

Psychology V89.0300: Social Attitudes

FALL 2010 | Wednesday 4-6pm | Meyer 771

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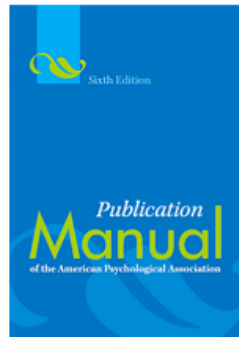
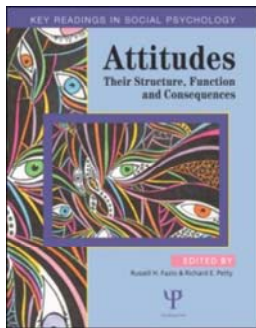
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Course Website: Social Attitudes *on Blackboard* (via your NYU Home account)

Readings: (you can buy the course text and print the additional papers)



Fazio, R.H., & Petty, R. (2008). *Attitudes: Their structure, function, and consequences*, New York: Psychology Press. (You should buy this book)

APA Publication Manual, 6th Edition (You don't need to buy this, but it will be useful for writing in this course and the future.

Older editions are fine).

Course Description

Attitudes are positive or negative views of a person, place, thing, or event that guide our judgments and behavior. In 1935, Gordon Allport claimed that attitudes were the most 'indispensable concept' in social psychology. The concepts in the attitude literature provide a basic foundation for many of the main topics in social psychology, including social cognition, stereotypes and prejudice, self-regulation, group processes, personal relationships and individual differences. *The pre-requisite for this course is Introduction to Social Psychology.*

This course will provide an overview of the major theoretical debates and empirical developments in the area of attitudes and evaluation. Students in this class will be directly exposed to many of the core ideas in attitude research by reading many of the classic articles in this literature. The readings will provide an

in-depth exploration of key empirical and theoretical breakthroughs. For example, we will explore developments in attitude measurement, the debate between Fazio and Schwarz on the existence of attitudes, the “crisis” in attitude research, and the difference between the Elaboration Likelihood Model and the Heuristic- Systematic Model of persuasion (tentative answer: about six months). Students in the course will also discover the relevance of the attitude theory to situations of everyday life.

The nature of the course material is difficult and this class is intended to help prepare highly motivated students for coursework in graduate or professional school. Because the readings are almost entirely from original material, they will often be difficult.

Topic and Assignment Schedule

As with any course, I encourage you to read the course material *before* the corresponding lecture. That way, the material covered in lecture will serve as a review, and you’ll be in a better position to ask informed questions and to seek clarification on any confusing aspects of the material. This is especially true in this course because the articles are often dense and complex source material.

September 8: Conceptualizing Attitudes

Jordan, C. H., & Zanna, M. P. How to read a journal article in social psychology.

Part I Section Overview

Reading 1: Zanna, M. P., & Rempel, John A. (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: Cambridge University Press.

Reading 2: Fazio, R. H., Sanbonmatsu, D. M., Powell, M. C., & Kardes, F. R. (1986). On the automatic activation of attitudes. *Journal of Personality and Social Psychology*, 50, 229-238.

September 15: Attitude Function

Part IV Section Overview

Reading 13: Katz, D. (1960). The functional approach to the study of attitudes. *Public Opinion Quarterly*, 24, 163-204.

Reading 17: Fazio, R. H., Blascovich, J., & Driscoll, D. M. (1992). On the functional value of attitudes: The influence of accessible attitudes upon the ease and quality of decision-making. *Personality and Social Psychology Bulletin*, 18, 388-401

September 22: Attitude Measurement I – Explicit measures

Part II Section Overview

Reading 3: Thurstone, L. L. (1928). Attitudes can be measured. *American Journal of Sociology*, 33, 529-544.

Reading 4: Schwarz, N. (1999). Self-reports: How the questions shape the answers. *American Psychologist*, 54, 93-105.

September 29: Attitude Measurement II – Implicit measures

Reading 5: Cacioppo, J. T., Petty, R. E., Losch, M. E., & Kim, H. S. (1986). Electromyographic activity over facial muscle regions can differentiate the valence and intensity of affective reactions. *Journal of Personality and Social Psychology*, 50, 260-268.

Reading 7: Greenwald, A. G., McGhee, D. E., & Schwartz, J. L. K. (1998). Measuring individual differences in implicit cognition: The Implicit Association Test. *Journal of Personality and Social Psychology*, 74, 1464-1480.

October 6: Attitude Structure (including ambivalence)

Part III Section Overview

Reading 11: Haddock, G., Zanna, M. P., & Esses, V. M. (1993). Assessing the structure of prejudicial attitudes: The case of attitudes toward homosexuals. *Journal of Personality and Social Psychology*, 65, 1105-1118.

Reading 12: Newby-Clark, I. R., McGregor, I., & Zanna, M. P. (2002). Thinking and caring about cognitive inconsistency: When and for whom does attitudinal ambivalence feel uncomfortable? *Journal of Personality and Social Psychology*, 82, 157-166.

October 13: MIDTERM EXAM

October 20: Attitude Change I – Persuasion

Chaiken, S. (1980). Heuristic versus systematic information processing and the use of source versus message cues in persuasion. *Journal of Personality and Social Psychology*, 39, 752-766.

Petty, R. E., & Cacioppo, J. T. (1984). The effects of involvement on response to argument quantity and quality: Central and peripheral routes to persuasion. *Journal of Personality and Social Psychology*, 46, 69-81.

October 27: Attitude Change II - Compliance

Cialdini, R. B., & Goldstein, N. J. (2004). Social influence: Compliance and conformity. *Annual Review of Psychology*, 55, 591-621.

Witte, K. & Allen, M. (2000). A meta-analysis of fear appeals: Implications for effective public health campaigns. *Health Education & Behavior*, 27(5), 591-615

November 3: Prejudice

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

Reading 6: Fazio, R., Jackson, J., Dunton, B., and Williams, C. (1995). Variability In automatic activation as an unobtrusive measure of racial attitudes: A Bona Fide Pipeline? *Journal of Personality and Social Psychology*, 1013 1027.

November 10: Impact on Cognition

Part V Section overview

Reading 19: Hastorf, A. H., & Cantril, H. (1954). They saw a game: A case study. *Journal of Abnormal and Social Psychology*, 49, 129-134.

Reading 22: Roskos-Ewoldsen, D. R., & Fazio, R. H. (1992). On the orienting value of attitudes: Attitude accessibility as a determinant of an object's attraction of visual attention. *Journal of Personality and Social Psychology*, 63, 198-211.

November 17: Impact on Behavior

Part VI Section overview

Reading 24: LaPiere, R. T. (1934). Attitudes versus actions. *Social Forces*, 13, 230-237.

Reading 26: Ajzen, I., & Fishbein, M. (1973). Attitudinal and normative variables as predictors of specific behaviors. *Journal of Personality and Social Psychology*, 27, 41-57.

November 24: Thanksgiving break – no class.

There will be no lecture on this date in case some students are leaving early for the holidays. However, I will be holding extra office hours on this date from 2-6pm to meet with students who need to have their research topics approved (for student presentations and term papers).

December 1: Research Presentations

December 8: Research Presentations and Review

December 15: FINAL EXAM

Course format and grades

The work in this course includes active participation, two exams, a class presentation, and a term paper. Class assignments are designed to develop your ability to think critically and creatively, moderate discussion, present ideas and write – fundamental skills for your career. Your assignments should be theory-driven, clear, and concise. In addition, the term paper will allow students to study a specific topic in-depth.

Participation (10%): Each student will be expected to read the assigned articles each week and participate in discussion of those readings and the lecture material during the class meeting. I am especially interested in your ability to add to the discussion. You will also be evaluated on your ability to help your classmates by providing useful suggestions during their presentations.

Presentation (15%): Each student will briefly present a theory or research proposal (10-15 minutes) on **December 1st and 8th**. This will provide you with an opportunity to share your ideas with the class and receive critical feedback before you submit your term paper. Standard presentation format involves PowerPoint, but you are free to use any format necessary to communicate the primary effects and story from the article. You will be marked on your ability to

clearly and elegantly communicate the main points of the theory or research proposal. Students must have their topics approved by **November 24**. If your topic is not approved, 20% will be deducted from your presentation grade.

Term paper (25%): Each student will write a concise 8-12 page (includes title page, figures and references) original theoretical or research proposal in a particular area of attitude research due on the last day of classes (**December 15**). The paper will be a review of some specific topic or research issue, grounded in one of the topics and/or references in the course. Following a conceptual review of previous research on the selected topic, the paper will either (a) present a proposal for future research addressing some specific question arising from the literature review (specifying the research question and purpose of the study, followed by design and general method), or (b) present a novel theoretical proposal. Paper formatting should follow APA guidelines (e.g., papers must be typed in a double-spaced format, have one-inch left, right, top, and bottom margins, etc). The paper is an opportunity to study a topic of interest in great depth and go beyond the course material. Papers must be submitted **in person**, either in class or during office hours. Late papers will be deducted 5% for every day they are late. Please contact me at least a week before the due date if you require an extension or cannot submit your paper in person.

Midterm exam (25%): The first exam will include multiple choice, short answer and a few long answer questions that cover materials from the *first half* of the course. The midterm exam is on **October 13th**.

Final exam (25%): The second exam will include multiple choice, short answer and a few long answer questions that cover materials from the *second half* of the course. The final exam is on **December 15th**.

Some of the material covered on tests will be from your assigned readings, and other material will come from lectures (not in your reading). So attending lectures regularly is important in order to do well in the course. Although lecture slides for each week's lectures will be posted on the class website, these are for review purposes only and *will not substitute for regular attendance at class sessions* in terms of preparation for exams.

Make-up exams will be scheduled only in the event of a documented emergency (e.g., serious illness, death in the family). Excused absences for University sponsored events (field trips, athletic trips) and medical / personal emergencies **must be documented**. In such cases, you must contact Professor Jay Van Bavel and the TA (Jill), by phone or email **prior** to the exam. Penalties will be imposed for late papers. Students who are not on schedule to complete the required work on time are advised to drop the course in a timely fashion.

Class Participation	10 points
Class Presentation	15 points
Term paper	25 points
<u>Two exams (× 25 points each)</u>	<u>50 points</u>
Total	100 points

If you have questions or concerns about your grades you should meet with me during office hours (or by appointment) to discuss them. I will not debate grading concerns during or immediately after class (unless I made a simple adding error). However, I will be happy to re-grade any assignment or exam. To have your assignment or exam re-graded you need to submit a brief one-page typed description of your concerns and why you deserve a better mark. I will re-grade the **entire** assignment and your grade on any part can go up or down. I use this policy for two reasons: (1) Since you are marked on a curve relative to your peers, this policy keeps it fair for students who don't ask for a new grade, and (2) most students only want to select certain questions to be re-graded, but there are often other questions where a grade was generous. This policy usually means that only students who truly deserve a better grade will usually ask to be re-graded. This policy only applies if you want me to **re-grade** your assignment or exam. **I will be happy to meet with you to discuss your exam and why you received any grade.**

Course website

Log in and you should see this course. If you don't, please let me know. Readings, grades, assignments and handouts will be posted online. There is also a discussion board for questions. If you have a question you can email me, or post it online. If several people email me a similar question I will post it on the website. Please treat the website as a collective resource to ask questions of common interest and share ideas with one another. If you have a problem with someone, please email me directly and do not try to deal with it on the course website.

Academic Conduct

All work must be your own. Cheating or plagiarism will be reported through official university channels, and the consequences will be severe. If you are unwise enough to plagiarize, the minimum punishment is usually failure in the course. If the case of plagiarism or cheating is especially blatant, you may be expelled from the university. The papers and assignments are designed for what

you can do based on what we are covering in this class and the skills you have already learned.

Term Paper

Overview

Writing effectively, powerfully, and concisely is a valuable skill, regardless of your ultimate career goal. In this course, we will help you become a better writer by giving you practice at writing short papers and by giving you feedback on your papers. In this document, we will offer some helpful hints on how to go about writing your papers.

Formatting

Paper formatting should follow APA guidelines as described in the APA Publication Manual. Papers must be typed or computer printed in a double-spaced format. The papers should have one-inch left, right, top, and bottom margins. Any paper with smaller type, smaller margins, not double-spaced, or that exceeds the maximum number of characters per inch, lines, or pages allowable will not be accepted. A useful, free tutorial is available at: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Grading

The instructor will grade primarily for substantive content (quality of argument, quality of research, originality, relevance to the field), but also for the mechanics and style of writing, including spelling, grammar, sentence structure, and overall organization.

Style

Papers should be written in a scientific writing style, not the expository writing style often taught in English courses. Your goal should be to write as efficiently as possible. Don't waste space by using unnecessary words in making a point -- wasting space in this way will prevent you from making additional arguments that may improve your grade. **This sort of writing style requires that you write a draft and then revise it repeatedly, editing it over and over until it is tightly written.** The difference between good writers and bad ones is not so much the quality of their first drafts but rather the number of times they revise those drafts.

Organization

Always give your paper a title. This tells the reader your topic and, perhaps also, your position on it. Try writing the title of your paper and a one- or two-sentence statement of its major point(s) before writing anything else. You may be surprised to discover how effective this device is in helping you to organize your thoughts. Assume that the audience reading your paper has the same

background as you had before you began taking this course -- don't assume that the reader has a Ph.D. in Social Psychology. Explain fully what you have learned from the lectures and reading assignments.

Organize each paper you write around a central thesis, idea, or point. The assertion you wish to make should be stated clearly in a sentence or two in the introductory paragraph(s) of the paper. In subsequent paragraphs, make a step-by-step argument in support of your thesis. Your paper should end with a concluding paragraph(s) that summarizes and integrates your overall argument.

Drawing on lectures and readings

One purpose of the paper assignments is for your instructor to see how well you understand the material from lectures and readings and how you go beyond these sources in developing your own ideas. Thus, the information provided to you by the instructor and the text represents the building blocks that you should use in constructing your paper. It is crucial that you cite as much information as possible from lectures and readings to support your arguments in the papers but also that you cite sources that were not covered during the course. The more material you effectively use in making your arguments, the better your paper (and your paper grade) will be.

Write in your own words

If you are going to become a better writer, you need to write your papers on your own. Although it is often appropriate to quote other authors word-for-word in papers, doing so in this course defeats the purpose of the assignments. Show me that you understand the material by explaining it in your own words, not by using the words of another author.

Proper use of citations

When you are explaining specific material from the lectures or readings, be sure to indicate the source of the ideas. When using a general idea that was presented in class or in the text, cite the source of the idea in parentheses at the end of the sentence. If you absolutely must use a direct quotation, indicate that you are using someone else's words with quotation marks, and state the source in parentheses at the end of the quote. Using material from lectures or text without proper citation is plagiarism. Be careful to give other authors credit for their work. Plagiarism is easy to detect, and the consequences (for you) are serious. To avoid problems and become a better writer, paraphrase, cite, and revise carefully.

Your intuition and personal experiences

A common mistake people make in writing papers for Social Psychology is citing their own personal experiences as evidence supporting their arguments. Doing

so does not help to demonstrate your understanding of the literature, so you should avoid this practice. Your own intuition is also not a solid basis for supporting an argument; cite research papers and books instead.

Placement of name

Please include a cover-page. However, **only** include your name on the front page so when the cover is folded over, the papers can be graded anonymously.

Additional Resources

For help in writing style, obtain a copy of the APA manual (on the first page of this syllabus) or contact the Writing Center, or, of course, ask your instructor or TA!