

SYLLABUS
Current Topics in Social Psychology:
Attitudes and How to Change Them
 PSYD15 LEC03
 Winter 2022
 Mondays 3:00 pm to 5:00 pm

Instructor

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Office Hours: Tuesdays 1:00 pm to 2:00 pm via Zoom or by appointment

Course Description

Why do we like some things but hate other things?

How do we form positive or negative impressions of other people?

Does what we say we like really matter?

Why is it so difficult to change someone's minds, and what can we do about it?

This course will address questions like these about attitudes, which are evaluations of people, places, things, and ideas. Attitudes are the cornerstone of understanding human thoughts and behavior, and this course will offer a wide-ranging view of classic and contemporary perspectives on the study of attitudes and attitude change. Questions we will consider include:

- What is the nature of attitudes?
- How are attitudes measured?
- Where do attitudes come from?
- Why do attitudes matter?
- How do attitudes change?
- What can be done to change attitudes?

By the end of this course, you will learn how to:

- Understand the nature, origin, and consequences of attitudes and their manifestations across social settings
- Recognize and critique strategies to change attitudes, as well as the strengths and limitations of these strategies
- Effectively find, read, and understand empirical research on attitudes
- Critically examine and discuss theoretical perspectives and empirical findings
- Form research hypotheses and collect data to test them
- Write a short empirical research paper on the science of attitudes

Course Structure

This course is an advanced seminar and will be discussion-based, with a strong emphasis on sharing perspectives (both from the readings and your own) and connecting to real-world

observations. To that end, lecturing in this course will be minimal. In most classes, I will limit my own talking to a brief orientation to each topic and to guiding discussions. Most of the class time will be devoted to presentations and discussions aimed at fostering meaningful understanding of the readings.

We will have 12 weeks of class: Week 1 will be an introductory class, and Weeks 2–12 will be content classes (see Class Schedule and Readings below for details). In each content class, I will introduce the topic, then two teams of presenters will lead reading presentations and discussions based on discussion questions you post online for those readings.

Course Websites

I will primarily use Quercus to make class announcements (I recommend that you turn on email notifications for announcements) and link course materials (e.g., readings, class slides, assignment instructions). You will also post your discussion questions and submit components of your research project on Quercus.

Grading and Due Dates

Your grade for this course will consist of the following components:

Component	Percentage	Due Date/Time
Discussion Questions	18%	Before each content class: Fridays by 11:59 pm
Reading Presentations	20%	In class
Class Participation	12%	In class
Research Project: Proposal	5%	February 10 (Thursday) by 11:59 pm
Research Project: Draft	15%	March 17 (Thursday) by 11:59 pm
Research Project: Peer Review	10%	March 31 (Thursday) by 11:59 pm
Research Project: Paper	20%	April 7 (Thursday) by 11:59 pm

In the following sections of the syllabus, I will briefly explain each component. Details on each assignment will be provided in separate documents.

Discussion Questions (18% of final grade)

Each content class (Weeks 2–12) will center around one theme and two assigned readings. In most weeks, the first reading will provide theoretical background and the second reading will offer empirical evidence. You will be asked to read the two assigned readings prior to class and generate one discussion question per reading (i.e., two discussion questions total). Your two discussion questions should be posted to Quercus **by 11:59 pm on the Friday prior to each week's class**. For the complete list of deadlines for discussion questions, see Class Schedule and Readings.

Reading Presentations (20% of final grade)

In each content class, each reading will be presented by a team of two students. Then, this team of students will lead discussions for that reading. Students will be assigned to teams in Week 1 so that the first two teams can prepare for their presentations in Week 2. Each team will present two readings total, staggered across the course. Once teams are assigned, presentation schedule will be released in a separate document.

To lead discussions, please carefully review all discussion questions that your peers have posted to Quercus *for the reading you are presenting*. Consider your peers' questions as your guide; you should also take note of common themes of their questions. You are responsible for (and will be graded on your ability of) stimulating discussions, so you should be prepared to follow up, clarify, and encourage dialogue among your peers. This also means that your active participation in discussions led by others will help them get better grades, so be generous and kind to your peers—it is to your reciprocal benefit!

Class Participation (12% of final grade)

Your class participation is essential to ensuring the educational benefits for yourself and everyone in the class. Good participation involves punctual attendance to class, eagerness to start and continue conversations, listening to and respecting your peers' opinions and experiences, and being open to giving and receiving constructive comments that support, challenge, and elevate each other.

Of course, we are still in a pandemic, and I recognize that due to various health, technological, and personal reasons, you may not always be able to fully participate in class. If you anticipate needing to miss a class, please contact me as soon the need arises.

Zoom note: I encourage you to turn on your camera to participate in our discussions *when you can*, recognizing that you might turn off your camera from time to time for personal comfort. You can speak in class by any of the following: unmuting yourself and talking directly, raising your physical hand (if camera on), or using the “raise hand” function. You can also contribute via typing comments into the Zoom chat.

Research Project (50% of final grade)

Kurt Lewin, a pioneering figure in the study of group dynamics, once said: “If you want to truly understand something, try to change it.” In this assignment, you will do just that. Your task is to think deeply about how you might change an attitude that people have, using principles of attitude change and persuasion discussed in or out of this class, and design a method that attempts to do so. You will then apply the method to an individual or a group of people (e.g., family, friends, strangers, classmates), and collect data that speak to the effectiveness of your method. This assignment consists of four components spaced out across the course timeline. Think of this assignment not as a “final” project that you do at the end of the course (even though there is a paper due then), but as an “accompanying” project that you do alongside the progression of the course. More guidance on the research project is forthcoming.

Email Policy

- **Please start your email title with “[PSYD15]” (e.g., “[PSYD15] Questions about...”)**. Doing so will ensure that I don’t miss it and that I can get to it promptly.
- I will do my best to answer your emails within 48 hours during weekdays, but expect a longer delay if you email me between Friday afternoon and Sunday evening.
- If you have questions that can’t be answered briefly via email, it is best to come see me during my office hours.
- If you email me within 48 hours of a class or due date, I may not be able to respond to you in time (or at all, if your question no longer applies by the time I get to it).

Mental Health

Mental health is crucial to well-being. During this pandemic, finding time and space to foster and maintain mental health is central, and I want to help you do so. I encourage you to check out these resources that are available both on-campus and off-campus:

<https://www.utoronto.ca/hwc/mental-health-services-and-resources-utsc-students>. Please reach out to me if you have concerns or would like to receive support.

Class Schedule and Readings

Week 1: January 10 Introductions, Course Overview, & Reading Journal Articles

No assigned reading. Optional 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.

Week 2: January 17 Nature and Measurement of Attitudes

January 14: Discussion questions due

Eagly, A. H., & Chaiken, S. (1993). The nature of attitudes. In A. H. Eagly & S. Chaiken (Eds.), *The psychology of attitudes* (pp. 1–21). Belmont, CA: Wadsworth.

Pages 31–50 of: Krosnick, J. A., Judd, C. M., & Wittenbrink, B. (2005). The measurement of attitudes. In D. Albaraccín, B. T. Johnson, & M. P. Zanna (Eds.), *The handbook of attitudes*. Mahwah, NJ: Lawrence Erlbaum.

Week 3: January 24 Features of Attitudes

January 21: Discussion questions due

Howe, L. C., & Krosnick, J. A. (2017). Attitude strength. *Annual Review of Psychology*, *68*, 327–351.

Nyhan, B., Porter, E., Reifler, J., & Wood, T. J. (2020). Taking fact-checks literally but not seriously? The effects of journalistic fact-checking on factual beliefs and candidate favorability. *Political Behavior*, *42*(3), 939–960.

Week 4: January 31 Attitude Formation

January 28: Discussion questions due

Walther, E., Weil, R., & Düsing, J. (2011). The role of evaluative conditioning in attitude formation. *Current Directions in Psychological Science*, *20*, 192–196.

da Silva Frost, A., Wang, Y. A., Eastwick, P. W., & Ledgerwood, A. (invited revision). Summarized preferences have unique antecedents and consequences. *Journal of Experimental Psychology: General*.

Week 5: February 7 Implicit and Explicit Attitudes

February 4: Discussion questions due

Gawronski, B., & Brannon, S. M. (2019). Attitudes and the implicit-explicit dualism. In *The handbook of attitudes* (2nd ed., pp. 158–196). Routledge.

Charlesworth, T. E., & Banaji, M. R. (2019). Patterns of implicit and explicit attitudes: I. Long-term change and stability from 2007 to 2016. *Psychological Science*, *30*, 174–192.

February 10: Research Project: Proposal due

Week 6: February 14 Attitudes and Affect

February 11: Discussion questions due

Zajonc, R. B. (1980). Feeling and thinking: Preferences need no inferences. *American Psychologist*, *35*, 151–175.

Dasgupta, N., DeSteno, D., Williams, L. A., & Hunsinger, M. (2009). Fanning the flames of prejudice: the influence of specific incidental emotions on implicit prejudice. *Emotion*, 9, 585–591.

Holiday: February 21 NO CLASS

Week 7: February 28 Attitude and Behavior

February 25: Discussion questions due

Ajzen, I., Fishbein, M., Lohmann, S., & Albarracín, D. (2019). The influence of attitudes on behavior. In *The handbook of attitudes* (2nd ed., pp. 197–255). Routledge.

Milkman, K. L., Gromet, D., Ho, H., Kay, J. S., Lee, T. W., Pandiloski, P., ... & Duckworth, A. L. (2021). Megastudies improve the impact of applied behavioural science. *Nature*, 600, 478–483.

Week 8: March 7 Prejudice

March 4: Discussion questions due

Richeson, J. A., & Sommers, S. R. (2016). Toward a social psychology of race and race relations for the twenty-first century. *Annual Review of Psychology*, 67, 439–463.

Daumeyer, N. M., Onyeador, I. N., Brown, X., & Richeson, J. A. (2019). Consequences of attributing discrimination to implicit vs. explicit bias. *Journal of Experimental Social Psychology*, 84, 103812.

Week 9: March 14 Attitude and Morality

March 11: Discussion questions due

Skitka, L. J., Hanson, B. E., Morgan, G. S., & Wisneski, D. C. (2021). The psychology of moral conviction. *Annual Review of Psychology*, 72, 347-366.

Luttrell, A., Phillip-Muller, A., & Petty, R. E. (2019). Challenging moral attitudes with moral messages. *Psychological Science*, 30, 1136-1150.

March 17: Research Project: Draft due

Week 10: March 21 Attitude Change, Part I: Processes

March 18: Discussion questions due

Chaiken, S., & Ledgerwood, A. (2012). A theory of heuristic and systematic information processing. In P. A. M. van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (pp. 246-266). Thousand Oaks, CA: Sage.

Hoshino-Browne, E., Zanna, A. S., Spencer, S. J., Zanna, M. P., Kitayama, S., & Lackenbauer, S. (2005). On the cultural guises of cognitive dissonance: The case of Easterners and Westerners. *Journal of Personality and Social Psychology*, 89, 294–310.

Week 11: March 28 Attitude Change, Part II: Strategies

March 25: Discussion questions due

Cialdini, R. B. (2001). The science of persuasion. *Scientific American*, 284(2), 76–81.

Paluck, E. L., Porat, R., Clark, C. S., & Green, D. P. (2021). Prejudice reduction: Progress and challenges. *Annual Review of Psychology*, 72, 533–560.

March 31: Research Project: Peer Review due

Week 12: April 4 Attitude Change, Part III: Practices

April 1: Discussion questions due

Broockman, D., & Kalla, J. (2016). Durably reducing transphobia: A field experiment on door-to-door canvassing. *Science*, 352(6282), 220–224.

Mousa, S. (2020). Building social cohesion between Christians and Muslims through soccer in post-ISIS Iraq. *Science*, 369(6505), 866–870.

April 10: Research Project: Paper due

Academic Integrity

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. Behaviours that constitute academic dishonesty and the processes for addressing academic offences are outlined in The University of Toronto's Code of Behaviour on

Academic Matters: <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>

Potential offences include, but are not limited to: • On tests and exams: (a) Using or possessing unauthorized aids; (b) Looking at someone else's answers during an exam or test; (c) Misrepresenting your identity. • In academic work: (a) Falsifying institutional documents or grades; (b) Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters

AccessAbility

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services as soon as possible. AccessAbility Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email ability@utsc.utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Psychology Department Missed Term Work Policy, WINTER 2022

For missed term work (assignments and term tests) due to illness, emergency, or other mitigating circumstances, please follow the procedures outlined below.

- The following reasons are not considered sufficient for missed term work: travel for leisure, weddings, personal commitments, work commitments, human error.
- Missed Final Exams are handled by the Registrar's Office and should be declared on eService: <http://www.utsc.utoronto.ca/registrar/missing-examination>
- Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, you would need to file a petition with the Registrar's Office: <https://www.utsc.utoronto.ca/registrar/term-work>

Accommodations for **Illness or Emergency:**

For missed work due to ILLNESS OR EMERGENCY, complete the following **three-step** process:

1. Complete the [Request for Missed Term Work Accommodations Form](#)
2. **Declare your absence** on **ACORN** (Profile & Settings > Absence Declaration)
3. **Email both the Request for Missed Term Work Accommodations Form AND a screenshot of your Self-Declared Absence on ACORN** to yilinandre.wang@utoronto.ca **WITHIN 2 BUSINESS DAYS** of the missed work.

Note: If you are unable to submit your documents within 2-business days, **you must still email your instructor within the 2-business day window** to explain the nature of the delay, and when you will be able to provide your documents. Exceptions to the documentation deadline will only be made under **exceptional circumstances**.

Note: For this semester, we do not require any additional supporting documentation (e.g. medical notes) to support your missed term work accommodation request.

Accommodations for Academic Conflicts:

For missed term work due to an ACADEMIC CONFLICT (i.e. two midterms scheduled at the same time), please complete the following process:

1. Complete the [Request for Missed Term Work Accommodations Form](#), choosing “Other” and explaining the conflict in the space provided.
2. Take screenshots of your course homepages that demonstrate the conflict.
3. Email the form and screenshots to your course instructor **at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier.

Note: Multiple assignments due on the same day are not considered conflicts. Accommodations may only be possible in the case of quizzes and tests that are both scheduled during the same discrete period.

Back-to-back tests/quizzes are not considered conflicts.

Note: Students are responsible for keeping their course timetables conflict-free. Students who choose to register in two synchronous courses with overlapping lecture/tutorial/lab schedules will not be accommodated.

Accommodations for Religious Conflicts:

For missed term work due to a RELIGIOUS CONFLICT, please complete the following process:

1. Complete the [Request for Missed Term Work Accommodations Form](#), choosing “Other” and noting “Religious conflict” in the space provided.
2. Email the form to your course instructor **at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier.

Accommodations for Students Registered with AccessAbility Services:

For missed **TERM TESTS** due to ACCESSABILITY REASONS:

- **Contact your AccessAbility consultant** and have them email your instructor detailing accommodations required.

For missed **ASSIGNMENTS** due to ACCESSABILITY REASONS:

- If your desired accommodation is **within the scope** of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” and you need 3 days):
 1. Complete the [Request for Missed Term Work Accommodations Form](#).
 2. Email the form and your **Accommodation Letter** to your instructor, specifying how many days extension you are requesting.
- If your desired accommodation is **outside the scope** of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” but you need more time than that):
 1. **Contact your AccessAbility consultant** and have them email your instructor detailing the accommodations required.

Accommodation Procedure:

After submitting your documentation, you will receive a response from your instructor or TA. This form does not guarantee that you will be accommodated. The course instructor reserves the right to decide what accommodations (if any) will be made. Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation. **You are responsible for checking your official U of T email and Quercus course announcements daily**, as accommodations may be time-critical.

For missed assignments, **do not wait for an instructor response to resume work on your assignment**. Extension accommodations may be as short as one business day, depending on the

nature of the illness/emergency. You should complete your assignment as soon as you are able and email it your instructor.

For an anticipated event (e.g. scheduled surgery or an illness with a prolonged recovery period), submit a [Verification of Illness Form](#) completed by your doctor, AND this form to your instructor if you would like to request accommodations in advance of the assignment deadline or midterm date. **Declare your future absence on [ACORN](#) (absences can be declared up to 14 days in the future).**

Missed Accommodations

If an accommodation is granted but a continued illness/emergency prevents you from meeting the requirements of your accommodation, you must repeat the missed term work procedure to request additional accommodations. **Please make it clear in your subject line that you are requesting a second accommodation.** For example, if you are given an extension but are still sick and need more time, or if you miss a make-up midterm, you must submit another request 'Missed Term Work Accommodations' form and declare your extended absence on ACORN. ***Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.