

# PSY320 – Social Psychology: Attitudes

LEC0101 Monday and Wednesday 6:00pm – 9:00pm SS 1088

## Contact Information

**Laura MacMullin**  
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### Office hours:

Zoom on Tuesdays from 11am-12pm:  
<https://utoronto.zoom.us/j/81581435239>  
(Be sure to register for a UTM Zoom account at  
<https://utoronto.zoom.us>.)

**Teaching Assistants:**  
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## Course Description

This course explores how to define and measure attitudes. Further, this course examines attitude formation and how attitudes influence how we behave and process information. This course will cover topics such as persuasion, stereotyping, prejudice, and political attitudes. During this course, students will learn a variety of theoretical perspectives about attitudes.

### Prerequisite (slash means either/or)

[PSY201H1](#)/[ECO220Y1](#)/[EEB225H1](#)/[GGR270H1](#)/[POL222H1](#)/[SOC202H1](#)/[STA220H1](#)/[STA238H1](#)/[STA248H1](#)/[STA288H1](#)/[PSY201H5](#)/[STA215H5](#)/[STA220H5](#)/[PSYB07H3](#)/[STAB22H3](#)/[STAB23H2](#)/[STAB57H3](#),  
and [PSY220H1](#)/[PSY220H5](#)/[PSYB10H3](#)/[SOC213H1](#)

### Exclusion

[PSY320H5](#)

**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.

## Reading Material

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

You can purchase a physical or online version of the textbook. If you wish to purchase a physical textbook, please visit the campus bookstore. The physical textbook is \$57.95.

If you wish to purchase an online textbook, which is \$57, please follow this link:

[https://www.campusebookstore.com/integration/AccessCodes/default.aspx?bookseller\\_id=96&Course=STG+PSY320+SOCIAL+PSYCHOLOGY&frame=YES&t=permalink](https://www.campusebookstore.com/integration/AccessCodes/default.aspx?bookseller_id=96&Course=STG+PSY320+SOCIAL+PSYCHOLOGY&frame=YES&t=permalink)

Other course readings and video content (see syllabus below) will be made available on Quercus.

## Learning Objectives

By the end of this course you should be able to:

- Understand how attitudes are defined, measured, formed, and how they influence information

processing and behavior

- Grasp a variety of theories related to attitudes
- Consider how material learned during the course applies to real-world settings (e.g., advertising)
- Read and offer insightful reflection on research related to attitudes
- Think critically about the role of culture in attitudes
- Communicate your understanding of course material through written work

## Course Evaluation

Term Test 1: 30%

Term Test 2: 25%

Mini assignment: 10%

Thought paper #1: 17.5%

Thought paper #2: 17.5%

## Term Tests

Tests will consist of multiple choice, true/false, and short answer questions. Tests will be based on lecture and reading material. You will not need to recognize studies only from the authors and dates, but you will need to recognize studies based on brief, summary information (e.g., in their 2002 paper on social norms and prejudice, Crandall and colleagues found...). Questions may require you to integrate information from multiple studies and lectures without being explicitly prompted about specific studies.

## Mini Assignment

Students will complete a mini assignment based on content from Lectures 1 and 2. The mini assignment will consist of four short answer questions. These questions will help you to prepare for your term test and will give you a sense of the style of questions you might expect to see on your term tests. You should work independently on this assignment, although access to course material is permitted while you work on the assignment. Upload your mini assignment with answers included on Quercus.

## Thought papers

All details will be made available in the Assignments section on Quercus. Throughout the course, you will complete **2** thought papers. For each thought paper, you will write a response to an assigned reading. Assigned readings will be available on Quercus in the Library Reading List. Each of your thought papers should NOT exceed **three pages, double spaced**. In your thought papers, you can discuss any of the following: what you learned from completing the reading, critiques you have of the reading, questions or reflections that emerged for you while doing the reading, and/or ideas for new research based on the reading. **Your thought papers should not just summarize the reading.**

## Course Webpage

The website associated with this course is accessible via <http://q.utoronto.ca>

**Note:** You don't need to create a new login for Canvas; it already knows who you are. You just need your UTORid and password. This is the same login that gets you onto the wireless network with your laptop, and the same one that you use to check your email. If you're confused about your UTORid or don't remember your password, go to: <https://www.utorid.utoronto.ca/>

## IMPORTANT COURSE POLICIES \*\*PLEASE READ\*\*

### **Missed Test Policy**

Appropriate documentation (i.e., ACORN absence declaration form showing absences successfully declared) must be submitted to me ([laura.macmullin@utoronto.ca](mailto:laura.macmullin@utoronto.ca)) within 1-week for missed test policies to apply. Otherwise, a missed test will result in a grade of zero. Information about Absence Declaration can be found here: <https://www.artsci.utoronto.ca/covid19-artsci-student-faqs#SummerAbsenceDeclaration>

Missed Test 1: Your other work will be reweighed, such that the second test will be worth 55%.

Missed Test 2: Your other work will be reweighed, such that the first test will be worth 55%.

Missed both tests: If you miss both tests, you must schedule a time with the instructor to write a cumulative make-up test worth 55%.

### **Late Submissions**

It is up to you to manage your schedule and complete coursework on time. Late assignments will receive a 5% penalty for each day they are late including weekends. The penalty applies before a full 24 hours has passed. For example, if an assignment is due at 11:59pm ET and is submitted at 10:30am ET the next day, this submission is one day late and will receive a 5% deduction. You are expected to understand the online submission procedures, to back-up your work in case of computer complications or theft, and to give yourself enough time to submit assignments in case of internet connectivity issues or glitches. All assignments must be submitted through Quercus. Assignments sent as attachments to email cannot be accepted. Need an extension? Do your best to let me know in advance of the deadline.

### **Requesting a Re-Grade**

You have two weeks after receiving a grade on a test or assignment to go over the grade with the original grader. After reviewing your grade with the original grader, you can request a re-grade on an entire piece of work or on a specific segment but ONLY IF you have a solid pedagogical reason to request a re-grade. If you would like to request a re-grade, you must email me ([laura.macmullin@utoronto.ca](mailto:laura.macmullin@utoronto.ca)) detailing your concern with the original grade and justification for deserving a re-grade. You must request a re-grade within two weeks after you received the original grade. It is very important to note that if you request a re-grade, your grade may stay the same, go up, or go down. The TA who originally graded the test or assignment will do the re-grading. If you remain unsatisfied with the re-grade result from the TA, then you can email me your reasoning for requiring another re-grade and I will review your grade.

### **Religious Accommodations**

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.

### **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>. 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.

### **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. 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 <http://www.writing.utoronto.ca>. 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/academicadvising-and-support/student-academicintegrity> and <http://academicintegrity.utoronto.ca>

### **Specific Medical Circumstances**

A Verification of Illness (also known as a "doctor's note") is temporarily not required. Students who are absent from academic participation for any reason (e.g., COVID, cold, flu and other illness or injury, family situation) and who require consideration for missed academic work should report their absence through the online absence declaration. The declaration is available on ACORN under the Profile and Settings menu. Students should also advise their instructor of their absence. If an absence extends beyond 14 consecutive days, or if you have a non-medical personal situation preventing you from completing your academic work, you should connect with your College Registrar. They can provide advice and assistance reaching out to instructors on your behalf. 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 nonmedical reasons. If you have concerns, speak to me or to an advisor in your College Registrar's office; they can help you to decide if you want to request an extension or accommodation. They may be able to provide you with a College Registrar's letter of support to give to your instructors, and importantly, connect you with other resources on campus for help with your situation.

### **Quercus information**

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 <https://q.utoronto.ca>. Once you have logged in to Quercus using your UTORid and password, you should see the link or "card" for [PSY320H1 S LEC5101 20225:Social Psychology: Attitudes]. You may need to scroll through other cards to find this. Click on the [PSY320H1 S LEC5101 20225: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.

### **Mental Health and Well-being**

As a student, you may experience challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation, financial concerns, family worries and so forth. These factors may affect your academic performance and/or reduce your ability to participate fully in daily activities. Everyone feels stressed now and then – it is a normal part of university life. Some days are better than others, and there is no wrong time to reach out. There are resources for every situation and every level of stress. There are many helpful resources available through your College Registrar or through Student Life (<http://studentlife.utoronto.ca> and <http://www.studentlife.utoronto.ca/feelingdistressed>). An important part of the University experience is learning how and when to ask for help. Please take the time to inform yourself of available resources

### **Equity, Diversity and Inclusion**

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.

### **Course Outline**

***Please note that this outline is subject to change depending on the needs of the class (we may need additional time to cover a topic). Any changes to the syllabus will be announced in class one week before. However, the assignment and test dates are fixed.***

| <b>Date</b>           | <b>Topic</b>  | <b>Readings</b>   | <b>Assignments and activities due by 11:59pm EST on Quercus</b> |
|-----------------------|---|---|---|
| July 4 <sup>th</sup>  | What are attitudes and how are they measured?                     | Chapter 1   |   |
| July 6 <sup>th</sup>  | Content, structure, and function of attitudes                     | Chapter 2   |   |
| July 11 <sup>th</sup> | The influence of attitudes on information processing and behavior | Chapter 3   |   |
| July 13 <sup>th</sup> | How do attitudes influence behavior?                              | Chapter 4   | Mini assignment due   |
| July 18 <sup>th</sup> | Cognitive influences on attitudes + introduction to persuasion    | Chapter 5   | Thought paper #1 due  |
| July 20 <sup>th</sup> | Persuasion  | Hirsh et al. (2012) – see Library Reading list on Quercus |   |
| July 25 <sup>th</sup> | <b>TERM TEST 1</b>  |   |   |

|                         |   |  |                      |
|-------------------------|---|--|----------------------|
| July 27 <sup>th</sup>   | Affective influences on attitudes                   | Chapter 6  |                      |
| August 1 <sup>th</sup>  | No class: holiday                                   |  |                      |
| August 3 <sup>rd</sup>  | Behavioral influences on attitudes                  | Chapter 7  | Thought paper #2 due |
| August 8 <sup>th</sup>  | Stereotyping, prejudice, and personality + politics | Watch YouTube video entitled "Does Diversity Training Work? With Calvin Lai, PhD" – see Modules on Quercus |                      |
| August 10 <sup>th</sup> | The internal world                                  | Chapter 9  |                      |
| August 15 <sup>th</sup> | <b>TERM TEST 2</b>                                  |  |                      |

**Readings for lecture (available on Quercus in Library Reading List):**

Hirsh, J. B., Kang, S. K., & Bodenhausen, G. V. (2012). Personalized persuasion: Tailoring persuasive appeals to recipients' personality traits. *Psychological Science, 23*, 578–581.

**Readings for thought papers (available on Quercus in Library Reading List):**

Thought Paper #1:

Gawronski, B. (2019). Six lessons for a cogent science of implicit bias and its criticism. *Perspectives on Psychological Science, 14*, 574–595.

Thought Paper #2:

Kitayama, S., Snibbe, A. C., Markus, H. R., & Suzuki, T. (2004). Is there any "free" choice? Self and dissonance in two cultures. *Psychological Science, 15*, 527–533.