

PSY320H1 S

Social Psychology: Attitudes

Winter 2025 Syllabus

Course Meetings

PSY320H1 S

Section	Day & Time	Delivery Mode & Location
LEC0101	Thursday, 10:00 AM - 1:00 PM	In Person: SS 2110

Refer to ACORN for the most up-to-date information about the location of the course meetings.

Course Contacts

Course Website: <https://q.utoronto.ca/courses/382327>

Instructor: Emily Schwartzman

Email: emily.schwartzman@mail.utoronto.ca

Office Hours and Location: Mondays, 1pm-2pm; Wednesdays, 3pm-4pm

Additional Notes: Please include the course code in the subject line for all emails. The instructor and TA will answer course emails within 48 hours, excluding weekends.

Teaching Assistant: Sandrine Toudjui

Email: sandrine.toudjui@mail.utoronto.ca

Office Hours and Location: By appointment

Course Overview

An intensive study of social attitude development, description, measurement, modification, and organization.

This course will discuss key topics in the study of social attitudes, including their structure and organization, how attitudes are measured, and how attitudes develop and change.

Course Learning Outcomes

1. Knowledge: By the end of this course, you should be able to name and apply theories pertaining to the social psychology of attitudes. Moreover, you should understand key research methods used in social psychology to explore topics related to attitudes.
2. Application: By the end of this course, you should be able to apply findings in the social psychology of attitudes to your life and current events.
3. Scientific Thinking: By the end of this course, you should have a better understanding of common research methods used in psychology, and you should be able to think of ways to empirically examine research questions concerning the social psychology of attitudes.

4. Critical Evaluation: By the end of this course, you should be able to appraise and critique different approaches to the measurement and modification of attitudes
5. Communication: By the end of this course, you should have improved your ability to construct arguments and to communicate your thoughts verbally and in writing.

Prerequisites: PSY201H1/ ECO220Y1/ EEB225H1/ GGR270H1/ IRW220H1/ POL222H1/ SOC202H1/ STA220H1/ STA238H1/ STA248H1/ STA288H1/ ECO220Y5/ PSY201H5/ STA215H5/ STA220H5/ PSYB07H3/ STAB22H3/ STAB23H3/ STAB57H3, **and** PSY220H1/ PSY220H5/ PSYB10H3/ SOC213H1

Corequisites: None

Exclusions: PSY320H5

Credit Value: 0.5

Course Materials

There is no required textbook for this course, but you will be assigned article readings which will be made available on the Quercus course page under the Library Course Reserves tab. The readings for the first few weeks will be posted directly to Quercus until the library reserves are assembled.

Marking Scheme

Assessment	Percent	Details	Due Date
Check-in Assignments (2.5% each)	10%	One-paragraph reflections discussing and/or applying course concepts. 4 assignments, due on the Wednesday after the relevant lecture.	2025-01-22,2025-02-05,2025-03-05,2025-03-19
Midterm Test	25%	Midterm test covering the first 5 weeks of lectures and readings.	2025-02-13
Final Paper	35%	Final writing assignment in which you will propose an intervention to change people's attitudes and/or behaviour.	2025-03-30
In-Person Final Exam	30%		Final Exam Period

More details about the midterm and the final paper will be provided in lecture and on Quercus.

The final exam will have the same format as the midterm and will cover material from the second half of the course.

Late Assessment Submissions Policy

Late assignments will be penalized 10% per day late.

Course Schedule

Week	Description	Readings	Work Due
Week 1 Jan 9	Introduction to Attitudes		
Week 2 Jan 16	Research Methods & Measurement	Greenwald et al. (2009) Schimmack (2021)	
Week 3 Jan 23	Attitude Content, Structure, & Functions	Breckler (1984)	Check-in #1 (Jan 22, 11:59pm)
Week 4 Jan 30	Attitudes & Information Processing	Knobloch-Westerwick & Meng (2009)	
Week 5 Feb 6	Attitudes & Behaviour	Glasman & Albarracín (2006)	Check-in #2 (Feb 5, 11:59pm)
Week 6 Feb 13	NO LECTURE (midterm test)		
Week 7 Feb 20	Reading Week		
Week 8 Feb 27	Cognitive Influences	Chaiken & Ledgerwood (2012)	
Week 9 Mar 6	Affective Influences	Petty & Briñol (2015)	Check-in #3 (Mar 5, 11:59pm)
Week 10 Mar 13	Behavioural Influences	Harmon-Jones & Mills (2019)	
Week 11	External Influences	Cialdini (2003)	Check-in #4 (Mar 19, 11:59pm)

Mar 20			
Week 12 Mar 27	Implicit Attitudes	Devine et al. (2012)	Final Paper (Mar 30, 11:59pm)
Week 13 April 3	Attitudes in the Real World Review		

Policies & Statements

Late/Missed Assignments

Late assignments will receive a penalty of 10% per day past the deadline, including weekends and holidays. If you think you'll need additional time to complete an assignment, contact the instructor before the listed due date. If you request an extension after the assignment is officially due, you'll be expected to provide appropriate documentation (i.e., ACORN Absence Declaration, Verification of Illness or Injury Form, Letter of Academic Accommodation, College Registrar's letter, or equivalent) to justify the late request.

The 48-Hour Late Ticket

Each student in this class gets one late ticket to receive a 48-hour extension on an assignment of their choosing, no questions asked. If you would like to use your late ticket, please comment "late ticket" on your Quercus submission for that assignment. Although Quercus may automatically flag your assignment as late, no points will be deducted from your mark.

Make-Up Test Policy

If you are unable to write the midterm on February 13th, notify the instructor as soon as possible, and no later than 7 days after the test. Be prepared to provide appropriate documentation (Absence Declaration, VOI, Registrar's letter, or equivalent). Depending on the circumstances, you may have the opportunity to write a make-up test, or your final grade may be re-weighted to omit the midterm.

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 <https://studentlife.utoronto.ca/departments/accessibility-services/>. 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.

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. If you cannot submit a VOI due to limits on terms of use, 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 (including dates, academic impact, practitioner's signature, phone and registration number). 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.

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.

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 or to an advisor in your College Registrar's office; they can help you to decide if you want to request an extension or other forms of academic consideration. They may be able to email your instructors directly to provide a College Registrar's letter of support and connect you with other helpful resources on campus.

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.

Academic Integrity

All suspected cases of academic dishonesty will be investigated following procedures outlined in the [Code of Behaviour on Academic Matters](https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019) (<https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>). If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources. For example, 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 [A&S Student Academic Integrity](https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity) (<https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity>) and the [University of Toronto Website on Academic Integrity](https://www.academicintegrity.utoronto.ca) (<https://www.academicintegrity.utoronto.ca>).

Plagiarism Detection Tool

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 web site (<https://uoft.me/pdt-faq>).

Use of Generative AI

Generative AI is a new tool with interesting implications for academic writing and research. Like any other tool, its role should be to supplement—not replace—the development of your own independent knowledge and skills. As such, generative AI may be used for certain purposes in this course, but not for others.

You **may not** use generative AI for the check-in assignments. The goal of these assignments is for you to practice thinking about and applying ideas from this course, so the ideas and arguments you make in these assignments should be your own.

You **may** use generative AI for some aspects of the final paper. These include:

- Brainstorming ideas
- Outlining your paper
- Proofreading and editing

You may **NOT** use generative AI to produce new text that you include in your final paper—only to edit existing text that you have written. The purpose of the paper is for you to develop your own critical thinking and insights, and to demonstrate your ability to apply course concepts, so it is important for you to write a complete draft of the paper yourself.

If you do use generative AI in any capacity in your final paper, you are required to document your process thoroughly by saving all your prompts and outputs and submitting them as a supplement to your final paper; missing or incomplete documentation will be considered academic dishonesty (just like failing to properly cite the source of a quote, research finding, or idea), and will be subject to the same procedures as other academic integrity issues (see

below). Moreover, you will remain fully accountable for any AI-generated content in your paper: If you include AI-edited text that includes unsound claims, improper citations, plagiarized writing, etc., you will be subject to the same grade penalties and/or academic dishonesty procedures as if you had written the text yourself.

Re-marking Policy - Timeline and Protocol

Please think carefully before contesting your grade for an assignment or test. Your course instructors and TAs work very hard to mark course assignments and tests as fairly as possible. If you have concerns about how an assignment was graded, you must first meet with the TA who graded your term work during that TA's office hours. If after your meeting you still would like to have your term work re-graded, you must contact the instructor within 2 weeks of the return of the term work. If your request is granted, the instructor will re-grade an item of term work once. Re-grading may result in an increase in grade, a decrease in grade or no change in grade; the instructor's regrade will be final.

Mental Health and Well-Being

Your mental health is important. Throughout university life, there are many experiences that can impact your mental health and well-being. As a University of Toronto student, you can access free mental health and wellbeing services at Health & Wellness (<https://studentlife.utoronto.ca/department/health-wellness/>) such as same day counselling, brief counselling, medical care, skill-building workshops, and drop-in peer support. You can also meet with a Wellness Navigation Advisor who can connect you with other campus and community services and support. Call the mental health clinic at 416-978-8030 ext. 5 to book an appointment or visit <https://uoft.me/mentalhealthcare> to learn about the services available to you.

You can also visit your College Registrar to learn about the resources and supports available: <https://www.artsci.utoronto.ca/current/academic-advising-and-support/college-registrars-offices>

If you're in distress, you can access immediate support: <https://uoft.me/feelingdistressed>

Course Materials, including lecture notes

Course materials are provided for the exclusive use of enrolled students. These materials should not be reposted, shared, put in the public domain, or otherwise distributed without the explicit permission of the instructor. These materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. Students violating these policies will be subject to disciplinary actions under the Code of Student Conduct.

Departmental Guidance for Undergraduate Students in Psychology

The Department of Psychology recognizes that, as a student, you may experience disruptions to your learning that are out of your control, and that there may be circumstances when you need extra support. Accordingly, the department has provided a [helpful guide](#) to clarify your and your instructor's responsibilities when navigating these situations. This guide consolidates Arts & Science Policies for undergraduate students in one place for your convenience. As an instructor

in the department, I will frequently consult with these recommendations when providing you with support, and I recommend that you also consult it to learn more about your rights and responsibilities before reaching out to me.

Additional Content

Course Readings

Week 2

Greenwald, A. G., Poehlman, T. A., Uhlmann, E. L., & Banaji, M. R. (2009). Understanding and using the Implicit Association Test: III. Meta-analysis of predictive validity. *Journal of personality and social psychology*, 97(1), 17.

Schimmack, U. (2021). The Implicit Association Test: A method in search of a construct. *Perspectives on Psychological Science*, 16(2), 396-414.

Week 3

Breckler, S. J. (1984). Empirical validation of affect, behavior, and cognition as distinct components of attitude. *Journal of personality and social psychology*, 47(6), 1191.

Week 4

Knobloch-Westerwick, S., & Meng, J. (2009). Looking the other way: Selective exposure to attitude-consistent and counterattitudinal political information. *Communication Research*, 36(3), 426-448.

Week 5

Glasman, L. R., & Albarracín, D. (2006). Forming attitudes that predict future behavior: a meta-analysis of the attitude-behavior relation. *Psychological bulletin*, 132(5), 778.
Pages 1-8 and 18-35

Week 8

Chaiken, S., & Ledgerwood, A. (2012). A theory of heuristic and systematic information processing. *Handbook of theories of social psychology*, 1, 246-266.

Week 9

Petty, R. E., & Briñol, P. (2015). Emotion and persuasion: Cognitive and meta-cognitive processes impact attitudes. *Cognition and Emotion*, 29(1), 1-26.

Week 10

Harmon-Jones, E., & Mills, J. (2019). An introduction to cognitive dissonance theory and an overview of current perspectives on the theory.

Week 11

Cialdini, R. B. (2003). Crafting normative messages to protect the environment. *Current directions in psychological science*, 12(4), 105-109.

Week 12

Devine, P. G., Forscher, P. S., Austin, A. J., & Cox, W. T. (2012). Long-term reduction in implicit race bias: A prejudice habit-breaking intervention. *Journal of experimental social psychology*, 48(6), 1267-1278.