

PSYCHOLOGY 461a
The Social Psychology of Attitudes
Fall, 2016; TTR 3:30-4:45pm, Communications Rm 214

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Course Overview

The purpose of this course is to examine one of the oldest and most important topics in social psychology: The study of attitudes. The impact of social influence and persuasion on our attitudes is an everyday affair—our attitudes influence, and are influenced by, the people we observe and interact with on a daily basis. I designed this course with four goals in mind: First, I want to improve your understanding of how attitudes influence your day-to-day life. Second, I want you to get hands-on experience using principles of social influence and persuasion to change attitudes and behavior. Third, I want to introduce you to some possible career directions that will utilize your knowledge of attitudes, social influence, and persuasion. The fourth goal of this course is to have a lot of fun and stimulating discourse along the way to the first three objectives.

The course material will focus broadly on how social context determines the relationship between attitudes, beliefs, and behavior. We will consider the following questions: What is an attitude? How can we study the topic of attitudes scientifically? How do we form attitudes and are they conscious or unconscious? Are you always thoughtful and rational when you change an attitude? When do you take shortcuts that cause you to change your attitudes? Does your behavior always reflect your attitudes and values? Can subliminal messages affect your attitudes and beliefs? How can you avoid being taken by a skillful salesperson or roommate? Why are people so prejudiced and what can you do reduce it? Answers to these and other questions will be addressed in the readings, lectures, assignments and the discussions we will have in class.

The course is divided into thirds. In the first and second third, we will examine classic and contemporary theories of attitudes, social influence and persuasion. The last third of the course will turn to examine the role of attitudes, social influence and persuasion in our understanding of prejudice and prejudice reduction. Along the way we will also examine how attitudes and attitude change processes play a role in advertising, consumer behavior, health and other social behavior.

Course Format

This course will be taught as a "flipped classroom." What does that mean? The flipped classroom is a pedagogical model in which the typical lecture and homework elements of a course are reversed. Students read chapters and papers, and view short video lectures, before they attend class, while in-class time is devoted to exercises, projects, and discussion. Flipping provides more opportunities for active learning than a traditional lecture classroom.

This course is designed for Advanced Psychology Majors who have had a lower division Social Psychology, Research Methods and Statistics course. It will differ from the lower division courses in two important ways. First, because it is an advanced course, I will NOT lecture each class meeting; we will spend much of each class discussing and performing exercises to reinforce the material. To facilitate your participation, you need to come to each class prepared. We are going to cover a fair amount of material in a short amount of time. It may be difficult to do well in this course if you do not keep up with the online readings and lectures.

Another difference between this course and the lower division courses is that you will be asked to do more than simply memorize the material. I believe psychology students at the 400 level should be able to integrate theory and research with real world experiences. Really, what good is an education in psychology if you can't use it to investigate and understand your world in some way? Thus, in addition to demonstrating your knowledge of the reading and lecture material, you will complete exercises and develop several projects that use the course material in a creative but rigorous manner.

Course Requirements

Your grade in this course will be a function of your performance on reading quizzes, classroom assignments, midterm exams, paper and homework assignments, and participation in a group research project.

Each week in this class, before each class meeting, you will read assigned chapters and/or papers, view a short lecture on line, and complete a brief quiz to test your understanding of the material. You will then come to class prepared to use what you learned in some way, and you will submit the results of the classroom exercises for points toward your grade. **Thus, to complete this course, you must have access to the internet outside of class meetings, and you will need to bring a laptop, tablet or other device that has word-processing software, and provides access to the internet, to each class meeting.** See me if this is requirement will be difficult for you.

Readings and quizzes. Each class is organized into a learning module of online and classroom learning activities. The online material for each module starts with a reading assignment and a short video lecture. After you complete the reading and lecture material, you will complete a brief multiple-choice quiz to test your understanding of the key concepts. Each quiz is worth 5 points and will provide immediate feedback about how well you grasp the key points. If you miss any of the quiz questions, you can return to the materials to find the correct answer, and retake the quiz. You get only ONE opportunity to improve your quiz score for each module, and the quiz will expire at 12 noon the day of class. Make sure you complete each module quiz at least once so you continue to build points toward a final grade.

Class meetings. Class meetings will include an active learning assignment to be completed by the end of class. At random intervals, you can earn 2 points toward your grade for completing the classroom activity (10 total). If you miss class, you miss the opportunity to earn the points, and no make ups will be possible.

Exams. There will be three midterm exams, each worth 30 points. The exams are designed to measure how well you have learned the principles and concepts covered in the learning modules. The exams are closed-book/ note and they will be completed in class using the course D2L site. The format will consist of multiple choice and short answer questions. You are expected to complete the exams without assistance from another person, i.e., you must do your own work.

This is a writing-emphasis course and you will work on your writing throughout the semester. There will be one homework assignment, and as is detailed below, your presentations and other papers will be based on a group project.

Grade Summary: Your final course grade will be a function of performance on the following:

Paper Assignments (40 pts total)

Homework Assignment (10 pts)

The Project Final Paper (30pts)

Exams and quizzes (170 pts total)

3 Midterm Exams (30pts each, 90 pts total)

16 Reading Quizzes (5pts each, 80 pts total)

Group Project Assignments (30 pts total)

2 Group Presentations (10pts each, 20 pts total)

2 Group Effort Evaluations (5 pts each, 10 pts total)

Class Assignments (30 pts total)

10 active learning assignments (2 pts ea, 20 pts total)

2 group project activities (5 pts each, 10 pts total)

The total points possible are 270. I will distribute grades based on the total points earned (i.e., everyone can get an A!):

A = 270 - 243 total pts

B = 242 - 215 total pts

C = 214 - 187 total pts

D = 186 - 159 total pts

E = 158 - 0 total pts

Absences and makeups: ** Please note that there will be no extra credit, no make-ups for missed assignments and exams, and no paper extensions in this course. Missing an assignment means you lose those points, period. Be sure you are available on the date for each exam, group presentation, and paper assignment before you decide to

take this course. Those who register late (but before the 3rd week of class) will have an opportunity to make up the assignments they missed.

Weekly Readings: The core readings for the course will come from one textbook and from book chapters and articles available online at the course D2L site.

Required Textbook: *The Dynamics of Persuasion* by Perloff (2014) 5th edition (in the UA bookstore). Make sure you get the 5th edition because it has all the information that will be on the exams.

Additional Course Policies:

All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Also, all absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored.

Inclusive Excellence is a fundamental part of the University of Arizona's strategic plan and culture. As part of this initiative, the institution embraces and practices diversity and inclusiveness. These values are expected, respected and welcomed in this course.

Policies regarding expected classroom behavior:

1. This course supports elective gender pronoun use and self-identification; rosters indicating such choices will be updated throughout the semester, upon student request. As the course includes group work and in-class discussion, it is vitally important to me to create classroom environment of inclusion and mutual respect.
2. This course addresses topics including racism, sexism, and sexual prejudice, often leading to valuable discussions on topics such as discrimination in employment, education, and health care. Course material includes content that is explicit in its depiction of intergroup conflict. The instructor will provide advance notice when such materials will be used. Please contact the instructor to discuss any content-related concerns, but alternative materials may not be available.
3. Please turn off your cell phone when in class. Laptops are encouraged for note taking and activities but must be silenced during class.
4. Classroom policies against plagiarism will be covered in a separate handout. However, students are encouraged to review the University Student Code of Academic Integrity policies against plagiarism found at <https://deanofstudents.arizona.edu/academic-integrity/avoiding-academic-dishonesty>
5. Students are also encouraged to review the policies against threatening behavior by students: <http://deanofstudents.arizona.edu/policiesandcodes/studentcodeofconduct>
6. If you anticipate barriers related to the format or requirements of this course, please meet with me so that we can discuss ways to ensure your full participation in the course. If you determine that disability-related accommodations are necessary, please register with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.
7. All information contained in this course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by me.

Group Project

The class will be divided randomly into small groups to accomplish a collaborative social influence project. The purpose of the project is to design a social influence or persuasion campaign to **raise money for the Reid Park Zoo**. The campaign must be based on the psychological principles of social influence and persuasion covered in the course. Each group will present their campaign to the class, apply their campaign to collect donations for the Zoo, and write a final paper about their project. Aspects of the project will be graded collectively (e.g., the group presentations) and individually (e.g., contribution to the project, the final paper assignment).

The groups are intended to function like an advertising or marketing firm. They will be formed sometime during the first month of class and should meet outside of class in addition to the scheduled in-class meeting times. You should take time to become acquainted, choose a name for your group, and begin discussing ideas for your project.

The project should be ambitious but feasible within the scope of this class. I encourage the groups to design a campaign that all members find interesting. This may take a few meetings to negotiate--welcome to life in an organization!

Once each group has decided on an approach, the next task will be to give the first presentation to the rest of the class. The presentations will provide an opportunity for everyone to hear and discuss the various projects. Each group member is expected to present some aspect of the project. The presentations will demonstrate how well your group, as a whole, understands the course material and is able to apply it to your campaign. Most groups will modify their project after they receive "helpful" comments from the class and from me. As is often the case in the real world, each group member will receive a grade based on the overall group's presentation. The groups tend to be as strong as their weakest link, so I strongly recommend you prepare and practice as a group before the presentation.

After the presentations, your group will implement the campaign to collect donations to the Zoo. Each group will present their final project and results of their campaign to the class during the final weeks of the semester. As before, each group member will receive points based on the entire group's presentation.

Finally, each group member will write his or her own final paper describing the theoretical background, method for implementing the campaign, the results, and a discussion of what you learned from the experience. The length of this paper must be **7 single-spaced pages maximum** (including everything!) and will be due during finals week. It will be evaluated individually.

Social Loafing: To discourage social loafing you will have the opportunity to tell me how much effort each person in your group has put forth toward the group project. You will get to rate the effort of each group member after each group presentation. This provides some individual accountability in that if one or more members are not helping the group carry out the project, the group will be allowed to impact the social loafer's course grade.

After the groups are formed I will distribute handouts that detail what to focus on in your papers and presentations and some guidelines to follow in your project (e.g., ethics).

Projected Course Calendar**Note: P** = Perloff text; **D2L** = pdf or doc file on the D2L website

Date	Mod #	Topic	Readings & Assignments
8/23	-	Course Overview And Introduction.	---
8/25	1	The Psychology Of Everyday Influence and Persuasion	P: Chpts 1 & 2, video lecture, (no quiz) Complete Influence Exercise And Bring To Class
8/30	2	Explicit Attitudes	P: Chpts 3, 4, & 5 (Pp 117-125), video lecture, quiz
Sept 1	3	Implicit Attitudes	D2L: Payne & Gawronski (2010) Chpt, video lecture, quiz
9/6	4	Experimental Research On Attitudes	D2L: Levy & Ellis (2008) Paper on Experimental Design D2L: Wu & Zumbo (2008) Paper on Moderation/Mediation (pp 367-372), quiz (but no lecture video)
9/8	-	Research Methodology Assignment	D2L: Methodology homework due on D2L
9/13	5	Conformity And Norms	D2L: Schultz et al. (2008) Paper, lecture video, quiz
9/15	6	Interpersonal Influence Strategies	P: Chpt 12, quiz (but no lecture video)
9/20	-	Midterm 1 In Class	
9/22		1st Mandatory Group Meeting	Turn in worksheet after class
9/27	7	Attitude-Behavior Relationship	P: Chpt 5 (Pp 125-152), lecture video, quiz
9/29	8	Dual Process Models Of Persuasion	P: Chpt 7, lecture video, quiz
Oct 4	9	Source & Message Factors In Persuasion	P: Chpts 8 & 9, lecture videos, quiz
10/6	10	Self-Persuasion I: Cognitive Dissonance	P: Chpt 11, lecture video, quiz
10/11	11	Self-Persuasion II: Hypocrisy	D2L: Stone (2011) Chpt, lecture video, quiz
10/13	12	Subliminal Persuasion	P: Chpt 13, lecture video, quiz D2L: Dijksterhuis et al. (2005) Paper
10/18	-	Midterm 2 In Class	---
10/20	-	2nd Mandatory Group Meeting	Turn in worksheet after class
10/25-27	-	Group Project Presentations	Submit slides before presentation

Nov 1	13	What Is Prejudice?	D2L: Dovidio Intro Chpt, pgs 3-30 only, lecture video, quiz
11/3	14	What is Sexism?	D2L: Glick & Rudman Chpt on Sexism, lecture video, quiz
11/8	15	Reducing Prejudice Through Confrontation, Affirmation & Contact	D2L: Focella Compass paper, lecture video, quiz
11/10	16	Reducing Prejudice Through Egalitarian Goal Activation And Common-Identity	D2L: Neir Common-ID Paper, lecture video, quiz
11/15	17	Reducing Prejudice Through Perspective Taking And Counter-Stereotyping.	D2L: Prati et al., Paper, lecture video, quiz
11/17		Midterm 3 In Class	
11/22		Project results due on D2L-- NO CLASS	
11/24		Thanksgiving-- NO CLASS	---
11/29-Dec 1		Final Project Presentations	Turn in slides before presentation
12/6		Last Class	Course evaluations
12/13		Final Paper Due on D2L by 5p	