Course Syllabus

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NOTE: Syllabus in progress and subject to updates!

PSY320H1 – Social Psychology: Attitudes
Monday 9:00 AM - 12:00 PM

Room TBD and online

Contact Information

Professor:	**Teaching Assistant:**
William Cunningham	Sihan He
wil.cunningham@utoronto.ca	sihan.he@mail.utoronto.ca

Office Hour:	**Office Hours**:
TBA	TBA
Internet	Internet

Class format

This class is a "flipped classroom." The lectures for the class are pre-recorded from a previous year, but we will have a one hour synchronous session. Students are expected to watch the video prior to attending the discussion, as the one hour will be used for questions and discussion. Although the course is primary online, the two exams are in person. The location of the exams will be provided when avaliable on the discussion board and the syllabus will be updated to have that information.

Class attendance

I will not be taking attendance this year, but highly recommend coming to as many classes as possible.

Course Description, Goals, and Prerequisites

Attitudes are positive or negative views of a person, place, thing, or event that guide our judgments and behaviour. In 1935, Gordon Allport claimed that attitudes were the most 'indispensable concept' in social psychology. The concepts in the attitude literature provide a basic foundation for many of the main topics in social psychology, including social cognition, stereotypes and prejudice, self-regulation, group processes, personal relationships and individual differences.

This course will provide an overview of the major theoretical debates and empirical developments in the area of attitudes and evaluation. Students in this class will be directly exposed to many of the core ideas in attitude research by reading many of the classic articles in this literature. The readings will provide an in-depth exploration of key empirical and theoretical breakthroughs. For example, we will explore implicit and explicit attitude measurement, persuasion, prejudice, and how attitudes shape our thoughts and actions.

Prerequisite:
PSY201H1/ECO220Y1/EEB225H1/GGR270H1/POL222H1/SOC202H1/STA220H1/STA238H1/STA248H and PSY220H1/PSY220H5/PSYB10H3/SOC213H1

Exclusion: PSY320H5

Distribution Requirement Status: This is a Science course

Breadth Requirement: Thought, Belief and Behaviour (2)

Note about prerequisites: It is your responsibility to ensure that you have met all prerequisites listed in the Psychology section of the A&S Calendar for this course. If you lack any prerequisites you WILL BE REMOVED. No waivers will be granted.

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Reading Material/Textbook(s)

Readings for the class come from primary journal or chapter sources. Readings for each week are provided at the end of the syllabus for each week. The University of Toronto has on-line access to the journals through the library. Scholar.google.com is another fast way of finding articles (I will demonstrate on the first class).

If you want to buy the readings, most can be found in: Fazio, R.H., & Petty, R. (2008). Attitudes: Their structure, function, and consequences, New York: Psychology Press.

Course Evaluation/Marking Scheme

First term test (35%) – Oct 23rd. This term test will cover all material up to that date. The format of the term test will a combination short answer questions and short essays. This term test will be two hours.

Paper Topic Summary (3%) - Oct 30th. Students will need to provide their topic proposal to students in the class for peer comments. The proposal should be uploaded to Quercus, and also emailed to the student who will be providing feedback. This is die at 5pm.

Peer Feedback (3%) - November 6th. Students will need to upload their peer feedback to Quercus by 5pm and also email the student who they are providing feedback for.

Second term test (25%) - Dec 4th. This term test will cover all material from the previous exam up to that date. The format of the term test will a combination of short answer questions and short essays. This term test will be two hours

Study Proposal Paper (30%) - **Due Dec 8th**. Students are expected to write a 5 to 6-page single spaced paper proposing a new research project testing an outstanding question in the field of attitudes. This project is to be written in the standard 4 section format:

Introduction: a good introduction will identify the gap in the literature that your study addresses, describes its significance, and sets the context for the proposed study.

Methods: A good methods section will describe in detail the design and procedures of the study.

Results: A good results sections will thoroughly explain the results you would expect if you ran the study and should include a figure that describes the data you would expect to collect.

Discussion: A good discussion section summarizes how specifically your design and results would address the research question, and what this would imply for topic and future research more broadly.

Please note that the most critical part of the project is the experimental design and expected results.

To ensure success, it is important to start writing your paper much earlier in the class and be doing final edits towards the end of the semester. Plan your work accordingly throughout the semester – penalty free extensions will not be granted because of conflicts with other courses. 5% will be deducted for each day late.

Here is a resource to help with ideas:

McGuire, W. J. (1997). Creative hypothesis generating in psychology. Annual Review of Psychology, 48, 1-30.

Discussion board answers (2% at midterm and 2% at final). During these difficult times, it is important that we all rely on one another. Further, helping to re-articulate material aids in the

understanding and comprehension of the material. This class will have an active discussion board component where students can ask questions and get answers from students in the class. This can range from clarification question ("what did Dr. Cunningham mean when he said?") to understanding questions ("wait, if Dr. Cunningham said this last lecture, how can this also be true?") to extension questions ("Given this study presented in class, wouldn't that mean self-control may be...?"). Oftentimes, students have the best ability to clarify material because they can sometimes explain it using different words or different examples (the classic TA effect).

Marking will be as follows. If you never respond to a question, your mark for this TA will simply be 20% lower than your course mark (so, if you have a 75% in the course, you will get 6/10 points) as to not completely penalize someone who does not want to contribute. Two reasonable responses will get 100% of your course mark (7.5/10 points for this example), and marks will increase as a function of number and quality of responses. This is an easy way to convert those 69s to 70s and 79s to 80s for your final grade and help your fellow students. Further, this allows for our "virtual office hour" to be more focused on larger conceptual questions and can allow you all to explore ideas before we do that collectively. **To ensure that you receive marks for your contributions, you must keep a record of the questions that you answered (e.g., word, google doc). A separate document should be created for each half of the course.** These documents can be submitted during the term tests. *Separate marks will be given for the first half and second half of the course.*

Course Policies

Online communication:

Although I will often check my email, I will only guarantee email responses for this class during my office hours each week. I will not respond to emails about the class material within three days before a term test.

Generative AI:

Students are encouraged to make use of technology, including generative artificial intelligence tools, to contribute to their understanding of course materials. Students may choose to use generative artificial intelligence tools as they work through the
assignments in this course; this use must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, and how the results from the AI were incorporated into the submitted work. For the paper, track changes must be provided to demonstrate where the AI work was edited by the student.

Lecture capture:

Do not share the online lectures or course material outside of password protected sites. These materials should not be shared openly as to protect free student discussion.

Missed Tests:

Approved makeup term tests will be an essay version of the term test. Re-weighting of a missed term test is possible under some circumstances. If you miss a test that you must contact me within 7 days of missing it and provide documentation.

Lateness policy:

5% will be deducted from the total marks possible for each day late for any of the writing assignments

Remarking policy:

If you would like to make a case for receiving a different mark on a graded assignment, please note that you have two weeks from the date an assignment is returned to you to submit the assignment for remarking. Please contact the TA for more information. Absolutely no assignments will be re-graded beyond this time limit. Material submitted for remarking must be accompanied by a brief written explanation detailing your reasons for receiving a different grade. Be as specific as possible (e.g. correction of addition errors in calculating a grade, a specific point or step that the grader missed, etc.). The item will first be returned to the TA who originally graded it. If you are still dissatisfied, it may be passed on to the Course Instructor, at the Course Instructor's discretion. Note that in agreeing to resubmit your work for remarking, **you are agreeing to a re-evaluation of all your work** that may see your grade go up, go down or stay the same.

Assignment Submission Method:

All assignments must submitted online to both the Professor and the TA. Uploading to the course website is also required (the more places that you submit, the less likely it is to get lost).

Quercus Info:

This course uses the University's learning management system, Quercus, to post information about the course, including materials required to complete class activities and course assignments, share important announcements and updates, and foster academic discussion between learners. The site is dynamic and new information and resources will be posted regularly as we move through the term. The principal source of information about all course-related work will be the course site in Quercus, so please make it a habit to log in to the site on a regular if not daily basis. To access the course website, go to the U of T Quercus log-in page at

https://q.utoronto.ca and log in using your UTORid and password.

Please note that any grades posted on Quercus are posted for your information only, so you can view and track your progress through the course. **No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved by the Course Instructor at the end of the course.** In other words, your final mark in the class may be curved up or down to satisfy reasonable grade distributions.

Academic Resources

Religious accommodation:

As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of backgrounds, cultural traditions, and spiritual beliefs. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to university policy, if you anticipate being absent from class or missing a major course activity (like a test, or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

Specific Medical Circumstances

If you become ill and it affects your ability to do your academic work, consult me right away. Normally, I will ask you for documentation in support of your specific medical circumstances. This documentation can be an Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. You can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI. For more information on the VOI, please see http://www.illnessverification.utoronto.ca. For information on Absence Declaration Tool for A&S students, please see https://www.artsci.utoronto.ca/absence. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

Accommodation for Personal Reasons:

There may be times when you are unable to complete course work on time due to non-medical reasons. If you have concerns, speak to me. It is also a very good idea to speak with an advisor in your College Registrar's office; they can support you in requesting extensions or accommodations, and importantly, connect you with other resources on campus for help with your situation.

Accessibility Needs:

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 Accessibility Services at (416) 978 8060; **accessibility.services@utoronto.ca (mailto:accessibility.services@utoronto.ca)**

Writing:

As a student here at the University of Toronto, you are expected to write well. The university provides its students with a number of resources to help them achieve this. For more information on campus writing

centers and writing courses, please visit http://www.writing.utoronto.ca/.

Academic Integrity and Plagiarism:

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. The University of Toronto's Code of Behaviour on Academic Matters (**www.governingcouncil.utoronto.ca/policies/behaveac.htmLinks to an external site.Links to an external site.Links to an external site.**   **(http://ww.governingcouncil.utoronto.ca/policies/behaveac.htm)**) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources

(see **www.utoronto.ca/academicintegrity/resourcesforstudents.htmlLinks to an external site.Links to an external site.Links to an external site.** **(http://www.utoronto.ca/academicintegrity/resourcesforstudents.html)**).

Other Resources
Student Life Programs and Services (http://www.studentlife.utoronto.ca/)
Academic Success Services (http://www.asc.utoronto.ca/)
Counselling and Psychological Services (http://www.caps.utoronto.ca/main.htm)

Course Outline/Schedule

Date	Topic
Sept 11	Introduction
Sept 18	Attitude structure + function
Sept 25	Attitude Measurement
Oct 2	Attitude function and formation
Oct 9	THANKSGIVING

Oct 16   Attitudes and behaviour

Oct 23   Term test 1

Oct 30   Attitude consistency

Nov 6   FALL READING WEEK

Nov 13   Attitude change

Nov 20   Persuasion I

Nov 27   Persuasion II

Dec 4   Term test 2

Details on Assignments/Readings

Introduction and measurement

Thurstone, L. L. (1928). Attitudes can be measured. American Journal of Sociology, 33, 529-544.

Schwarz, N. (1999). Self-reports: How the questions shape the answers. American Psychologist, 54, 93-105.

Attitude structure and function

Zanna, M. P., & Rempel, John A. (1988). Attitudes: A new look at an old concept. In D. Bar-Tal & A. W. Kruglanski (Eds.) The social psychology of knowledge (pp. 315-334). Cambridge: Cambridge University Press.

Katz, D. (1960). The functional approach to the study of attitudes. Public Opinion Quarterly, 24, 163-204.

Attitude formation

Petty, R. E. & Wegener, D. T. (1998). Matching versus mismatching attitude functions: Implications for scrutiny of persuasive messages. Personality and Social Psychology Bulletin, 24, 227-240.

Hastorf, A. & Cantril, H. (1954). They saw a game: A case study. Journal of Abnormal Psychology, 49, 129-134.

Attitudes and behavior

LaPiere, R. T. (1934). Attitudes versus actions. Social Forces, 13, 230-237.

Ajzen, I., & Fishbein, M. (1973). Attitudinal and normative variables as predictors of specific behaviors. Journal of Personality and Social Psychology, 27, 41-57.

Unconscious attitudes

Greenwald, A. G., McGhee, D. E., & Schwartz, J. L. K. (1998). Measuring individual differences in implicit cognition: The Implicit Association Test. Journal of Personality and Social Psychology, 74, 1464-1480.

Fazio, R. H., Sanbonmatsu, D. M., Powell, M. C., & Kardes, F. R. (1986). On the automatic activation of attitudes. Journal of Personality and Social Psychology, 50, 229-238.

Attitude consistency

Wilson, T. D., Lindsey, S., & Schooler, T. Y. (2000). A model of dual attitudes. Psychological review, 107(1), 101.

Greenwald, A. G., Banaji, M. R., Rudman, L. A., Farnham, S. D., Nosek, B. A., & Mellott, D. S. (2002). A unified theory of implicit attitudes, stereotypes, self-esteem, and self-concept. Psychological review, 109(1), 3.

Attitude change

Cialdini, R. B., & Goldstein, N. J. (2004). Social influence: Compliance and conformity. Annual Review of Psychology, 55, 591-621.

Persuasion

Chaiken, S. (1980). Heuristic versus systematic information processing and the use of source versus message cues in persuasion. Journal of Personality and Social Psychology, 39, 752-766.

Petty, R. E., & Cacioppo, J. T. (1984). The effects of involvement on response to argument quantity and quality: Central and peripheral routes to persuasion. Journal of Personality and Social Psychology, 46,

Course Summary:

Date	Details	Due