

Psychology 320: Social Psychology: Attitudes

University of Toronto, St. George

Fall 2020 Online Course

Live Student Hours Tuesdays 2-2:30 pm EST (also recorded)

Live Stream Lectures Tuesdays 2:30-4:00 pm (also recorded)

	Instructor	Teaching Assistant
Name:	Dr. William Ryan (Will)	Anisha Khosla
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Office Hours:	Student Hours Tues 2-2:30 pm EST on BB Collaborate and by appointment	By appointment

Description, Goals, & Prerequisites

Course Overview:

This course is designed to teach you about how individuals come to form and change their opinions. We will cover what attitudes are, how people develop them, and the various properties they can have. This course will also cover the many ways in which people can be persuaded to change their attitudes and behaviour. The goal of this course is to help you understand the psychology behind attitudes and persuasion and to think about how psychology can be applied to create real-world change.

Intended Learning Outcomes:

By the end of this course you should be able to:

1. Understand what attitudes are and how they underlie many different aspects of psychology
2. Understand how and when attitudes impact behaviour (and when the reverse occurs).
3. Define implicit and explicit attitudes and describe their determinants and impact on behaviour.
4. Discuss interventions for changing attitudes.
5. Describe the types of messages that are most likely to be persuasive and the individual and situational factors that moderate persuasiveness.

Note about prerequisites: PSY201H1 (or exclusion), PSY220H1. It is your responsibility to ensure that you have met all prerequisites listed in the Psychology section of the A&S Calendar for this course. If you lack any prerequisites you WILL BE REMOVED. No waivers will be granted.

Course Structure

This is technically an asynchronous course because you can complete all components and succeed in this course without attending any live or synchronous sessions (Synchronous means you are engaging online at the same time as the instructor and/or other students. Asynchronous means that you can view the material or complete the assignment independently and at the time

of your choice). All course content and all assessments can be accessed and completed asynchronously. This is to allow students maximum flexibility in completing the course. However, for those who are interested, this course also includes ample opportunities for synchronous interaction with both the professor and your peers.

Optional synchronous components available to students include:

1. **Student Hours-** Weekly review, question and answer and discussion (**Tuesdays 2-2:30 pm EST**). During this time Will/Dr. Ryan will address questions asked in the chat and submitted via the weekly surveys (more info below). The first half of these sessions (including answers to all questions raised in the weekly surveys) will also be recorded for students who are not able to attend.
2. **Live Stream Lectures- From 2:30-4pm on Tuesdays** Will/Dr. Ryan will deliver new lecture content live on BB collaborate. Students can attend live or watch the recording at a time of their choosing.
3. **Journal Clubs.** For small-group discussion of key articles, students have the option to either:
 - a. Participate in an asynchronous discussion board.
 - b. Participate in synchronous small group discussions. For those wishing to participate in the synchronous discussions (45 mins), these will be scheduled during regular class time (**Tuesdays 4:15-5 pm EST**) or based on availability for students in different time zones who want to participate. More information on both of these options appears in the *assignments* section below. Information about each student's preference and availability will be gathered via the Intake Poll during the first week of the course.
4. **Individual appointments** as needed with the professor and/or TA may be scheduled over email and held in the BB collaborate classroom or alternative platform. With meeting online often individual appointments work better than open office hours, so I am opting to hold fewer office hours and keeping more availability for students to meet one-on-one as needed.

To complete this course all students require the ability to use Canvas and Blackboard Collaborate (Ultra). Students wishing to participate in the synchronous discussions require a working microphone and webcam.

Each week:

Required:

- 2 – 3 required readings
- 1.5 hours of lecture (can watch live or watch the recording asynchronously)
- Up to an additional 45 minutes of posted content (e.g. TED talks, podcasts)
- On some weeks: 45 mins synchronous discussion OR asynchronous discussion board

Optional:

- Student Hours Tuesdays 2-2:30 pm EST
- Weekly Survey to ask any questions, identify points of confusion, and provide feedback on discussion group leaders (if applicable)

- Additional videos and readings will also be posted for students interested in learning more about various topics.

Course Requirements & Marking Scheme

Your grade in this course will be based on your performance on three primary assessments (two midterm assessments and a final assessment), your participation in and leadership of your discussion group (synchronous OR asynchronous), and completion of a proposal and final paper. Details regarding each are provided in the sections below.

Assessment	Weight	Due Date(s)
Article Discussion	12%	Multiple dates (see course schedule below)
Research Proposal	8%	Tuesday October 20 th
Midterm Assessment 1	15%	9 am Wed Oct 14 th – 9 am Sat Oct 17 th (EST)
Midterm Assessment 2	15%	9 am Wed Nov 18 th – 9 am Sat Nov 21 st (EST)
Research Intervention Paper	25%	Tuesday December 8 th
Final Assessment	25%	9 am Mon Dec 14 th – 9 am Thurs Dec 17 th (EST)

Course Materials

Required Readings: Required readings include a range of empirical and review articles as well as a couple of podcasts. These will be available on the course page on Quercus/Canvas under the “library course reserves” tab. A few additional supplementary readings (not required) will also be posted on the Quercus website and course reserves.

Course Website: We will be using Quercus (q.utoronto.ca) as the method of course delivery. This includes: (1) delivering lectures and other course content, (2) distributing course readings, (3) communicating announcements, (4) providing feedback, and (5) posting/tracking grades. A current version of the syllabus and other relevant course resources will also be posted. Please make sure you check Quercus regularly for the most recent lectures as well as important announcements and course information.

Lectures: Lecture content will be live streamed (and recorded) on BB collaborate each Tuesday from 2:30-4pm EST. To supplement these lectures, additional videos will be posted each week (fewer on weeks with discussions). Required viewing content plus discussions will not exceed 3 hours total per week.

Lecture Slides: All slides will be made available in PDF format on Quercus by 2pm each Tuesday so that you can make notes on them during live stream lectures if you wish.

Weekly Surveys: Each week you have the opportunity to complete a short survey about that weeks’ lecture and course content. Here you can indicate any questions or areas of confusion and Will/Dr. Ryan will address those in the next Student Hours. There may also be other questions or student polls. You are not required to answer any questions that you do not want. Only the

overall results of polls will be shared with the class and no names or individual results will be shared.

Student Hours: Each Tuesday we will hold “student hours” from 2-2:30 pm. These will be a time for Will/Dr. Ryan to answer students’ questions, review any material that caused confusion, and/or talk in more depth about course material. Students may submit questions via the weekly surveys and/or bring their questions to the session. This is also a time during which we can talk about course assignments and anything else related to attitudes research. These live-stream sessions will be delivered using BB Collaborate and will be recorded and posted for anyone who is interested but cannot attend.

Details on Assignments

Article Discussions (12% total)

A major component of this course will be “Journal Clubs”. On article discussion weeks (indicated on the course schedule), students will be divided into small groups to discuss the assigned articles, critique them, and consider real-world applications. Note that although multiple articles are assigned each week, discussion will focus on just one of these (indicated on the course schedule and with a * on the reading list).

Students have two options for how to participate in journal clubs and will indicate their preference as well as availability (if the synchronous option is preferred) via the Intake Poll administered at the beginning of the term. The reason for providing these two options is to give students who wish to connect “face-to-face” with other students the opportunity to do so, but also provide an option for students for whom this would be difficult technologically, practically, or otherwise.

Option 1. Synchronous discussion group. Students who select this option will meet in small groups on BB collaborate to discuss the assigned articles over video chat. Students will be grouped with others available at the same time. Those who are available during regular class time (**Tuesdays 4:15-5 pm**) can indicate that they would like to be scheduled for a group that meets at that time. Students who are not available then (whether because they are in another time zone or have other commitments), can indicate times that they ARE available and be matched with others also available at those times. Group leaders will keep track of attendance and participation in synchronous discussions.

Option 2. Asynchronous discussion board. Students may alternatively select to conduct journal club in a written discussion board format on Quercus. Students who select this option will be divided into small groups and provided a discussion board for each group to conduct the weekly discussion. There will still be a group leader each week who will come up with discussion questions and track participation of group members.

Leading Journal Club (10%). Regardless of which option chosen, each student will sign up to lead their group's discussion one week. Students will sign up to lead discussion one week using a Google doc that will be posted on Quercus after the intake poll is complete (note for groups with more than 5 students, you can double-up on a week- in fact this is good, in case someone drops the course).

On the week that you lead journal club you will submit a written assignment (see below) that includes coming up with questions for discussions.

- If you are leading a synchronous discussion group you will post your questions on your group page at least 12 hours prior to the discussion (to help your group members prepare), guide the video chat discussion, take attendance of everyone present at the video chat, and lastly, officially submit your written assignment plus attendance on Quercus within 48 hours after your group discussion ends.
- If you are leading an asynchronous discussion group you will post your questions on your group discussion board by 11:59 pm EST on Monday and respond to at least one comment from each of your group members before the discussion period ends the following Monday at 11:59 pm EST. You are also responsible for submitting your written assignment plus a list of group members who commented within 48 hours after the discussion period ends on Monday at 11:59 pm.

Your grade for the leading journal club assignment will be based on your submission of the written assignment which includes: 1) a brief summary (1-2 pages) of the assigned article, 2) four discussion questions intended to evoke thoughtful discussion about the articles. At least one of these questions must be focused on theory and one must address potential applications 3) You will also select and summarize (1-2 pages) an empirical article that supports, contradicts, or builds on the material discussed in the assigned article and be ready to share this information with your fellow group members. 4) you will keep track of who attends and participates in your discussion group that week (synchronously or asynchronously) and submit that information as well.

Your participation grade that week will be based on your facilitation of quality group discussion (assessed via you peers, your written comments on discussion boards, and Will/Dr. Ryan who will be randomly dropping by).

Will/Dr. Ryan will create the discussion guide the first time so that everyone can see an example. This will be "Discussion 0" when group members can introduce themselves, troubleshoot technology issues, practice discussing articles in this format.

Participation in Journal Club (2%). For journal clubs to serve their purpose (and be fun!) participation of group members is critical. For a good discussion it is essential that you come prepared, having read the assigned article, even if you are not the group leader. Simply reading the abstract will not suffice. Group leaders will be keeping attendance and monitoring participation and engagement (as will the professor and TA).

- If you are participating in a *synchronous discussion* group participation points are based on attendance and active participation (aka discussion of the questions).

- If you are participating in an *asynchronous discussion* group participation points will be awarded for thoughtful responses to at least 2 of your group leaders posted questions and a response to at least one of your group member's posts.

There will be a total of 5 official journal club meetings over the course of the term (Not including the practice "Discussion 0". I understand that life happens so everyone gets one "free pass" to miss ONE of these 5 discussions. If you need to miss more than one for one of the reasons outlined in the "course policy" section below, please email Will/Dr. Ryan to work out an alternate plan. Your free pass may NOT be used on the week that you are discussion leader.

Research Intervention Proposal & Paper (33% total)

To help you gain practice in dissecting empirical journal articles in our field, dive deeper into a topic of interest, and consider practical applications of attitude research, you will complete a research paper in which you propose an attitude intervention study and review relevant background research. This assignment will take place in two parts: (1) A short proposal for your paper and annotated bibliography and (2) your intervention paper. Brief summaries of each part of this assignment appear below. More details on this assignment will be posted on the course website.

1. Project Proposal and annotated bibliography (8%). On **Tues October 20th** (by 11:59 pm EST) you will turn in a proposal with a summary of your paper topic, an annotated bibliography with 5 references, and a brief outline of the intervention you will conduct. This proposal will be worth 8% of your overall course grade. The goal of this assignment is to get you started thinking about your topic early in the semester and to give you a chance to get some feedback on your topic, references, and application idea.
2. Research Intervention Paper (25%). An 8-10 page paper in which you will review existing empirical research on a topic of your choice related to attitudes (e.g., attitudes toward LGBTQ individuals, environmental attitudes, political orientation, the role of mindfulness in attitude change, advertising, etc.). Based on this research you will then propose an intervention study designed to shift attitudes in some way relevant to your topic. You are welcome to choose any of the topics mentioned here, something we discussed in lecture, or any topic of interest to you so long as it fulfills the requirements of the assignment. You will need to find at least 5 peer-reviewed sources that address your topic, and write a paper that details the importance of your topic, reviews existing research and then proposes your intervention study. Your final draft of your paper is due on **Tuesday December 8th** (by 11:59 pm EST).

Midterm & Final Assessments

Midterm & Final Assessments: All assessments will consist of short answer questions and short essays. These questions will ask you to think critically about course themes, connect topics in the course, and apply what you have learned to real-world situations. All assessments are "open book", but not "open Google", meaning that you can use course notes and articles when writing your responses, but should not be relying on other sources or Googling answers to

questions. All writing **MUST** be in the student's own words. See *Course Policies* section below for more on academic integrity. All assessments must be completed independently. You will be responsible for **ALL** material covered in both the lectures and the required readings, regardless of whether they overlap in content.

The first midterm assessment will be posted at 9 am Wed Oct 14th and can be submitted anytime until **9 am Sat Oct 17th** (EST). This means you have 72 hours total to complete the assessment. The first midterm assessment will include all material covered up until that point.

The second midterm assessment will be posted at 9 am Wed Nov 18th and can be submitted until **9 am Sat Nov 21st** (EST). Again, you will have 72 hours to complete this. The second assessment will focus on material covered after the first midterm.

The final assessment will be longer than the midterm and cover **ALL** course material, with an emphasis on material covered *after* the second midterm assessment. In other words, the final assessment **IS** cumulative, but with more questions focusing on the last third of the course. The final assessment will take place during the Final Assessment Period. It will be released at 9 am on Mon Dec 14th and is due by **9 am Thurs Dec 17th** (EST) (72 hours total).

Note that you will **NOT** need this whole time to work on the assessments as it should only take you a few hours to complete. The extra time is to allow you flexibility in scheduling your work and other responsibilities and to accommodate needs for extended time. Assessments **MUST** be turned in by the date and time noted above unless there is a verifiable emergency or other documented reason (see *Course Policies* section below).

Review Sessions: During the Student Hour before each midterm assessment Will/Dr. Ryan will hold a review session. A review session will also be scheduled prior to the final assessment, time and date TBA. These review sessions will be question and answer based so come prepared with questions to aid your studying. More details will be provided prior to each assessment.

Course Policies

Penalties for Late Assignments: Assignments handed in late will incur a 10% deduction in points for **EACH** day that they are late.

Missed Assessments: As a rule, makeup assessments will not be issued except in cases of extenuating circumstances with appropriate documentation. If you miss the midterm assessment, you must submit documentation that demonstrates your inability to complete that assessment (i.e., the ACORN illness self-declaration tool) and let Will/Dr. Ryan know within 7 calendar days of the due date of the missed assessment. In these cases, the weight of the midterm assessment will be added to the final assessment. If you miss the final assessment, you must get in touch with Dr. Ryan (and potentially your College Registrar) as soon as possible to work out a plan.

For Students Taking This Course From Outside Canada. If you are a citizen of another country, and/or accessing your courses at the University of Toronto from a jurisdiction outside of Canada, please note that you may be subject to the laws of the country in which you are residing, or any country of which you have citizenship. The University of Toronto has a long-established commitment to freedom of expression, with this right enabled by an environment valuing respect, diversity, and inclusion. In your classes, you may be assigned readings, or discuss topics that are against the law in other jurisdictions. I encourage you to become familiar with any local laws that may apply to you and any potential impact on you if course content and information could be considered illegal, controversial, or politically sensitive. If you have any concerns about these issues, please contact your instructor directly to discuss with them.

Grade Dispute Policy: The 24/7 Policy. You must wait for at least 24 hours following the return of an assignment/assessment before bringing a grade concern to me; use this time to reflect upon your performance and grade. Additionally, grade concerns must be brought to my attention within 7 days of the return of the assignment/assessment. Please write a short paragraph detailing your grade concern, including a copy, photo, or scan of the original assignment, if relevant, and email it to me. Grade disputes are not to be directed to your TA. Only reasonable and well-justified concerns will be considered, and all decisions are final. Note that in agreeing to resubmit your work for remarking, you are agreeing to a re-evaluation of the entirety of your work; your grade may go up, go down, or stay the same.

Specific Medical Circumstances: If you become ill and it affects your ability to do your academic work, consult me right away. Normally, would ask you for medical documentation in support of your specific medical circumstances. Given the pandemic circumstances, the ACORN self-declaration of illness tool (<https://www.artsci.utoronto.ca/news/message-dean-absence-declaration-tool>) and an email to let me know is sufficient.

Religious Accommodation: As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of backgrounds, cultural traditions, and spiritual beliefs. I will make every reasonable effort to avoid scheduling, assessments, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you cannot complete a component of the course or meet a course deadline due to a religious observance, please let me know as early in the course as possible, so that we can work together to make alternate arrangements.

Accommodation for Personal Reasons: There may be times (especially in 2020) when you are unable to complete course work on time due to non-medical reasons. If you have concerns about your ability to complete an assignment, please reach out to me (Will/Dr. Ryan). You do not need to tell me any details about your situation that you do not want to divulge, but I do need to know that there is an issue in order to support you. Indeed, I am here to support you can will make accommodations where reasonable, possible, and in fairness to other students. It may also be a good idea to speak with an advisor in your College Registrar's office; they can support you in requesting extensions or accommodations, and importantly, connect you with other resources on campus for help with many situations and concerns.

Academic Integrity and Plagiarism: Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (www.governingcouncil.utoronto.ca/policies/behaveac.htm) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (<https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity>).

Turnitin.com: For major assignments, students will be required to submit their course essays to Turnitin.com for review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site. Please note that I (Will/Dr. Ryan) understand that Turnitin is an imperfect tool and will **always** do additional investigation before interpreting a specific Turnitin score. Sometimes the scores on this are inflated for reasons other than plagiarism and I will always take this into consideration and will never rely solely on a Turnitin score in registering an academic integrity concern. I am also aware that there are many ways to prevent Turnitin from detecting plagiarism, artificially reducing the score. Again, Turnitin is but one tool I use in assessing the originality of student writing.

Lecture Slides & Recordings: Students are free to use all lecture video, slides, and other materials for their own use. Students are, however, NOT permitted to share lecture slides or recordings with others not enrolled in this course. Uploading course materials to the web or shared server is expressly prohibited. Lectures are the intellectual property of the instructor, and the slides and recordings should be respected thus. Specifically, I do not want to discover that a student has put any of my materials into the public domain, has sold my materials, or has given my materials to a person or company that is using them to earn money (this is a real thing that has happened). The University will support me in asserting and pursuing my rights, and my copyrights, in such matters.

Participation & Conduct in (online) Class: In our structured and unstructured discussions and dialogues, we will have many opportunities to explore challenging issues and increase our understandings of different perspectives. A positive learning environment relies upon creating an atmosphere where diverse perspectives can be expressed. Each student is encouraged to take an active part in class discussions and activities. Honest and respectful dialogue is expected. Disagreement and challenging of ideas in a supportive and sensitive manner is encouraged. Hostility and disrespectful behaviour is not acceptable. In the time we share together over this term, please honour the uniqueness of your fellow classmates and appreciate the opportunity we have to learn from each other. Please respect each others' opinions and refrain from personal

attacks or demeaning comments of any kind. Just as we expect others to listen attentively to our own views, we must reciprocate and listen to others when they speak, most especially when we disagree with them. In this class, our emphasis will be on engaging in the mutual exploration of issues as presented in the course readings as scholars, rather than in defending points of view we have formed outside the classroom.

Harassment/Discrimination: The University of Toronto is a richly diverse community and as such is committed to providing an environment free of any form of harassment, misconduct, or discrimination. In this course, I seek to foster a civil, respectful, and open-minded climate in which we can all work together to develop a better understanding of key questions and debates through meaningful dialogue. As such, I expect all involved with this course to refrain from actions or behaviours that intimidate, humiliate, or demean persons or groups or that undermine their security or self-esteem based on traits related to race, religion, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability, receipt of public assistance or record of offences.

Academic & Other Resources

Getting Ready for Online Learning: Some resources to help you prepare for a successful term: https://onlinelearning.utoronto.ca/getting-ready-for-online/?utm_source=CTSI+Connect+Newsletter&utm_campaign=1bbeb70f46-EMAIL_CAMPAIGN_2018_06_04_03_44_COPY_01&utm_medium=email&utm_term=0_9ca5f62a6e-1bbeb70f46-19520205Links to an external site.

Accessibility Services (AS): Students with diverse learning and needs are welcome in this course. If you have an ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) (<http://accessibility.utoronto.ca>) at the beginning of the academic year. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will then assess your medical situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your condition with any instructor, and your instructors will not reveal that you are registered with AS.

Academic Success Centre: “Academic Success professional staff are dedicated to helping you reach your highest learning potential. Every student is capable of achieving academic excellence, but not all learning takes place in the classroom, and not everyone learns in the same way. Your life is more complex than your academic responsibilities, so [they] look at the whole picture and take an individualized approach to supporting you. [They] know there is no ‘right’ way to get through university, and [they] welcome the opportunity to explore strategies that might help you find greater balance between life and learning.” Check out their study spaces, attend a workshop or meet with a learning strategist here: <https://www.studentlife.utoronto.ca/asc/about-us>

Mental health, well-being: As a student, you may experience challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty

concentrating and/or lack of motivation, financial concerns, family worries, or general anxiety about the state of the world. These factors may affect your academic performance and/or reduce your ability to participate fully in daily activities. All of us benefit from support and guidance during times of struggle; there is no shame in needing help or in asking for help. There are many helpful resources available through Student Life (www.studentlife.utoronto.ca/feeling-distressed) and Counselling and Psychological Services (<http://www.caps.utoronto.ca/main.htm>). An important part of the University experience is learning how and when to ask for help. Please take the time to inform yourself of available resources and do not hesitate to seek assistance from your Teaching Assistant or from me to help learn what supports are available. We are here to support you!

Writing: As a student here at the University of Toronto, you are expected to write well. The university provides its students with a number of resources to help them achieve this. For more information on campus writing centres and writing courses, please visit <http://www.writing.utoronto.ca/>.

English Language Resources: For anyone who would like to advance their understanding and command of English, there are many supports available at UofT: <http://www.artsci.utoronto.ca/current/academic-advising-and-support/english-language-learning>

Tips for Success

Everyone has different learning preferences and strategies that work best for them. However, there are a few things that everyone can do to ensure they receive the best possible grade in this course:

1. “Attend” lecture and Student Hours weekly (aka watch the live stream or recordings). When watching, avoid other distractions. Put your phone away, close other windows on your computer, and take notes.
2. After lecture review the lecture slides. Compare these to your notes. Reorganizing and combining this information can help you to consolidate and remember it.
3. Do all the readings. Required readings will be covered on the assessments. Read and take notes. Most students find it helpful to read more than once.
4. If you have time, read the supplemental/optional articles too. Though you will not be tested on them directly, the information will supplement and expand on what is discussed in lecture and will help expand your understanding of relevant research and theory.
5. Study hard. Review your notes, make flashcards, form a study group.
6. Come to Student Hours. The instructor and the TA are here to help you. If you have any concerns or questions regarding the course or material, please raise it in the weekly survey or email one of us!

Required Readings

1. Introduction to the Course & The Study of Attitudes

- Syllabus
- Petty, R. E., & Cacioppo, J.T. (2018). *Attitudes and persuasion: Classic and contemporary approaches*. Routledge. Chapter 1 pages 3-8.

2. Attitudes: Structure, Function, & Formation

- Oskamp, S., & Schultz, P. W. (2005). *Attitudes and opinions*. Psychology Press. Chapter 5, pages 88-95, 98-100, & 106-111 only.
- Zajonc, R. B. (2000). Mere exposure: A gateway to the subliminal. *Current Directions in Psychological Science*, 10, 224-228.

Optional:

- Rosenblatt, A., Greenberg, J., Solomon, S., Pyszczynski, T., & Lyon, D. (1989). Evidence for terror management theory: I. The effects of mortality salience on reactions to those who violate or uphold cultural values. *Journal of personality and social psychology*, 57(4), 681-690.

3. Methods & Measurement

- Petty, R. E., & Cacioppo, J.T. (2018). *Attitudes and persuasion: Classic and contemporary approaches*. Routledge. Chapter 1 pages 9-22.
- Noah, T., Schul, Y., & Mayo, R. (2018). When both the original study and its failed replication are correct: Feeling observed eliminates the facial-feedback effect. *Journal of personality and social psychology*, 114(5), 657-662.

4. Attitudes & Behaviour

- Ajzen, I., & Fishbein, M. (2005). The Influence of attitudes on behavior, in D. Albarracín, B. T. Johnson, and M. P. Zanna (eds.). *The Handbook of Attitudes*, Mahwah, NJ: Erlbaum, pp. 173-221.
- Schuette, R. A., & Fazio, R. H. (1995). Attitude accessibility and motivation as determinants of biased processing: A test of the MODE model. *Personality and Social Psychology Bulletin*, 21, 704-710.

5. Consistency & Dissonance

- Stone, J., & Cooper, J. (2001). A self-standards model of cognitive dissonance. *Journal of Experimental and Social Psychology*, 37, 228-243.
- *Kitayama, S., Snibbe, A. C., Markus, H. R., & Suzuki, T. (2004). Is there any “free” choice? Self and dissonance in two cultures. *Psychological Science*, 15(8), 527-533.*
- Luttrell (Podcast #20 on Cognitive Dissonance):
<https://podcasts.apple.com/us/podcast/20-the-cognitive-dissonance-episode/id1506227206>

Optional:

- Festinger, L., & Carlsmith, J. M. (1959) Cognitive consequences of forced compliance. *The Journal of Abnormal and Social Psychology*, 58, 203-210.

6. From Classic Persuasion to Dual Process Models

- Luttrell, A. (2018). Dual process models of persuasion. In *Oxford Research Encyclopedia of Psychology*. Oxford University Press

- *Te'eni-Harari, T., Lampert, S. I., & Lehman-Wilzig, S. (2007). Information processing of advertising among young people: The elaboration likelihood model as applied to youth. *Journal of Advertising Research*, 47(3), 326-340.*

Optional:

- Cialdini, R. B. (2001). The science of persuasion. *Scientific American*, 284(2), 76-81.
- Levine, Noba article: Persuasion: So Easily Fooled
<https://nobaproject.com/modules/persuasion-so-easily-fooled>

7. Resistance to Persuasion (& Overcoming it)

- Aronson, E. (1999). The power of self-persuasion. *American Psychologist*, 54(11), 875-883.
- Hirsh, J. B., Kang, S. K., & Bodenhausen, G. V. (2012). Personalized persuasion: Tailoring persuasive appeals to recipients' personality traits. *Psychological Science*, 23, 578-581.
- Harris, P. R., Mayle, K., Mabbott, L., & Napper, L. (2007). Self-affirmation reduces smokers' defensiveness to graphic on-pack cigarette warning labels. *Health Psychology*, 26(4), 437-446.

8. Implicit Measures of Attitudes

- Lueke, A., & Gibson, B. (2014). Mindfulness meditation reduces implicit age and race bias: The role of reduced automaticity of responding. *Social Psychological and Personality Science*. DOI: 10.1177/1948550614559651
- Gawronski, B. (2019). Six lessons for a cogent science of implicit bias and its criticism. *Perspectives on Psychological Science*, 14(4), 574-595.

Optional:

- Lai, C. (2018). What's unconscious bias training, and does it work?
 - <http://time.com/5248866/starbucks-unconscious-bias-training/>
- Greenwald, A. G., & Banaji, M. R. (2017). The implicit revolution: Reconceiving the relation between conscious and unconscious. *American Psychologist*, 72(9), 861-871.
- Rudman, L. A. (2004). Sources of implicit attitudes. *Current Directions in Psychological Science*, 13(2), 79-82.
- Gawronski, B., & Bodenhausen, G. V. (2006). Associative and propositional processes in evaluation: An integrative review of implicit and explicit attitude change. *Psychological Bulletin*, 132, 692-731.

9. Intergroup Attitudes

- Devine, P. G., Forscher, P. S., Austin, A. J., & Cox, W. T. (2012). Long-term reduction in implicit race bias: A prejudice habit-breaking intervention. *Journal of experimental social psychology*, 48(6), 1267-1278.
- Pauker, K., Carpinella, C., Meyers, C., Young, D. M., & Sanchez, D. T. (2018). The role of diversity exposure in whites' reduction in race essentialism over time. *Social Psychological and Personality Science*, 9(8), 944-952.

Optional:

- Devine, P. G. (1989). Stereotypes and prejudice: Their automatic and controlled components. *Journal of Personality and Social Psychology*, 56, 5-18.

10. Political & Moral Attitudes

- Hidden brain podcast (mp3 posted on Quercus)
 - <https://www.npr.org/2019/05/20/724999235/more-divided-than-ever-excavating-the-roots-of-our-political-landscape>
- Hodson, G., & Costello, K. (2007). Interpersonal disgust, ideological orientations, and dehumanization as predictors of intergroup attitudes. *Psychological Science*, 18(8), 691-698.
- Helzer, E. G., & Pizarro, D. A. (2011). Dirty liberals! Reminders of physical cleanliness influence moral and political attitudes. *Psychological science*, 22(4), 517-522.

	Date	Lecture Topic	Readings	Assignments & Activities
1	Tues Sept 15th	Introduction to the Course & The Study of Attitudes	Syllabus; Petty & Cacioppo (2018, pgs. 3-8 only)	Intake Poll
2	Tues Sept 22nd	Attitudes: Structure, Function, & Formation	Zajonc (2001); Oskamp & Schultz (2005, chapt 5, pgs. 88-95 & 98-100, 106-11)	
3	Tues Sept 29th	Methods & Measurement	Petty & Cacioppo (2018, pgs. 9-22 only); Noah, Schul, & Mayo (2018)	Discussion 0- Introductions & Example Questions
4	Tues Oct 6th	Attitudes & Behaviour	Ajzen & Fishbein (2005, pages 173- 204 only); Schuette & Fazio (1995)	Discussion 1- Schuette & Fazio (1995)
5	Tues Oct 13th	ASSESSMENT 1		Assessment will be released 9 am EST Wed Oct 14th and due by 9 am EST Sat Oct 17th
6	Tues Oct 20th	Consistency & Dissonance	Stone & Cooper (2001); Kitayama et al (2004); Luttrell (Podcast on Cognitive	Discussion 2- Kitayama et al (2004) Proposal Due
7	Tues Oct 27th	From Classic Persuasion to Dual Process Models	Luttrell (2018); Te'eni-Harari et al (2008)	Discussion 3- Te'eni-Harari et al (2008)
8	Tues Nov 3rd	Resistance to Persuasion (& overcoming it)	Aronson (1999); Harris, et al (2007); Hirsh, Kang, & Bodenhausen (2011)	
9	Tues Nov 10th	READING WEEK: NO CLASS	READING WEEK: NO CLASS	READING WEEK: NO CLASS
10	Tues Nov 17th	ASSESSMENT 2	ASSESSMENT 2	Posted: 9 am Wed Nov 18th; Due: 9 am Sat Nov 21st (EST)
11	Tues Nov 24th	Implicit Measures of Attitudes	Garwonski (2019); Leuke & Gibson (2015)	Discussion 4 -Lueke & Gibson (2014)
12	Tues Dec 1st	Intergroup Attitudes	Devine et al (2012); Paulker, Carpinella, et al (2017)	Discussion 5- Paulker & Carpinella (2017)
13	Tues Dec 8th	Political & Moral Attitudes	hidden brain podcast Hodson & Costello (2007) Heltzer & Pizarro (2011)	Final Paper Due
		ASSESSMENT 3		Posted on Mon Dec 14th & 9 am EST; Due: by 9 am EST on Thurs Dec 17th