

PSYCH-UA 300 008: Social Attitudes

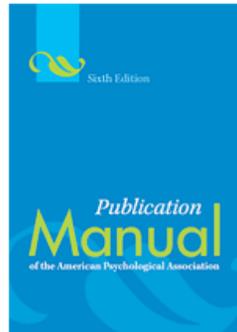
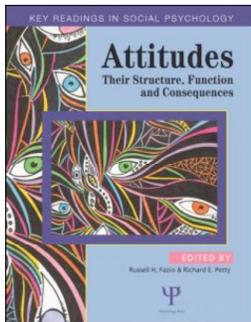
SPRING 2013 | Monday 3:30-5:20pm | Meyer 771

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Course Website: Social Attitudes on NYU Classes (via your NYU Home account)

Readings: (you can buy the course text and print the additional papers)



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

APA Publication Manual, 6th Edition (You don't need to buy this, but it will be useful for writing in this course and the future. Older editions are fine).

Course Description

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 social cognition, stereotypes and prejudice, self-regulation, group processes, personal relationships and individual differences. The pre-requisite for this course is *Introduction to Social Psychology*.

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 developments in attitude measurement, the debate between Fazio and Schwarz on

the existence of attitudes, the “crisis” in attitude research, and the difference between the Elaboration Likelihood Model and the Heuristic- Systematic Model of persuasion (tentative answer: about six months). Students in the course will also discover the relevance of the attitude theory to situations of everyday life.

The nature of the course material is difficult and this class is intended to help prepare highly motivated students for coursework in graduate or professional school. Because the readings are almost entirely from original material, they will often be difficult.

Course format and grades

The work in this course includes active participation, two exams, a class presentation, and a term paper. Class assignments are designed to develop your ability to think critically and creatively, moderate discussion, present ideas and write - fundamental skills for your career. Your assignments should be theory-driven, clear, and concise. In addition, the term paper will allow students to study a specific topic in-depth.

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 of the material. You will also be graded on your ability to help your classmates by providing useful suggestions during their presentations.

Hypothesis generation (10%): Each student will complete McGuire’s creative hypothesis generation steps and develop five potential term paper ideas for my consideration (**due March 25th**). Each idea should be described succinctly (< 200 words with spaces—please provide word count for each idea). 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.*** If your topic is not approved, 20% will be deducted from your proposal and presentation grade.

Paper Proposal (5%): Each student must submit a formal written proposal for their term paper. Written proposals must be between 750 and 1000 words (plus an additional reference page). Please bring your proposal to class on **April 8th**. Your proposal will be reviewed by two of your classmates and they will provide you with written feedback on your proposal in class. I will provide guidance on providing feedback to your peers closer to the deadline.

Presentation (15%): Each student will briefly present a theory or research proposal (10-15 minutes) on **April 29th and May 6th**. 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 PowerPoint or Keynote, but

you are free to use any format necessary to communicate the primary effects and story from the article. You will be marked on your ability to clearly and elegantly communicate the main points of the theory or research proposal.

Term paper (20%): Each student will write an original theoretical or research proposal in a particular area of intergroup relations research due one week after the last day of classes (**Due May 13th**). This will provide you with time to incorporate feedback from your presentations. Please keep your paper *under* 2500 words (includes title page, figures, footnotes, references, etc.—please provide word count on title page). If you want a guideline for the style of succinct scientific writing I am looking for, please pick up a copy of *Psychological Science* or see samples of papers from previous students online. 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 left, right, top, and bottom margins, etc). The paper is an opportunity to study a topic of interest in great 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.

Midterm exam (20%): The first exam will include multiple choice, short answer and a few long answer questions that cover materials from the *first half* of the course. The midterm exam is on **March 11th**.

Final exam (20%): The second exam will include multiple choice, short answer and a few long answer questions that cover materials from the *second half* of the course. The final exam is on a date determined by the University Registrars Office.

Some of the material covered on tests will be from your assigned readings, and other material will come from lectures (not in your reading). So attending lectures regularly is important in order to do well in the course. Although lecture slides for each week's lectures will be posted on the class website, these are for review purposes only and *will not substitute for regular attendance at class sessions* in terms of preparation for exams.

Make-up exams will be scheduled only in the event of a documented emergency (e.g., serious illness, death in the family). Excused absences for University sponsored events (field trips, athletic trips) and medical / personal emergencies **must be documented**. In such cases, you must contact Professor Jay Van Bavel and the TA (Jill), by phone or email *prior* to the exam. Penalties will be imposed for late papers. Students who are not on schedule to complete the required work on time are advised to drop the course in a timely fashion.

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 recent 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 my twitter handle (@jayvanbavel). 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 May 13th**).

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 May 13th**).

GRADING SCHEME

Participation	10 points
Hypothesis Generation	10 points
Paper Proposal	5 points
Presentation	15 points
Term paper	20 points
<u>Two exams (× 20 points each)</u>	<u>40 points</u>
Total	100 points

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

If you have questions or concerns about your grades you should meet with me during office hours (or by appointment) to discuss them. I will not debate grading concerns during or immediately after class (unless I made a simple adding error). However, I will be happy to re-grade any assignment or exam. To have your assignment or exam

re-graded you need to submit a brief one-page typed description of your concerns and why you deserve a better mark. I will re-grade the **entire** assignment and your grade on any part can go up or down. I use this policy for two reasons: (1) Since you are marked on a curve relative to your peers, this policy keeps it fair for students who don't ask for a new grade, and (2) most students only want to select certain questions to be re-graded, but there are often other questions where a grade was generous. This policy usually means that only students who truly deserve a better grade will usually ask to be re-graded. This policy only applies if you want me to **re-grade** your assignment or exam. **I will be happy to meet with you to discuss your exam and why you received any grade.**

Topic and Assignment Schedule

As with any course, I encourage you to read the course material *before* the corresponding lecture. That way, the material covered in lecture will serve as a review, and you'll be in a better position to ask informed questions and to seek clarification on any confusing aspects of the material. This is especially true in this course because the articles are often dense and complex source material.

January 28: Conceptualizing Attitudes

Jordan, C. H., & Zanna, M. P. How to read a journal article in social psychology.

Part I Section Overview

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.

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.

February 4: Attitude Function

Part IV Section Overview

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

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

February 11: Attitude Measurement I - Explicit measures

Part II Section Overview

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

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

February 18: President's Day

This is an official NYU holiday. There will be no office hours or class on this date.

February 25: Attitude Measurement II - Implicit measures

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.

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.

March 4: Prejudice

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

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*, 1013-1027.

March 11: MIDTERM EXAM

March 18: SPRING BREAK!

This is an official NYU holiday. There will be no office hours or class this week.

March 25: Attitude Structure

Part III Section Overview

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.

April 1: 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.

April 8: 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.

April 15: Attitude Change I - 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*, 69-81.

April 22: Attitude Change II - Compliance

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

Witte, K. & Allen, M. (2000). A meta-analysis of fear appeals: Implications for effective public health campaigns. *Health Education & Behavior*, 27, 591-615

April 29: Research Presentations

May 6: Research Presentations

May 13: Course review

Term Papers Due

TBD: FINAL EXAM

Course website

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 problem with someone, please email me directly and do not try to deal with it on the course website.

Academic Conduct

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.

Term Paper

Overview

Writing effectively, powerfully, and concisely is a valuable skill, regardless of your ultimate career goal. In this course, we will help you become a better writer by giving you practice at writing short papers and by giving you feedback on your papers. In this document, we will offer some helpful hints on how to go about writing your papers.

Formatting

Paper formatting should follow APA guidelines as described in the APA Publication

Manual. Papers must be typed or computer printed in a double-spaced format. The papers should have one-inch left, right, top, and bottom margins. Any paper with smaller type, smaller margins, not double-spaced, or that exceeds the maximum number of characters per inch, lines, or pages allowable will not be accepted. A useful, free tutorial is available at: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Grading

The instructor will grade primarily for substantive content (quality of argument, quality of research, originality, relevance to the field), but also for the mechanics and style of writing, including spelling, grammar, sentence structure, and overall organization.

Style

Papers should be written in a scientific writing style, not the expository writing style often taught in English courses. Your goal should be to write as efficiently as possible. Don't waste space by using unnecessary words in making a point -- wasting space in this way will prevent you from making additional arguments that may improve your grade. **This sort of writing style requires that you write a draft and then revise it repeatedly, editing it over and over until it is tightly written.** The difference between good writers and bad ones is not so much the quality of their first drafts but rather the number of times they revise those drafts.

Organization

Always give your paper a title. This tells the reader your topic and, perhaps also, your position on it. Try writing the title of your paper and a one- or two-sentence statement of its major point(s) before writing anything else. You may be surprised to discover how effective this device is in helping you to organize your thoughts. Assume that the audience reading your paper has the same background as you had before you began taking this course -- don't assume that the reader has a Ph.D. in Social Psychology. Explain fully what you have learned from the lectures and reading assignments.

Organize each paper you write around a central thesis, idea, or point. The assertion you wish to make should be stated clearly in a sentence or two in the introductory paragraph(s) of the paper. In subsequent paragraphs, make a step-by-step argument in support of your thesis. Your paper should end with a concluding paragraph(s) that summarizes and integrates your overall argument.

Drawing on lectures and readings

One purpose of the paper assignments is for your instructor to see how well you understand the material from lectures and readings and how you go beyond these sources in developing your own ideas. Thus, the information provided to you by the instructor and the text represents the building blocks that you should use in constructing your paper. It is crucial that you cite as much information as possible

from lectures and readings to support your arguments in the papers but also that you cite sources that were not covered during the course. The more material you effectively use in making your arguments, the better your paper (and your paper grade) will be.

Write in your own words

If you are going to become a better writer, you need to write your papers on your own. Although it is often appropriate to quote other authors word-for-word in papers, doing so in this course defeats the purpose of the assignments. Show me that you understand the material by explaining it in your own words, not by using the words of another author.

Proper use of citations

When you are explaining specific material from the lectures or readings, be sure to indicate the source of the ideas. When using a general idea that was presented in class or in the text, cite the source of the idea in parentheses at the end of the sentence. If you absolutely must use a direct quotation, indicate that you are using someone else's words with quotation marks, and state the source in parentheses at the end of the quote. Using material from lectures or text without proper citation is plagiarism. Be careful to give other authors credit for their work. Plagiarism is easy to detect, and the consequences (for you) are serious. To avoid problems and become a better writer, paraphrase, cite, and revise carefully.

Your intuition and personal experiences

A common mistake people make in writing papers for Social Psychology is citing their own personal experiences as evidence supporting their arguments. Doing so does not help to demonstrate your understanding of the literature, so you should avoid this practice. Your own intuition is also not a solid basis for supporting an argument; cite research papers and books instead.

Placement of name

Please include a cover-page. However, **only** include your name on the front page so when the cover is folded over, the papers can be graded anonymously.

Additional Resources

For help in writing style, obtain a copy of the APA manual (on the first page of this syllabus) or contact the Writing Center, or, of course, ask your instructor or TA!