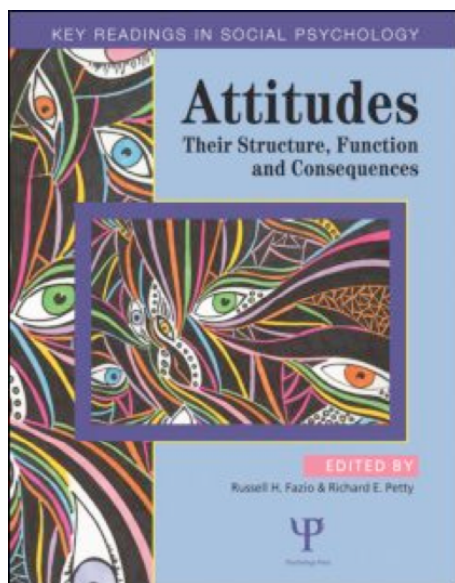


**PSYCH-GA.3404:003 Attitudes and Evaluation**  
FALL 2013 | Wednesday 4-6pm | Meyer 851

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**Instructor:** Dr. Jay J. Van Bavel  
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**Course Website:** available on NYU Classes (via your NYU Home account)



**Readings:**

You are responsible for the assigned readings each week (not the additional readings). Most of them will be available on the course website.

**Additional Reading:**

Fazio, R.H., & Petty, R. (2008). *Attitudes: Their structure, function, and consequences*, New York: Psychology Press.

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**Course Description**

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Attitudes are positive or negative views of a person, place, thing, or event that guide our judgments and behavior. 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 person perception, 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, with a central focus on the process of evaluation. Students in this class will be directly exposed to many of the core ideas in the field by reading classic and contemporary articles. The readings will provide an in-depth exploration of evaluation and cover key empirical and theoretical developments in the field of attitudes.

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### Course format and grades

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Class assignments are designed to develop your ability to think critically and creatively, moderate discussion, present ideas and write—fundamental skills for your research career. Your assignments should be theory-driven, clear, and concise.

**Participation (10%):** Each student is expected to read the assigned articles each week and participate in discussion of those readings during the class meeting. Students are graded on their ability to understand and integrate the material. I am especially interested in your ability to add to the dialogue, either by challenging your peers or building on a discussion. Although I am looking for your critical perspectives on the course material, I am equally interested in your ability to understand the historical and contemporary value in the literature. You will also be graded on your ability to help your classmates by providing useful suggestions during their presentations.

**Leading discussion (10%):** One or two students will be assigned to lead discussion each week. Discussion leaders will be responsible for facilitating discussion of the assigned readings. Discussion leaders will prepare and distribute a list of ~10 questions and talking points design to provoke discussion to the class at least 24 hours before the class meeting. The questions can focus on articles or themes that connect the articles. Discussion assignments will be determined during the first class.

**Hypothesis generation (20%):** Each student will complete McGuire's creative hypothesis generation steps and develop five potential term paper ideas for my consideration. Each idea should be described succinctly (< 200 words with spaces—please provide word count). You will bring them to class and discuss them with your classmates on **October 16<sup>th</sup>**. Based on peer feedback, you will submit your final list of hypotheses to me on **October 30<sup>th</sup>**. I will provide feedback on the ideas and tell you if any (or all) are approved for your presentation and term paper. ***All ideas for presentation/term paper must be approved.***

**Presentation (20%):** Each student will briefly present a theory or research proposal (10-20 minutes) on the last two weeks of class (**December 4<sup>th</sup> and 9<sup>th</sup>**). This will provide you with an opportunity to share your ideas with the class and receive critical feedback before you submit your term paper. Standard presentation format involves Keynote/PowerPoint, but you are free to use any format necessary to communicate your proposal. You will be graded on your ability to clearly and elegantly communicate the main points of the theory or research proposal.

**Term paper (40%):** Each student will write a maximum 5000 word (includes title page, figures, footnotes, references, etc.—please provide word count on cover page) original theoretical or research proposal in a particular area of relevant research due on the last day of exams at NYU (**Due December 20<sup>th</sup>**). The paper will be a review of some specific topic or research issue, grounded in one of the topics and/or references in the course. Following a conceptual review of previous research on the selected topic, the paper will either (a) present a proposal for future research addressing some

specific question arising from the literature review (specifying the research question and purpose of the study, followed by design and general method), or (b) present a novel theoretical proposal. Paper formatting should follow APA guidelines (e.g., papers must be typed in a double-spaced format, have one-inch margins, etc). The paper is an opportunity to study a topic of interest in depth and go beyond the course material. Papers must be submitted **by email** (jay.vanbavel@nyu.edu). Late papers will be deducted 5% for every day they are late. Please contact me at least a week before the due date if you require an extension.

**Social media bonus marks (up to 4%):** This is your one-and-only opportunity to bolster your grade. I will not let you complete an “extra assignment” or let you turn in a “revision” of your term paper if you did a bad job. If you are worried about your mark, please complete any or all of these activities.

**Wikipedia (1%):** Compose (or *substantively* edit) a wiki entry directly related to the course. Email me a screen capture of the entry before and after your edits.

**Twitter (1%):** Compose and post one tweet about a published article related to the content we have covered in class. Your tweet must communicate the core point of the paper, provide a link to the paper, and include the hashtag *#AttitudeClass*. If your twitter identity is not the same as your name, you should also email a copy of your tweet to ensure you receive credit (**Due December 21<sup>st</sup>**).

**Blog (2%):** Compose and email me a blog post based on the one of the articles you read in class (ideally, you would connect it to contemporary issue). You get one point for doing a decent job, two points for doing a great job (i.e., something that I would actually post on a class blog) (**Due December 21<sup>st</sup>**).

#### GRADING SCHEME

Participation	10 points
Leading Discussion	10 points
Hypothesis Generation	20 points
Presentation	20 points
<u>Term paper</u>	<u>40 points</u>
Total	100 points

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	60-66
B-	80-82	F	<59
C+	77-79		

If you have questions or concerns about your grades you should meet with me after class to discuss them. I am happy to meet with you to discuss your exam and why you received any grade. To have your assignment *re-graded* you need to submit a brief

one-page typed description of your concerns and why you deserve a better mark within **one week** of receiving your mark. I will re-grade the **entire** assignment and your grade on any part can go up or down.

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### Topic and Assignment Schedule

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#### September 4: Introduction and overview

Part I Section Overview

#### September 11: Conceptualizing Attitudes

Allport, G. (1935). Attitudes. In *A Handbook of Social Psychology* (pp. 798- 844). Worcester, MA: Clark University Press.

**Reading 1:** 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.

Eagly, A. H., & Chaiken, S. (2007). The advantages of an inclusive definition of attitude. *Social Cognition, 25*, 582-602.

De Houwer, J., Gawronski, B., & Barnes-Holmes, D. (in press). A functional-cognitive framework for attitude research. *European Review of Social Psychology*.

Additional reading:

Part IV Section Overview

**Reading 13:** Katz, D. (1960). The functional approach to the study of attitudes. *Public Opinion Quarterly, 24*, 163-204.

**Reading 16:** Fein, S., & Spencer, S. J. (1997). Prejudice as self-image maintenance: Affirming the self through derogating others. *Journal of Personality and Social Psychology, 73*, 31-44.

**Reading 17:** Fazio, R. H., Blascovich, J., & Driscoll, D. M. (1992). On the functional value of attitudes: The influence of accessible attitudes upon the ease and quality of decision-making. *Personality and Social Psychology Bulletin, 18*, 388-401

#### September 18: Explicit preferences

Part II Section Overview

**Reading 3:** Thurstone, L. L. (1928). Attitudes can be measured. *American Journal of Sociology*, 33, 529-544.

Roese, N. and Jamieson, D. (1993). Twenty years of bogus pipeline research: A critical review and meta-analysis. *Psychological Bulletin*, 363-375.

**Reading 4:** Schwarz, N. (1999). Self-reports: How the questions shape the answers. *American Psychologist*, 54, 93-105.

**Reading 18:** Wilson, T.D., and Schooler, J.W. (1991). Thinking too much: Can introspection reduce the quality of preferences and decisions? *Journal of Personality and Social Psychology*, 60, 181-192.

Additional Reading:

Bogardus, E. S. (1925). Measuring social distances. *Journal of Applied Sociology*, 9, 299-308.

### September 25: Feeling and thinking

**Reading 9:** Zajonc, R. B. (1980). Feeling and thinking: Preferences need no inferences. *American Psychologist*, 35, 151-175.

Lazarus, R. S. (1982). Thoughts on the relations between emotion and cognition. *American Psychologist*, 37, 1019-1024.

Murphy, S. T., & Zajonc, R. B. (1993). Affect, cognition, and awareness: affective priming with optimal and suboptimal stimulus exposures. *Journal of Personality and Social Psychology*, 64, 723-739.

Hatfield, E., Cacioppo, J. T., & Rapson, R. L. (1993). Emotional contagion. *Current Directions in Psychological Science*, 2, 96-99.

Additional reading:

**Reading 5:** Cacioppo, J. T., Petty, R. E., Losch, M. E., & Kim, H. S. (1986). Electromyographic activity over facial muscle regions can differentiate the valence and intensity of affective reactions. *Journal of Personality and Social Psychology*, 50, 260-268.

Haidt, J. (2001). The emotional dog and its rational tail: A social intuitionist approach to moral judgment. *Psychological Review*, 108, 814-834.

Storbeck, J. & Clore, G. L. (2007). On the interdependence of cognition and emotion. *Cognition & Emotion*, 21, 1212-1237.

## October 2: Conflict and dissonance

### Part III Section Overview

Festinger, L., & Carlsmith, J. M. (1959). Cognitive consequences of forced compliance. *Journal of Abnormal and Social Psychology*, 58, 203-210.

Fazio, R. H., Zanna, M. P., & Cooper, J. (1977). Dissonance and self-perception: An integrative view of each theory's proper domain of application. *Journal of Experimental Social Psychology*, 13, 464-479.

Lieberman, M. D, Ochsner, K. N., Gilbert, D. T., & Schacter, D. L. (2001). Do amnesics exhibit cognitive dissonance reduction? The role of explicit memory and attention in attitude change. *Psychological Science*, 12, 135-140.

Nam, H., Jost, J.T., & Van Bavel, J.J. (2013). Not for all the tea in China! Ideological differences in avoiding dissonance-inducing situations. *PLoS ONE*, 8, e59837.

### Additional Reading

**Reading 11:** Haddock, G., Zanna, M. P., & Esses, V. M. (1993). Assessing the structure of prejudicial attitudes: The case of attitudes toward homosexuals. *Journal of Personality and Social Psychology*, 65, 1105-1118.

**Reading 12:** Newby-Clark, I. R., McGregor, I., & Zanna, M. P. (2002). Thinking and caring about cognitive inconsistency: When and for whom does attitudinal ambivalence feel uncomfortable? *Journal of Personality and Social Psychology*, 82, 157-166.

Gawronski, B. & Strack, F. (2004). On the propositional nature of cognitive consistency: Dissonance changes explicit, but not implicit attitudes. *Journal of Experimental Social Psychology*, 40, 535-542.

## October 9: Persuasion and change

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, 69-81.

Rydell, R. J., & McConnell, A. R. (2006). Understanding implicit and explicit attitude change: A systems of reasoning analysis. *Journal of Personality and Social Psychology*, 91, 995-1008.

Fazio, R. H., Eiser, J. R., & Shook, N. J. (2004). Attitude formation through exploration: Valence asymmetries. *Journal of Personality and Social Psychology*, 87, 293-311.

Additional Reading:

Olson, M. A., & Fazio, R. H. (2001). Implicit attitude formation through classical conditioning. *Psychological Science*, 12, 413-417.

### **October 16: Hypothesis generation discussion (JAY IS GONE)**

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

### **October 23: Automaticity in evaluation**

**Reading 2:** 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.

Bargh, J. A., Chaiken, S., Govender, R., Pratto, F. (1992). The generality of the automatic attitude activation effect. *Journal of Personality and Social Psychology*, 62, 893-912

**Reading 6:** Fazio, R., Jackson, J., Dunton, B., and Williams, C. (1995). Variability in automatic activation as an unobtrusive measure of racial attitudes: A Bona Fide Pipeline? *Journal of Personality and Social Psychology*, 69, 1013-1027.

**Reading 7:** 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.

Additional Reading:

Devine, P. G. (1989). Stereotypes and prejudice: Their automatic and controlled components. *Journal of Personality and Social Psychology*, 56, 5-18.

**October 30: Dual system models**

Cacioppo, J.T. and Berntson, G.G. (1994) Relationship between attitudes and evaluative space: A critical review, with emphasis on the separability of positive and negative substrates. *Psychological Bulletin*, 115, 401-423.

Wilson, T. D., Lindsey, S., & Schooler, T. (2000). A model of dual attitudes. *Psychological Review*, 107, 101-126.

Gawronski, B., & Bodenhausen, G. V. (2006). Associative and propositional processes in evaluation: An integrative review of implicit and explicit attitude change. *Psychological Bulletin*, 132, 692-731.

Gawronski, B., Sherman, J. W., & Trope, Y. (in press). Two of what? A conceptual analysis of dual process theories. In B. Gawronski, J. W. Sherman, & Y. Trope (Eds.) *Dual process theories of the social mind*. New York, NY: Guilford Press.

Additional reading:

Gawronski, B., & Bodenhausen, G. V. (2007). Unraveling the processes underlying evaluation: Attitudes from the perspective of the APE Model. *Social Cognition*, 25, 687-717.

McClure, S. M., Li, J., Tomlin, D., Cypert, S., Montague, L. M., & Montague, P. R. (2004). Neural correlates of behavioral preference for culturally familiar drinks. *Neuron*, 44, 379-387.

**November 6: Contextual influences on automatic evaluation**

Wittenbrink, B., Judd, C. M., & Park, B. (2001). Spontaneous prejudice in context: Variability in automatically activated attitudes. *Journal of Personality and Social Psychology*, 81, 815-827.

Mitchell, J. P., Nosek, B. N., & Banaji, M. R. (2003). Contextual variations in implicit evaluation. *Journal of Experimental Psychology: General*, 132, 455-469.

Barden, J., Maddux, W. W., Petty, R. E., & Brewer, M. B. (2004). Contextual moderation of racial bias: The impact of social roles on controlled and automatically activated attitudes. *Journal of Personality and Social Psychology*, 87, 5-22.



Van Bavel, J. J., & Cunningham, W. A. (2009). Self-categorization with a novel mixed-race group moderates automatic social and racial biases. *Personality and Social Psychology Bulletin*, *35*, 321-335

Additional reading:

Blair, I.V. (2002). The malleability of automatic stereotypes and prejudice. *Personality and Social Psychology Review*, *6*, 242-261.

Ferguson, M. J., & Bargh, J. A. (2004). Liking is for doing: Effects of goal-pursuit on automatic evaluation. *Journal of Personality and Social Psychology*, *87*, 557-572.

Van Bavel, J.J., Packer, D. J., Haas, I.J., & Cunningham, W.A. (2012). The importance of moral construal: moral versus non-moral construal elicits faster, more extreme, universal evaluations of the same actions. *PLoS ONE*, *7*, e48693

### November 13: Dynamic models of evaluation

Tetlock, P. E. (2002). Social functionalist frameworks for judgment and choice: Intuitive politicians, theologians, and prosecutors. *Psychological Review*, *109*, 451-471.

Cunningham, W. A., Zelazo, P. D., Packer, D. J., & Van Bavel, J. J. (2007). The Iterative Reprocessing Model: A multilevel framework for attitudes and evaluation. *Social Cognition*, *25*, 736-760.

Wojnowicz, M., Ferguson, M. J, Dale, R., & Spivey, M. (2009). The self-organization of deliberate evaluations. *Psychological Science*, *20*, 1428-1435.

Van Bavel, J. J., Xiao, Y. J., & Cunningham, W. A. (2012). Evaluation is a dynamic process: Moving beyond dual system models. *Social and Personality Psychology Compass*, *6*, 438-454.

Additional reading:

Cunningham, W. A., Johnson, M. K., Gatenby, J. C., Gore, J. C., & Banaji, M. R. (2003). Neural components of social evaluation. *Journal of Personality and Social Psychology*, *85*, 639-649

Ferguson, M. J., & Wojnowicz, M. (2011). The when and how of evaluative readiness: A social cognitive neuroscience perspective. *Personality and Social Psychology Compass*, *5*, 1018-1038.

**November 20: Impact on Cognition**

## Part V Section overview

**Reading 19:** Hastorf, A. H., & Cantril, H. (1954). They saw a game: A case study. *Journal of Abnormal and Social Psychology*, 49, 129-134.

**Reading 22:** Roskos-Ewoldsen, D. R., & Fazio, R. H. (1992). On the orienting value of attitudes: Attitude accessibility as a determinant of an object's attraction of visual attention. *Journal of Personality and Social Psychology*, 63, 198-211.

**Reading 23:** Sweeney, P. D., & Gruber, K. L. (1984). Selective exposure: Voter information preferences and the Watergate affair. *Journal of Personality and Social Psychology*, 46, 1208-1221.

Xiao, Y. J., & Van Bavel, J. J., (2012). See your friends close, and your enemies closer: Social identity and identity threat shape the representation of physical distance. *Personality and Social Psychology Bulletin*, 38, 959-972.

## Additional reading:

Van Bavel, J. J., & Cunningham, W. A. (2012). A social identity approach to person memory: Group membership, collective identification, and social role shape attention and memory. *Personality and Social Psychology Bulletin*, 38, 1566-157

**November 27: Impact on Behavior**

## Part VI Section overview

**Reading 24:** LaPiere, R. T. (1934). Attitudes versus actions. *Social Forces*, 13, 230-237.

**Reading 26:** Ajzen, I., & Fishbein, M. (1973). Attitudinal and normative variables as predictors of specific behaviors. *Journal of Personality and Social Psychology*, 27, 41-57.

Kraus, S. (1995). Attitudes and the prediction of behavior: A meta-analysis of the empirical literature. *Personality and Social Psychology Bulletin*, 21, 58-75.

Fazio, R. H. (1990). Multiple processes by which attitudes guide behavior: The MODE model as an integrative framework. In M. P. Zanna (Ed.), *Advances in experimental social psychology* (Vol. 23, pp. 75-109). New York: Academic Press.

## Additional reading:

**Reading 27:** Fazio, R., & Williams, C. (1986). Attitude accessibility as a moderator of attitude-perception and attitude-behavior relation: An investigation of the 1984 presidential election. *Journal of Personality and Social Psychology*, 51, 505-514

**December 4: Research Presentations**

**December 9: Research Presentations (on a MONDAY)**

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#### Course website

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Log in and you should see this course. If you don't, please let me know. Readings, grades, assignments and handouts will be posted online. There is also a discussion board for questions. If you have a question you can email me, or post it online. If several people email me a similar question I will post it on the website. Please treat the website as a collective resource to ask questions of common interest and share ideas with one another. If you have a dispute or concern with another member of the class, please email me directly and do not try to deal with it on the course website.

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#### Academic Conduct

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All work must be your own. Cheating or plagiarism will be reported through official university channels, and the consequences will be severe. If you are unwise enough to plagiarize, the minimum punishment is usually failure in the course. If the case of plagiarism or cheating is especially blatant, you may be expelled from the university. The papers and assignments are designed for what you can do based on what we are covering in this class and the skills you have already learned.