

ATTITUDES & SOCIAL COGNITION (W)
PSY 440 001, Fall 2017
Monday/Wednesday, 12:40-2:00, 108 Kresge Art Center

Instructor

Dr. Joseph Cesario

Office Hours: by appointment, 255 Psychology Building

Email: cesario@msu.edu

Teaching Assistant

Victor Keller

I. COURSE OUTLINE & OBJECTIVES

The study of attitudes and persuasion has long been, and continues to be, one of the central areas of study in social psychology. Attitudes are a key variable in understanding any social behavior of interest. The social cognitive approach to studying social behavior has also been an important movement in its own right, and in recent years has found its way into the study of nearly all aspects of social psychology, including the study of attitudes.

This course is designed to:

- 1.) provide a history of attitudes research and the social cognitive approach to psychology;
- 2.) teach you how to understand and critically evaluate research in these areas; and
- 3.) provide you an opportunity to apply the concepts of this course to your life.

The format of the course roughly follows major developments in the study of attitudes and persuasion, with corresponding social cognitive developments throughout.

II. CLASS FORMAT

A mixed lecture and discussion format. Students are expected to contribute during each class.

III. REQUIRED READINGS

All required readings are posted on the course website (on d2l).

IV. WRITING COMPONENTS

There are three writing components.

The first component is a set of weekly analysis questions that you will answer. Questions will be posted on d2l and you will upload your responses directly to the relevant section. Questions will be posted Fridays AM and you will have until Sundays PM to post your responses. You will be graded on both the quality of your response and the quality of your writing.

The second component is the midterm assignment. For the midterm, you will design a study to test an interesting (to you) question about attitude formation or attitude change. A prototypical

example would be, say, to design an experiment to test the effectiveness of two different social influence techniques. Your paper will be in APA format and will include an Introduction, Methods, Anticipated Results, and Discussion. The paper should be under 10 double-spaced pages in length. Midterms are due **one week** following the last class of the attitudes section.

The third component is the final paper. For the final, you will write an analysis of the *implicit bias* concept. Your paper will be in APA format, will include a reference list, and should be under 10 double-spaced pages in length.

V. EVALUATION

Evaluation is based on:

A. Weekly Analysis Questions. There will be questions every week (14 in total) beginning Sept. 8-10 and running through Dec. 8-10. Each analysis is worth 10 points; your top 10 scores count toward your point total.

B. Midterm Assignment. Described above and worth 100 points.

C. Final Assignment. Described above and worth 100 points.

VI. HONORS OPTION/EXTRA CREDIT

If you would like to complete an honors option or receive extra credit, you may carry out the proposed study for your Midterm assignment. Please do see me for help with how to do this if you have not previously collected data. Although you must still hand in the *proposed* study by the midterm date, you have until the last day of classes, Friday December 8, to hand in the completed report with your results.

VII. ACADEMIC HONESTY

The following is the academic honesty statement from the Office of the Ombudsperson; all students are required to adhere to this statement:

- Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Psychology department adheres to the policies on academic honesty as specified in General Student Regulations 1.0, *Protection of Scholarship and Grades*; the all-University Policy on *Integrity of Scholarship and Grades*; and Ordinance 17.00, Examinations. (See *Spartan Life: Student Handbook and Resource Guide* and/or the MSU Web site: www.msu.edu.) Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in PSY 342. Students who violate MSU rules may receive a penalty grade, including -- but not limited to -- a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also <https://www.msu.edu/~ombud/academic-integrity/index.html>)

If you break the academic honesty agreement in any way, you will receive a 0.0 for the course. There are no exceptions.

VIII. COURSE TOPICS AND READINGS CALENDAR

<i>Date</i>	<i>Topic</i>	<i>Readings</i>
Wed 8/30 Mon 9/4	Course Introduction & Approach <i>No Class, Labor Day</i>	
<hr/> <i>Background & Fundamentals</i> <hr/>		
Wed 9/6	History of Attitudes & Social Cognition	McGuire (1985): 233-238 Kunda: Ch 1
Mon 9/11	Nature and Measurement of Attitudes	E & C: Ch 1
Wed 9/13	Structure and Function of Attitudes	HSP 269-295 Maio & Olson: Ch 15
<hr/> <i>Early Approaches to the Study of Attitudes</i> <hr/>		
Mon 9/18	Hovland, the Yale Group, & Kelman	Kelman (1958) Kelman & Hovland (1953)
Wed 9/20	Dissonance & Consistency Theories	Heider (1958): Ch 7 Festinger Carlsmith (1959)
<hr/> <i>The Rise & Dominance of Information Processing</i> <hr/>		
Mon 9/25	Dual-Route Approaches	Petty & Wegener (1999)
Wed 9/27	Dual-Route cont., & the Unimodel	Kruglanski et al. (1999)
Mon 10/2	Affect as Information	Zajonc (1980) Schwarz & Clore (1988)
Wed 10/4	Affect as Information cont.	
<hr/> <i>Social Influence Alternatives</i> <hr/>		
Mon 10/9	Social Influence	Cialdini (1985) Pref & Ch 1 Cialdini (2009) Cialdini & Goldstein (2004)
Wed 10/11	<i>No Class, Conference</i>	
Mon 10/16	Social Influence cont.	Goldstein et al. (2007) Schultz et al. (2007)
Wed 10/18	Social Influence cont.	
WED 10/25: MIDTERM PAPERS DUE		
<hr/> <i>Automaticity and Implicit Measurement</i> <hr/>		
Mon 10/23	Automatic and Controlled Processes	Moskowitz: 84-109
Wed 10/25	Principles of Knowledge Activation	Bruner (1957)
Mon 10/30	Stereotyping & Prejudice	Devine (1989) Macrae & Bodenhausen

Wed 11/1	Implicit Measures	Bargh (1999) Fazio et al. (1995) Fazio & Olson (2003)
Mon 11/6	Implicit Measures cont.	Arkes & Tetlock (2004) von Hippel (2004)
Wed 11/8	Implicit Measures cont.	Oswald et al. (2013)
Mon 11/13	Attitude-Behavior Relation: MODE	Fazio & T-S (1999)
Wed 11/15	Stereotype Accuracy & Disparate Outcomes	Jussim et al. (2009) Steele & Aronson (1995)
Mon 11/20	Stereotype Accuracy & Disparate Outcomes cont.	

Social Foundations of Social Cognition

Wed 11/22	Evolutionary Psych	Tooby & Cosmides (2005)
Mon 11/27	Evolutionary Psych cont.	Kurzban et al. (2001) McDonald et al. (2011)
Wed 11/29	Goals & Motivation	Blair (2002) Klauer et al (2014)
Mon 12/4	Shared Reality	Hardin & Higgins: 28-49 Sinclair et al. (2005)
Wed 12/6	If open, assistance with final papers	

Final Exam Due, Upload to d2l: Tuesday Dec. 12, 2:45pm

IX. READING LIST

- Arkes, H. & Tetlock, P. E. (2004). Attributions of implicit prejudice, or Would Jesse Jackson fail the Implicit Association Test? *Psychological Inquiry*, *15*, 257-278.
- Bargh, J. A. (1999). The cognitive monster: The case against the controllability of automatic stereotype effects. In S. Chaiken & Y. Trope (Eds.), *Dual-process theories in social psychology* (pp. 361-382). New York: The Guilford Press.
- Blair, I. V. (2002). The malleability of automatic stereotypes and prejudice. *Personality and Social Psychology Review*, *6*, 242-261.
- Bruner, J. S. (1957). On perceptual readines. *Psychological Review*, *64*, 123-152.
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- Cialdini, R. B. (2009). We have to break up. *Perspectives on Psychological Science*, *4*, 5-6.
- Cialdini, R. B., & Goldstein, N. J. (2004). Social influence: Compliance and conformity. *Annual Review of Psychology*, *55*, 591-621.
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- Eagly, A. H., & Chaiken, S. (1993). *The psychology of attitudes*. Fort Worth, TX: Harcourt Brace Jovanovich.
- 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: The Guilford Press.
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- Fazio, R. H., & Olson, M. A. (2003). Implicit measures in social cognition research: Their meaning and use *Annual Review of Psychology*, *54*, 297-327.
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- Goldstein, N. J., Griskevicius, V., & Cialdini, R. B. (2007). Invoking social norms: A social

- psychology perspective on improving hotels' linen-reuse programs. *Cornell Hotel and Restaurant Administration Quarterly*, 48, 145-150.
- The Handbook of Social Psychology*. Gilbert, D. T., Fiske, S. T., & Lindzey, G. (Eds.). (1998). (4th ed. Vol. 1). Boston, MA: McGraw-Hill.
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- Kelman, H. C. (1958). Compliance, identification, and internalization: Three processes of attitude change. *Journal of Conflict Resolution*, 2, 51-60.
- Kelman, H. C., & Hovland, C. I. (1953). "Reinstatement" of the communicator in delayed measurement of opinion change. *Journal of Abnormal and Social Psychology*, 48, 327-335.
- Klauer, K.C., Hölzenbein, F., Calanchini, J., & Sherman, J.W. (2014). How Malleable Is Categorization by Race? Evidence for Competitive Category Use in Social Categorization. *Journal of Personality and Social Psychology*, 107, 21-40.
- Kruglanski, A. W., Thompson, E. P., & Spiegel, S. (1999). Separate or equal? Bimodal notions of persuasion and a single-process "unimodel" In S. Chaiken & Y. Trope (Eds.), *Dual-process theories in social psychology* (pp. 293-313). New York: The Guilford Press.
- Kunda, Z. (1999). *Social cognition: Making sense of people*. Cambridge, MA: The MIT Press.
- Kurzban, R., Tooby, J., & Cosmides, L. (2001). Can race be erased? Coalitional computation and social categorization. *Proceedings of the National Academy of Sciences*, 98, 15387-15392.
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- Maior, G. R., & Olson, J. M. (2000). Emergent themes and potential approaches to attitude function: The function-structure model of attitudes. In G. R. Maio & J. M. Olson (Eds.), *Why we evaluate: Functions of attitudes* (pp. 417-442). Mahwah, NJ: Lawrence Erlbaum Associates.

- McDonald, M.M., Asher, B.D., Kerr, N., & Navarrete, C.D. (2011). Fertility and intergroup bias in racial and minimal group contexts: Evidence for shared architecture. *Psychological Science*, 22(7), 860-865.
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- von Hippel, W. (2004). Implicit prejudice: Pentimento or inquisition? *Psychological Inquiry*, 15, 302-305.
- Zajonc, R. B. (1980). Feeling and thinking: Preferences need no inferences. *American Psychologist*, 35, 151-175.