

Psychology 596a
Graduate Seminar In Social Psychology
Topic: Attitudes And Social Cognition

Spring, 2015; Thurs 9:30a-12:30p, Psychology Building Rm 323A

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Course Overview

This course is designed to familiarize graduate students with social psychological theory and research on attitudes and social cognition. The course will explore issues such as the structure and function of attitudes, the relationship between attitudes and behavior, the cognitive and motivational antecedents of attitude change, classic and contemporary models of persuasion, the influence of behavior on attitudes, and the current issues that guide research on attitudes, such as the topic of implicit vs. explicit processing.

We will meet once a week and conduct class in a seminar format. I will lead the discussions for the first half of the semester and students will lead discussions during the second half of the semester. Students will also present research proposals. Students are expected to complete all of the assigned readings in advance of each class meeting and be prepared to participate actively in the discussion. Students are required to submit a thought paper and discussion questions most weeks (discussed below). Students will write a final research proposal paper on a topic related to the course material.

Course Goals

The primary goals in this graduate seminar are for you to 1) Gain exposure to classic and contemporary theories of attitudes and social cognition, 2) Develop a better understanding of the methodologies employed by social psychologists who study attitudes and social cognition, 3) Explore in depth several topics relevant to the study of the attitudes and social cognition, and 4) Improve your writing, presentation, and discussion skills.

Weekly Readings

The primary readings for each week will come from book chapters and journal articles. The core text for the course is the ***Handbook of Implicit Social Cognition: Measurement, Theory and Application (2010, Editors B. Gawronski & B. K. Payne)***. It is available for purchase online at around \$60 for a used copy. The chapters are also available through the main library website. Steps to access the book chapters through the main library:

1. On the course D2L home page, click on the "Library Tools" tab.
2. In the top right box under "Search Library Catalog", type in "implicit social cognition".
3. The first listing should be the Handbook of Implicit Social Cognition. Click the link.
4. On the next page, click on "Connect to MyiLibrary resource".
5. This should open the MyiLibrary site for the book. Click on "Open now" and you should get access to the chapters.

Course D2L Website: The course has a D2L website that you will be able to access if you are registered in the class. I will post readings and grades on D2L. Students will submit papers and other materials using the drop box. **Those unfamiliar with D2L can find help at this web address: <https://d2l.arizona.edu/>**

Course Requirements

Here are the details of what you can expect in terms of the weekly workload:

Class Participation. There are two components to your class participation grade. First, each student is expected to participate actively in the weekly discussion of the readings. To facilitate participation, during each class, I will randomly call on students to describe or comment on some aspect of a reading. To prepare for participating, you should read each paper/chapter and be able to describe (1) the primary points and hypotheses that the authors present, (2) methodological details, (3) the statistical analyses and results, (4) the author's conclusions, and (5) your view on the limitations and contributions of the research. You may find it helpful to make an outline, or take notes as you read each paper, so you can better understand and recall the material when you are asked to explain it to the rest of the class.

Second, I require that you submit weekly discussion questions about the target articles. Each student will submit 2 thought questions, each drawn from a different reading, to me via email by 12pm on the Wednesday before the Thursday class meeting. I will use your questions to organize the discussion of the material. Together, your discussion questions and participation during class is worth five (5) points and will be applied to 10 content classes for a total of 50 points.

Thought Papers. To facilitate your contribution to the discussion and provide you with feedback about your understanding of the material, each student will submit a two-page thought paper about a topic covered in the primary readings. Each thought paper is due in the D2L drop box before class begins; no late papers will be accepted. You are required to turn in 8 thought papers during the semester. **The thought paper is NOT a summary of what you read;** it should be a critical analysis of a specific primary reading. It might draw connections to other readings, follow-up on an idea expressed in an article, challenge conclusions about data, or present a new idea about a phenomenon. Thought papers cannot exceed the two-page limit (single spacing is ok) and must be word-processed using at least 12pt font and 1.00 inch margins on each side. Each paper is worth five (5) points and I will provide comments on your writing, thinking, punctuation, etc. You may turn in as many thought papers as you want--I will use your best 8 papers toward your final grade.

Team Seminar Leadership. Starting with the first class after Spring Break (i.e., March 26), students will work in two-person teams to lead the seminar discussion of each week's topic. The teams will be randomly assigned during the first class meeting, and their topic will be determined randomly during the second class meeting. The purpose of this exercise is for you to gain some experience teaching a seminar. Leading a seminar discussion is harder than it looks; good discussion leadership requires careful planning. You should not lecture; rather, your goal is to *inspire* your colleagues to express their opinions and observations about the readings, and to manage/direct/redirect the debate or exchange of ideas.

To help you prepare, each seminar team is required to give me a brief overview of how they will lead discussion including a list of discussion issues/topics/questions. Your leadership material is due at 12p on the Wednesday before you lead class discussion on Thursday morning. This provides time for me to review your approach to the material and provide suggestions if necessary. I will also forward the questions from the class so you can fold them into your plans.

I will provide details about how the teams will function in a separate handout. The seminar leadership is worth 20 points and team members will receive the same grade.

*Note: You do not have to submit discussion questions or a thought paper the week you lead the seminar.

Research workshops. To encourage the development of new research ideas and skills in presenting and critiquing research, we will devote two class meetings to research workshops (March 12th and April 30th). There will be no readings assigned on the day of the workshop. Instead, each student will present a novel research hypothesis, briefly outline an experiment to test it, and present the predicted results (in either table or graph form). Using the course materials, you will present two different research projects before the final research proposal is due.

Before the class meeting, each student will prepare a document that is no longer than 1 page (single spaced) and provide a graph or figure (page 2). A copy of your pre-class work should be emailed to me by the normal discussion question deadline (i.e., Weds by 12 p.m.). These documents will be circulated electronically to all class participants later that day, providing students with the opportunity to read each proposal and develop feedback to be shared in class. In class, students will present their ideas orally, **without audio or visual aids**, for 10 minutes. Other students will provide feedback during this presentation. Each workshop is worth 25 pts and my evaluation will be based on the quality of the written product (10 pts), the presentation (10 pts) and your feedback to other students (5 pts).

Additional details will be provided once the class composition and number of students is known. You do not have to base your final research proposal (see below) on a research workshop project, however doing so may be beneficial in that the your ideas will receive feedback before the final research proposal deadline.

Final Research Proposal. A final research proposal is due at the end of the semester. The purpose of the proposal is for you to fully describe the rationale and design of a study to test a novel hypothesis relevant to the study of attitudes and social cognition. The paper will follow the format of a grant application, which will include an introduction, method, and predicted results section. I will provide the details of this assignment in a separate handout. The final paper is worth 40 points.

Attendance: I expect everyone to attend class regularly and to complete every assignment. Please contact me by email if you are going to miss class.

Summary for each week: Read the assigned readings, email me two questions from two different readings by Weds at 12pm, and if you like, submit a 2-page thought paper about the week's readings.

Grading: In order to assure fairness and provide you with feedback, I will evaluate your performance on the various assignments using the following point system. The points for each assignment break down like this:

Class Participation (10)	50 points
Thought Papers (8)	40 points
Research Workshops (2)	50 points
Seminar leadership	20 points
Final Project Proposal Paper	40 points

The total points possible are 200. I will distribute grades based on the percentage of total points earned:

A => 90% of the total pts	C => 70% of the total pts	E =< 59% of the total pts
B => 80% of the total pts	D => 60% of the total pts	

Absences and makeups: ** Please note that there will be no extra credit or paper extensions offered in this course. Be sure you can make the date for each class, presentation, and paper assignment before you decide to take this course.

A few additional issues:

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

Policies regarding expected classroom behavior: Please silence your cell phone when in class. You can use laptop computers and tablets, but please mute the sound. Be respectful of your neighbors by not visiting online during class.

Any form of academic dishonesty, including cheating, fabrication, and plagiarism, and any form of threatening behavior, will be handled according to University procedures.

Students are encouraged to review the University Student Code of Academic Integrity policies found at: <http://deanofstudents.arizona.edu/policiesandcodes/studentcodeofconduct>

You are hereby notified that you may deem some course content offensive. I will always try to warn you when I think this is possible, but I may not always know when a topic or other material is offensive to you personally. Please let me know in an email if that was the case.

If you anticipate barriers related to the format or requirements of this course, please contact 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.

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.

Quick Schedule And Agenda For Each Class Meeting

Date	Topic
Jan 15	Overview And Administrative Issues
Jan 22	Basics Of Social Cognition
Jan 29	Attitude Structure And Function
Feb 5	Attitude Measurement I: Explicit & Implicit Methods
Feb 12	Attitude Measurement II: Re-Thinking Implicit Measures
Feb 19	Behavior Influencing Attitudes: Cognitive Dissonance And Self-Perception Theory
Feb 26	SPSP Conference—No Class Meeting
Mar 5	Contemporary Research on Dissonance Processes
Mar 12	Research Workshop #1
Mar 19	Spring Break—No Class Meeting
Mar 26	Attitude Change: Explicit Process Models
Apr 2	Attitude Change: Implicit Process Models
Apr 9	Implicit Influence Processes I
Apr 16	Implicit Influence Processes II
Apr 23	Implicit Influence Processes III
Apr 30	Research Workshop #2
May 11	Final Papers Due By 5pm

Schedule Of Readings And Assignments in Recommended Order
 (* = chapter in the Handbook of Implicit Social Cognition)

Jan 15: Overview And Administrative Issues

Recommended reading: Jordan, C. H., & Zanna, M. P. (1999). How to read a journal article in social psychology. In R. F. Baumeister (Ed.), *The Self in Social Psychology* (pp. 461-470). Philadelphia: Psychology Press.

Jan 22: Basics of Social Cognition

*Gawronski & Payne, Chpt 1: A history of implicit social cognition

*Carlston, Chpt 3: Models of implicit and explicit mental representation

*Deutch & Strack, Chpt 4: Building blocks of social behavior

Jan 29: What is an attitude?

Oskamp, S., & Schultz, P. W. (2005). Structure and function of attitudes and beliefs. In *Attitudes and Opinions* (3rd ed., Chpt 5, pp. 88-111). Mahwah, NJ: Erlbaum.

Schwartz, N. (2007). Attitude construction: evaluation in context. *Social Cognition, 25* (5), pp. 638-656

Fazio, R. (2007). Attitudes as object–evaluation associations of varying strength. *Social Cognition, 25* (5), pp. 603-637

Feb 5: Attitude measurement I: Explicit and Implicit Methods

Oskamp, S., & Schultz, P. W. (2005). Explicit measures of attitudes. In *Attitudes and Opinions* (3rd ed., Chpt 3, pp. 44-66). Mahwah, NJ: Erlbaum.

*Wentura & Degner, Chpt 6: A practical guide to sequential priming and related tasks

*Teige-Mocigemba, Klauer, & Sherman, Chpt 7: A practical guide to implicit association tests and related tasks.

Feb 12: Attitude measurement II: Re-thinking Implicit Measures

Payne, et al. (2005). An inkblot for attitudes: Affect misattribution as implicit measurement. *Journal of Personality and Social Psychology, 89*, 277-293.

Conrey et al. (2005). Separating multiple processes in implicit social cognition: The quad model of implicit task performance. *Journal of Personality and Social Psychology, 89*, 469-487.

Oswald et al. (2013). Predicting Ethnic and Racial Discrimination: A Meta-Analysis of IAT Criterion Studies. *Journal of Personality and Social Psychology, 105*, 2, 171–192

Feb 19: Behavior influencing attitudes: Cognitive Dissonance and Self-perception Theory

Festinger, L. (1957). *A theory of cognitive dissonance* (pp. 1-30). Stanford, California: Stanford University Press.

Olson, J. M., & Stone, J. (2005). The Influence of Behavior on Attitudes. In D. Albarracín, B. T. Johnson & M. P. Zanna (Eds.), *The Handbook of Attitudes* (pp. 223-272). Mahwah, NJ: Erlbaum.

Feb 26: SPSP conference—NO CLASS MEETING

Mar 5 : Contemporary research on cognitive dissonance processes

Stone, J. (2011). Consistency as a basis for behavioral interventions: Using hypocrisy and cognitive dissonance to motivate behavior change. In B. Gawronski & F. Strack (Eds) *Cognitive Consistency: A Fundamental Principle in Social Cognition* (pp. 346-367). Guilford Press.

Harmon-Jones et al. (2014). Supine body posture decreases rationalizations: Testing the action-based model of dissonance. *Journal of Experimental Social Psychology, 56*, 228–234.

Ellithorpe et al. (2014). Socialization of Dissonance Processes: Reports of Parenting Style Experienced During Childhood Moderate Dissonance Reactions. *Social Psychological and Personality Science, 5*(1), 84-91.

Mar 12: Research Workshop #1**Mar 19: Spring Break—NO CLASS MEETING****Mar 26: Attitude change: Explicit process models**

1a. Petty, R. E., Cacioppo, J. T., Strathman, A. J., & Priester, J. R. (2005). To think or not to think: Exploring two routes to persuasion. In T. Brock & M. Green (Eds). *Persuasion: Psychological insights and perspectives*. (pp 81-116). Thousand Oaks, CA: Sage Publications.

1b. Weaver et al. (2012). The Presenter's Paradox. *Journal of Consumer Research, 39*(3), pp. 445-460.

2a. Petty, R. E., & Briñol, P (2008). Persuasion: From Single to Multiple to Metacognitive Processes. *Perspectives on Psychological Science, 3* (2), 137-147.

2b. Yee et al. (2008). Affective and Cognitive Meta-Bases of Attitudes: Unique Effects on Information Interest and Persuasion. *Journal of Personality and Social Psychology 94* (6), 938–955.

Apr 2: Attitude change: Implicit process models

1a. Gawronski, B., & Bodenhausen, G. V. (2014). Implicit and Explicit Evaluation: A Brief Review of the Associative–Propositional Evaluation Model. *Social and Personality Psychology Compass, 8*, 448–462

1b. M. Whitfield & C.H. Jordan (2009). Mutual influence of implicit and explicit attitudes. *Journal of Experimental Social Psychology, 45*, 748–759.

2a. Brinol, P. & Petty, R. (2006). A Metacognitive Approach to “Implicit” and “Explicit” Evaluations: Comment on Gawronski and Bodenhausen. *Psychological Bulletin, 132*, 740–744

2b. Rydell, R., & McConnell, A. (2006). Understanding implicit and explicit attitude change: A systems of reasoning analysis. *Journal of Personality and Social Psychology, 91*, 995–1008.

Apr 9: Implicit influence processes I

1a. Dijksterhuis et al. (2005). The Unconscious Consumer: Effects of Environment on Consumer Behavior. *Journal of Consumer Psychology, 15*(3), 193-202

1b. Tanner et al. (2007). Of chameleons and consumption: The impact of mimicry on choice and preferences. *Journal of Consumer Research, 34*, 754-766.

2a. Landau, M., & Keefer, L. (2014). This Is Like That: Metaphors in Public Discourse Shape Attitudes. *Social and Personality Psychology Compass, 8*(8), 463–473.

2b. Jostman et al., (2009). Weight as an Embodiment of Importance. *Psychological Science, 20*, 1169-1174.

Apr 16: Implicit influence processes II

1a. Jonas et al. (2008). Focus Theory of Normative Conduct and Terror-Management Theory: The Interactive Impact of Mortality Salience and Norm Salience on Social Judgment. *Journal of Personality and Social Psychology, 95*(6), 1239–1251

1b. Wood & Neal (2009). The habitual consumer. *Journal of Consumer Psychology, 19*, 579–592.

2a. Loersch et al., (2012). Vicissitudes of Desire: A Matching Mechanism for Subliminal Persuasion. *Social Psychological and Personality Science, 4*(5), 624-631

2b. Davis, D. F., & Herr, P. M. (2014). From Bye to Buy: Homophones as a Phonological Route to Priming. *Journal of Consumer Research, 40* (6), 1063-1077.

Apr 23: Implicit influence processes III

1a. Sherman, D. K. et al. (2009). Affirmed yet unaware: Exploring the role of awareness in the process of self-affirmation. *Journal of Personality and Social Psychology, 97*, 745-764.

1b. Stone, J., Whitehead, J., Schmader, T., & Focella, E. (2011). Thanks for asking: Self-affirming questions reduce backlash when stigmatized targets confront prejudice. *Journal of Experimental Social Psychology, 47*, 589-598

2a. Lai et al. (2014). Reducing Implicit Racial Preferences: I. A Comparative Investigation of 17 Interventions. *Journal of Experimental Psychology: General, 143* (4), 1765–1785.

2b. Strick et al. (2009). Humor in Advertisements Enhances Product Liking by Mere Association. *Journal of Experimental Psychology: Applied, 15* (1), 35–45.

Apr 30: Research Workshop #2

May 11: Final Papers Due by 5pm