

Attitudes and Social Behavior
Psychology 5-202
Spring Semester 2006
MWF 1:25-2:15 pm
N391 Elliott Hall

Instructor:

Professor Eugene Borgida
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Course Home Page: <http://www.psych.umn.edu/courses/spring06/borgidae/psy5202/>

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Course Description:

No sub-field of theory and research is more identified with the field of social psychology than the study of attitudes and persuasion processes. The relationship between attitudes and social behavior and the study of persuasion processes has had a long and distinguished history inside and outside of social psychology. This body of knowledge has made substantial contributions to theory and research in other sub-fields within psychology and in the other social sciences, and these connections in turn have enriched the ways in which social psychologists have studied attitudes and persuasion. The study of attitudes and persuasion processes has generally become more interdisciplinary and multi-method, and as a result the way in which social psychologists now think about the relationship between attitudes and social behavior has become much more complex and nuanced.

This course therefore has been designed to review and examine critically both traditional and current theory and research on the psychology of attitudes and persuasion in social psychology and allied fields within psychology and in other social sciences. The *first part of the course* will cover the historical background of the field, attitude theory and basic measurement issues, the cognitive structure of attitudes, the complex relationship between attitudes, beliefs, values, and behavior, and aspects of the relationship between stereotypes, prejudice and discrimination. The *second part of the course* will focus on various social psychological theories of persuasion (e.g., message learning, consistency theories, functional approaches, cognitive frameworks, dual process theories), with an emphasis on the conditions under which people are

susceptible and resistant to persuasion.

Class time will involve lectures by the instructor and guest lectures, discussion of the text readings, and an occasional video or in-class demonstration.

Class Attendance:

Students are strongly encouraged to attend all class meetings and to complete the assigned readings prior to class. While class participation will not be formally graded, it is highly valued and encouraged. Students are responsible for all information presented in class lectures. When absent, students are responsible for securing lecture notes from other students (see the Instructor or TA if you need assistance in this regard).

Accommodations for Students with Disabilities:

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact the Instructor *within the first two weeks of the semester* to discuss their individual needs for accommodations.

Required Texts: (Available at CMU Bookstore)

Eagly, A.H., & Chaiken, S. (1993). *The psychology of attitudes*. New York: Harcourt Brace Jovanovich College Publishers. [paperback]

Schneider, D.J. (2004). *The psychology of stereotyping*. New York: The Guilford Press. [paperback]

Course Grades:

Your grades in this course will be based on two examinations and two papers. There will be two opportunities for extra credit (10 points per essay) in the form of 2-3 page essays addressing issues raised by the two videos to be shown in the course.

Examinations:

There will be two examinations, each worth 100 points. Exam #1 is scheduled for March 10 and will cover material from the first half of the course. Exam #2 is scheduled for May 12 and will cover material from the second half of the course. The first exam will be primarily multiple choice with a few short identification questions. The second exam will include multiple choice items and a few essay questions. Study guides to assist your preparation for each exam will be made available at least 2 weeks in advance of the exam.

Make-up exams will be scheduled only in the event of a documented emergency (e.g., serious illness, death in the family). In such cases, you must contact either Professor Borgida or Corrie Hunt, the TA, by phone or email *prior* to the exam, *if at all possible*. Pursuant to University Policy, if you have three final exams scheduled within a 16-hour period, you may reschedule one. If you are in this situation, please contact either Professor Borgida or Corrie Hunt, the TA, no later than April 21.

Written Assignments:

Each student is required to write (1) a 5-10 page critical essay that examines the implications of the implicit-explicit attitude distinction for an assigned topic to be circulated, **due February 24**, and (2) a 15-20 page paper, **due no later than Monday, May 8**.

Each of these papers is worth 100 points. For the latter paper assignment, *graduate students* are required to write research proposals; *undergraduates* may write either a research proposal or a literature review. Papers can be written on any topic of interest to the student, as long as the paper clearly reflects an approach grounded in theory or research on attitudes and persuasion. For the second and longer paper, everyone must submit a one-page paper proposal by April 14 in order to get his or her topic approved. All students are required to meet with the Instructor or TA to discuss their choice of paper topic. ***Your paper topic must be approved or you will not receive a grade on the final paper.*** Professor Borgida will grade both of these paper assignments.

Extra Credit:

There will be two extra credit opportunities in the course. Both involve the writing of 2-3 page essays on issues pertaining to the nature and measurement of attitudes and persuasion processes that have been raised by the videos to be shown in the course. Each essay will be worth up to 10 extra points, and the TA will grade these essays. The first essay, in response to the video *Ballot Measure 9*, is due by 5pm on February 8. The second essay, in response to video *Scared Straight: Ten Years Later*, is due by 5pm on March 22. Students are strongly encouraged to take advantage of these extra credit opportunities which have the potential to affect their final course grade. These essays, like the two paper assignments, can be submitted via email to Professor Borgida (with a backup copy sent electronically to the TA as well).

Course Grade:

Final course grades will be determined on a point total. As noted, each course requirement is worth 100 points, for a total of 400 points. Up to an additional 20 extra-credit points can be earned by completing the two extra credit essays. To receive a passing grade on the S/N system, undergraduates must earn a grade of C or better on this point system, and graduate students must earn a B or better on this point system.

Incompletes:

A grade of Incomplete will be given only in the event of extenuating circumstances or personal emergencies that can be documented and are acceptable to the Instructor in consultation with the TA. Extenuating circumstances do not include vacation, travel, forgetfulness, employment, or heavy course loads. Please see the instructor as soon as possible if you think you may need an Incomplete.

Psychology 5202 Class Schedule: Topics and Text Readings

Mondays	Wednesdays	Fridays
MLK Day	1/18 Syllabus & Course Overview	1/20 History of attitude research
1/23 History of attitude research Brown, R., "The authoritarian personality and the organization of attitudes," in Jost & Sidanius (2004), 39-68. Altemeyer, R., "The other 'authoritarian personality'", in Jost & Sidanius (2004), 85-107.	1/25 History of attitude research Sears, D.O. (1986). College sophomores in the laboratory: Influences of a narrow data base on social psychology's view of human nature. <i>JPSP</i> , 51(3), 515-530.	1/27 Nature of attitudes EC 1-21, S, 1-33.
1/30 Nature of attitudes EC, 389-426. Chen, M., Bargh, J.A. (1999). Consequences of automatic evaluation: Immediate behavioral predispositions to approach or avoid the stimulus. <i>PSPB</i> , 25(2), 215-224.	2/1 Attitude Measurement EC, 23-51	2/3 Attitude Measurement Ballet Measure 9 in-class video S, 34-63.
2/6 Attitude measurement EC, 51-64	2/8 Attitude measurement EC, 64-87 (Extra credit essay #1 due)	2/10 Attitude measurement Hofmann, et al (2005). A meta-analysis on the correlation between the IAT and explicit self-report measures. <i>PSPB</i> , 31(10), 1369-1385.
2/13 Intra-attitudinal structure, EC, 89-133	2/15 Inter-attitudinal structure, EC, 133-154	2/17 Attitudes and information processing, EC, 589-608
2/20 Attitudes and information processing Lord, C., Ross, L., Lepper, M. (1979). Biased assimilation and attitude polarization: The effects of prior theories on subsequently considered evidence. <i>JPSP</i> , 37(11),	2/22 Attitude-Behavior Relationship, EC, 155-168	2/24 Attitude-Behavior Relationship, EC, 155-168 Paper #1 due

2098-2109.		
2/27 Attitude-Behavior Relationship, EC, 168-176	3/1 Attitude-Behavior Relationship, EC, 177-193	3/3 Attitude-Behavior Relationship, EC, 193-202
3/6 Attitude-Behavior Relationship, EC, 202-218.	3/8 Attitude-Behavior Relationship Holland, R.W. et al (2002). On the nature of attitude-behavior relations: The strong guide, the weak follow. <i>EJSP</i> , 32, 869-876.	3/10 Exam #1, N391
3/13 Spring Break	3/15 Spring Break	3/17 Spring Break
3/20 Scared Straight: Ten Years Later	3/22 Discussion of <i>Scared Straight</i> and Overview of Part 2 <i>(Extra credit essay #2 due)</i>	3/24 Message learning EC, 257-280; EC, 427-455.
3/27 Message Learning Jemmott, J.B.III. et al. (2005). HIV/STD risk reduction interventions for African American and Latino adolescent girls at an inner-city adolescent medicine clinic: A randomized controlled trial. <i>APAM</i> , 159, 440-449; Jemmott, J.B. III, et al. (1998). Abstinence and safer sex: A randomized control trial of HIV sexual risk reduction interventions for young African American adolescents, <i>JAMA</i> , 279, 1529-1536.	3/29 Message Learning (Guest Lecturer)	3/31 Consistency Theories EC, 455-479; EC, 499-557 (Ch. 11).
4/3 Consistency Theories Aronson, E. et al. (1991). Overcoming denial and increasing the intention to use condoms through the induction of hypocrisy. <i>AJPH</i> , 81(12), 1636-1638.	4/5 Functional Approaches EC, 479-498.	4/7 Functional Approaches

4/10 Attribution and Social Judgment Approaches EC, 351-388.	4/12 Cognitive Approaches EC, 280-297.	4/14 Dual Process Models EC, 305-325 <i>1-page Final Paper proposals due</i>
4/17 Dual Process Models EC, 326-349.	4/19 Dual Process Models	4/21 Stereotyping S, Chs. 3 & 4
4/24 Stereotyping S, Chs. 5 & 6	4/26 Stereotyping S, Chs. 7 & 8	4/28 Stereotyping S, Ch. 10 & 15
5/1 Stereotyping Tropp, L.R., Pettigrew, T.F. (2005). Relationship between intergroup contact and prejudice among minority and majority status groups. <i>Psychological Science</i> , 16(12), 951-957; Van Laar, C. et al (2005). The effect of university roommate contact on ethnic attitudes and behavior. <i>JESP</i> , 41, 329-345.	5/3 Resistance and persuasion, EC 559-566, 568-580, 580-589; 627-663	5/5 Future Directions EC, 665-696.

Note. EC = reading assignment drawn from the Eagly & Chaiken text, *The psychology of attitudes*. S = reading assignment drawn from the Schneider text, *The psychology of stereotyping*.

Final Papers Due No Later than Monday, May 8 by 5pm. Hard copies should be left in Professor Borgida's 2nd floor Elliott Hall mailbox, or they can be sent to Borgida as email Word attachments (be sure to copy the TA, Corrie Hunt).

Exam #2: Friday, May 12, 8:00am – 10:00am, N391 Elliott Hall.