo, J. T. (1986). The Elaboration Likelihood Model of persuasion. In L. Berkowitz (Ed.), *Advances in experimental social psychology* (Vol. 19, pp. 123-205). New York: Academic Press.

**10.28 The ELM (continued) -- Multiple roles for persuasion variables.**

Petty, R. E., & Wegener, D. T. (1998). Attitude change: Multiple roles for persuasion variables. In D. T. Gilbert, S. T., Fiske, & G. Lindzey (Eds.), *Handbook of social psychology* (4th ed., Vol. 1, pp. 323-390). New York: McGraw-Hill.

Petty, R. E., Briñol, P., & Tormala, Z. L. (2002). Thought confidence as a determinant of persuasion: The self-validation hypothesis. *Journal of Personality and Social Psychology*, 82, 722-741.

**11.04 Attitude Strength: Persistence of attitudes over time and resistance of attitudes to counter-persuasion.**

Petty, R. E., Haugtvedt, C.P. & Smith, S. M. (1995). Elaboration as a determinant of attitude strength. In R. E. Petty & J. A. Krosnick (Eds.), *Attitude strength: Antecedents and consequences* (pp. 93-130). Mahwah, NJ: Erlbaum.

Wegener, D. T., Petty, R. E., Smoak, N. L., & Fabrigar, L. R., (2004). Multiple routes to resisting attitude change. In E. S. Knowles & J. A. Linn (Eds.), *Resistance and Persuasion*. (pp. 1-24) Mahwah, NJ: Erlbaum.

Wegener, D. T., Downing, J., Krosnick, J. A., & Petty, R. E. (1995). Strength-related properties of attitudes: Measures, manipulations, and future directions. In R. E. Petty and J. A. Krosnick (Eds.), *Attitude strength: Antecedents and consequences* (pp. 455-487). Mahwah, NJ: Erlbaum.

**11.11 Implicit processes in attitude formation and change (student-led)**

Fazio, R. H., & Olson, M. A. (2003). Implicit measures in social cognition research: Their meaning and use. *Annual Review of Psychology*, *54*, 297-327.

Gawronski, B., & Bodenhausen, G. V. (2007). Unraveling processes underlying evaluation: attitudes from the perspective of the APE model. *Social Cognition*, *25*, 687-717.

Greenwald, A. G., & Banaji, M. R. (1995). Implicit social cognition: Attitudes, self-esteem, and stereotypes. *Psychological Review*, *102*, 4-27.

Payne, B. K., Cheng, C. M., Govorun, O., & Stewart, B. (2005). An inkblot for attitudes: Affect misattribution as implicit measurement. *Journal of Personality and Social Psychology*, *89*, 277-293.

Wilson, T. D., Lindzey, S., & Schooler, T. Y. (2000). A model of dual attitudes. *Psychological Review*, *107*, 101-126.

**11.18 Group dynamics/social influence and persuasion (student led)**

Hinsz, V. B., Tindale, R. S., & Vollrath, D. A. (1997). The emerging conceptualization of groups as information processors. *Psychological Bulletin*, *121*, 43-64.

Martin, R., Hewstone, M., Martin, P. Y., & Gardikiotis, A. (2008). Persuasion from majority and minority Groups. In W. D. Crano & R. Prislin (Eds.), *Attitudes and attitude change* ( pp. 361-384). New York, NY: Psychology Press.

Prislin, R., & Wood, W. (2005). Social influence in attitudes and attitude change. In D. Albarracin, B. T. Johnson, & M. P. Zanna (Eds.), *The handbook of attitudes* (pp. 671-706). Mahwah, NJ: Erlbaum.

**12.02 Alternative approaches (student led). Heuristic-Systematic Model, Unimodel, and “It’s all ‘cognitive’”**

Chaiken, S., Duckworth, K. L., & Darke, P. (1999). When parsimony fails.... *Psychological Inquiry*, *10*, 118-123.

- Chen, S. & Chaiken, S. (1999). The heuristic-systematic model in its broader context. In S. Chaiken & Y. Trope (Eds.), *Dual process theories in social psychology* (pp. 73-96). New York: Guilford.
- Fishbein, M. & Middlestadt, S. (1995). Noncognitive effects on attitude formation and change: Fact or artifact? *Journal of Consumer Psychology, 4*, 181-202.
- Kruglanski, A. W., & Thompson, E. P. (1999). Persuasion by a single route: A view from the unimodel. *Psychological Inquiry, 10*, 83-109.
- Petty, R. E., Wheeler, S. C., & Bizer, G.Y. (1999). Is there one persuasion process or more? Lumping versus splitting in attitude change theories. *Psychological Inquiry, 10*, 156-163.
- Preister, J. R., & Fleming, M. A. (1997). Artifact or meaningful theoretical constructs: Examining evidence for nonbelief- and belief-based attitude change processes. *Journal of Consumer Psychology, 6*, 67-76.

### **12.09 Attitude structure and function (student led)**

- Arriaga, X. B., & Agnew, C. R. (2001). Being committed: Affective, cognitive, and connotative components of relationship commitment. *Personality and Social Psychology Bulletin, 27*, 1190-1203.
- Fein, S., & Spencer, S. J. (1997). Prejudice as self-image maintenance. Affirming the self through derogating others. *Journal of Personality and Social Psychology, 73*, 31-44.
- Fazio, R. H., Blascovich, J., & Driscoll, D. M. (1992). On the functional value of attitudes: The influence of accessible attitudes on the ease and quality of decision making. *Personality and Social Psychology Bulletin, 18*, 388-401.
- Snyder, M. & DeBono, K. G. (1985). Appeals to image and claims about quality. Understanding the psychology of advertizing. *Journal of Personality and Social Psychology, 49*, 586-597.
- Judd, C. M., & Kulik, J. A. (1980). Schematic effects of social attitudes on information processing and recall. *Journal of Personality and Social Psychology, 38*, 569-578.

**TBA Final exam**