

PSY 320H1F LEC0101

Social Psychology: Attitudes

Course Meeting Information

Classes will be held **Fridays 2:10-5:00pm in RW 143**

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Office Hours: posted on Quercus announcements

Please communicate with us by the emails provided and **not** through the Quercus inbox system. You can expect a response within 48 hours on weekdays but often sooner.

Course Description and Learning Objectives

Attitudes: we all have them, but they come in all different shapes and sizes. Why do we hold certain attitudes and how do they form and change? Do some attitudes contradict other values and intentions? How can learning about attitudes help us to better understand ourselves and the behaviour of others? We will discuss the measurement, formation, and change of attitudes, as well as apply theories of attitudes to real-world behaviours such as prejudice and persuasion. The goal of this course is to start thinking about your own attitudes and develop your personal perspective to the topics of the course. A secondary goal is to develop your writing skills so that you can better support your own arguments on questions relevant to this field. Relatedly, reading journal articles and preparing a paper on attitudes research will help you to hone your research skills and prepare you for future opportunities in this and other fields in psychology.

Participating in lectures by asking questions and contributing to discussion is strongly encouraged. This class is a safe space where everyone should feel welcome and included. By remaining in this course and attending lecture, you are agreeing that you will be respectful of others, their ideas, and their experiences. In teaching this course, I am agreeing to facilitate a collaborative and respectful environment, and to address your questions and concerns.

Reading Material

Required Text:

Maio, G. R., Haddock, G., & Verplanken, B. (2018). *The Psychology of Attitudes & Attitude Change* (3rd edition). Los Angeles: Sage

Textbook or eBook can be purchased through the U of T Bookstore. You will be tested on content from the 3rd edition. We are not responsible for compensating any missing material if you use an alternate edition of the text.

Other reading material:

Journal articles will be posted to Quercus modules under the assigned week.

Course Evaluation

Participation 5% - *weekly*

First Term Test 35% - *October 20 2:10-4pm*

Final Paper 35% - *due November 16 at 11:59pm*

Second Term Test 25% - *December 1 2:10-4pm*

Lectures and Readings

Lecture slides will be made available prior to each lecture. Not all content presented in lecture will be on the slides! *Reading the lecture slides should not be supplemental to coming to class.* Readings should be completed on a weekly basis as the lecture content will reflect that module's reading content. Participating and asking questions in class will help you get the most out of the course, so attending lecture and keeping up with the readings are necessary to your success.

Participation

Developing your own understanding and expanding your personal perspective on topics discussed in the course is one of the core goals. For this reason, attending lecture, participating in lecture, and completing the weekly participation assignment is vital to your success in the course. Each week, a question or prompt will be given in lecture. For four participation assignments, you will write down your answer(s) and submit it at the end of class before you leave. You can miss **two** of these in-person participation assignments. Three participation assignments will be assigned in class, and you will be given the week to complete them (They must be submitted at 2pm before the start of the next class. These are not included in the two grace marks). There are no extensions or reweighting of these assignments. The instructions will be clarified in class. You will not have a participation assignment on the days of the tests and the day the paper is due.

Term Tests

The term tests will consist of two sections: multiple choice and short answer questions. They will take place during class time from 2:10-4pm. There is no lecture on October 20 and December 1 after the tests. Any material discussed in the lectures or from the assigned readings is considered testable.

Term Paper - Study Proposal

Create a 5-page proposal for a research study you would be interested in running. The study must test a research question related to the social psychology of attitudes. This is a research paper and should be recognized as a long-term project and started early in the course to produce the best quality work. The course instructor and TA are available for you to ask for help with the study design and to discuss your research question. We will not pre-grade or review pieces of writing before the deadline, but we can offer advice. Please reach out if you would find that helpful, earlier in the term rather than later. The proposal must be submitted to Quercus by 11:59pm on November 16, 2023. After that, a penalty of -5% per calendar day will be applied.

Course Outline/Schedule

Every effort will be made to manage the course as stated. However, adjustments may be necessary, especially during the unprecedented times we have found ourselves in over the last few years. If so, students will be advised, and alterations will be announced on Quercus prior to implementation.

September 8 – Introduction to Attitudes

Required readings:

Chapter 1

September 15 – Attitude Measurement

Required readings:

Chapter 1

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

Cunningham, W. A., Preacher, K. J., & Banaji, M. R. (2001). Implicit attitude measures: Consistency, stability, and convergent validity. *Psychological Science*, 12(2), 163-170.

September 22 – Attitude Content, Structure and Functions

Required readings:

Chapter 2

September 29 – Attitude Formation

Required readings:

Chapter 3, Chapter 6

October 6 – Attitudes and Behaviour

Required readings:

Chapter 4

October 13 – Consistency Theories

Required readings:

Chapter 7

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.

October 20 – *test 1 during class*

No lecture or readings

October 27 – Stereotyping and Prejudice

Required readings:

Devine, P. G. (1989). Stereotypes and prejudice: Their automatic and controlled components. *Journal of Personality and Social Psychology*, 56(1), 5.

Kawakami, K., Dion, K. L., & Dovidio, J. F. (1998). Racial prejudice and stereotype activation. *Personality and Social Psychology Bulletin*, 24(4), 407-416.

Lepore, L., & Brown, R. (1997). Category and stereotype activation: Is prejudice inevitable?. *Journal of Personality and Social Psychology*, 72(2), 275.

November 3 – Attitude Change

Required readings:

Chapter 5, Chapter 8

November 10 – reading week

No lecture or readings

Study Proposal Due November 16th at 11:59pm

November 17 – Elaboration Likelihood Model + Internal Influences

Required readings:

Chapter 5, Chapter 9

November 24 – External Influences + Persuasion

Required readings:

Chapter 10

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.

December 1 – *test 2 during class*

No lecture or readings

Course Policies

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Quercus

This course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. The site is dynamic and new information and resources will be posted regularly as we move through the term, so please make it a habit to log in to the site on a regular, even daily, basis. To access the course website, go to the U of T Quercus log-in page at q.utoronto.ca. Once you have logged in to Quercus using your UTORid and password, you should see the link or "card" for PSY320 Social Psychology: Attitudes. You may need to scroll through other cards to find this. Click on the PSY320 Social Psychology: Attitudes link to open our course area, view the latest announcements and access your course resources. There are Quercus help guides for students that you can access by clicking on the "?" icon in the left side column.

SPECIAL NOTE ABOUT GRADES POSTED ONLINE: Please also note that any grades posted are 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 and posted on ACORN at the end of the course. Please contact me as soon as possible if you think there is an error in any grade posted on Quercus.

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.

Missed Test Policy

If you miss a test for any legitimate reason and request special consideration, you must report your absence as described above. This must be done within one week of the missed deadline. If the request is approved, the weight of the missed test will be redistributed equally between the study proposal and the other test. There will be no make-up tests. In the event that both tests are missed and your request for special consideration is approved, a cumulative test worth the total 60% of your course mark will be given to you at a time arranged between you and the course instructor.

Marking Policy

If you believe your work has been incorrectly or unfairly marked, you must contact the marker first and set up a time for them to discuss their evaluation with you. This must be done within two weeks from the date your work/grade was returned to you. If there is still an issue after that meeting, you can contact the course instructor. If you choose to submit your work for remarking, you are agreeing to the possibility that your mark could stay the same, go up, or go down. That mark is final.

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 cultural and religious traditions. 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 (such as 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.

Academic Integrity

All students, faculty and staff are expected to follow the University's guidelines and policies on academic integrity. For students, this means following the standards of academic honesty when writing assignments, collaborating with fellow students, and writing tests and exams. Ensure that the work you submit for grading represents your own honest efforts. Plagiarism—representing someone else's work as your own or submitting work that you have previously submitted for marks in another class or program—is a serious offence that can result in sanctions. Speak to me or your TA for advice on anything that you find unclear. Claims to not know the rules are not an excuse and will not be accepted. To learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at [Writing at the University of Toronto](https://www.utoronto.ca/writing). Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see <https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity> and <https://www.academicintegrity.utoronto.ca/>

Policy on use of Artificial Intelligence tools

Generative AI tools are innovative and constantly evolving, yet they can be disruptive to teaching and learning. Course instructors will have different approaches on the use of AI in their courses. The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT and other AI writing or coding assistants, is **prohibited**. If you use AI for your assignments, it will be treated as an academic offence. This course policy is designed to promote your learning and intellectual development and to help you reach course learning outcomes. Developing your personal perspective to topics from the course, practicing the formulation of psychological research questions, developing unique methods to address these questions, and practicing academic writing are all goals central to this course. The use of AI impacts your ability to achieve these goals and develop your skills.

Ouriginal – Plagiarism Detection

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the [Centre for Teaching Support & Innovation](https://www.utoronto.ca/teaching-support) website. We will be using Ouriginal in this course for submission of your assignments. You have the option to opt out of using this service. If you wish to do so, you must email me by September 29, 2023. Upon submitting your study proposal, you will also be required to submit all rough work for your paper if you are choosing not to submit your work to Ouriginal.

Penalties for Lateness

Participation assignments may not be submitted after the deadline. A penalty of 5% per calendar day, up to and including the last day of classes, will be applied for late study proposals. After the last day of classes, the penalty of 5% per calendar day will be applied by the Undergraduate Counselor on behalf of the Department. Any term work that will be handed in after the final day of classes is subject to a petition for extension of term work. This petition should be filed with the student's College Registrar's Office.

Academic Resources

Writing

The ability to write effectively is key to academic success in this course and beyond. As a student here at the University of Toronto, you are expected to produce well-written assignments. The university provides its students with multiple resources to help them achieve this. To find resources aimed at helping you develop your writing skills, start by visiting [Writing at the University of Toronto](#).

Students with Disabilities or Accommodation Requirements

Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) at the beginning of the academic year by visiting <http://www.studentlife.utoronto.ca/as/new-registration>. [Links to an external site.](#) If you have a consideration that may require accommodations, please contact Accessibility Services: <https://www.studentlife.utoronto.ca/as>, 416-978-8060 or accessibility.services@utoronto.ca

Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.

Other Resources

Student Life Programs and Services (<http://www.studentlife.utoronto.ca/>)

Academic Success Services (<http://www.studentlife.utoronto.ca/asc>)

Counselling and Psychological Services (<http://www.studentlife.utoronto.ca/hwc>)