

Attitudes and Persuasion (PSYC 441)

Instructor:

Dr. Leandre R. Fabrigar
Office: Craine 319
Phone: 533-6492
E-mail: fabrigar@queensu.ca
Office Hour: Tuesday (10:00 AM - 11:00 AM) or by Appointment

Required Text:

Petty, R. E., & Cacioppo, J. T. (1996). *Attitudes and persuasion: Classic and contemporary approaches*. Boulder, CO: Westview Press.

Course Objectives: This course is designed to provide students with an introduction to attitude and persuasion research. Particular attention will be given to reviewing the various theoretical perspectives that have been proposed as explanations for the psychological processes underlying persuasion.

Format of Course: This course will alternate between several weeks of lecture followed by one week of discussion. Each cycle of lectures will provide students with background information concerning various theoretical perspectives in attitude and persuasion research. Each discussion will focus on selected topics covered in the preceding lectures. There will be a total of eight weeks of lecture and four weeks of discussion.

Class Discussions: Each class discussion will focus on a theoretical perspective in attitude and persuasion research. The discussion will be conducted in a debate format with two teams of students (3 - 4 students each). One team will present a 15 minute presentation demonstrating the value of a particular theoretical perspective by outlining its conceptual/empirical merits and its potential application to real world issues. The other team will present a 15 minute presentation criticizing the theoretical perspective by illustrating its flaws and limitations or by presenting a competing theoretical perspective. Each team will then have 5 minutes to respond to the other team's presentation.

Teams not participating in the debate will be required to formulate at least one question for the debate teams. These questions will be the basis of the participation mark in the course.

Exams: There will be two exams. These exams will be in the form of short answer and essay questions.

Grading:

- Midterm Exam (20%)
- Final Exam (30 %)
- First Essay (12%)
- Second Essay (12%)
- First Debate (10%)
- Second Debate (10%)
- Participation (6%)

Statement on Academic Integrity:

Academic Integrity is constituted by the five core fundamental values of honesty, trust, fa

Course Outline

	<u>Topic</u>	<u>Readings</u>
Week 1: (Sept. 9, 12)	Introduction To Attitudes and Persuasion Definitions/Types Functions Structure Measurement Methods for studying persuasion	Ch. 1
Week 2: (Sept. 16, 19)	Impact of Attitudes on Behavior and Cognition Original Conceptualizations Criticisms Methodological Issues Attitude Strength	Ch. 1
Week 3: (Sept. 23, 26)	Conditioning and Modeling Approaches Classical Conditioning Operant Conditioning Social Learning Mere Exposure	Ch. 2
Week 4: (Sept. 30 Oct. 3)	Debate Evaluating the MODE Debate NO CLASS(Oct. 3)	Supplementary
Week 5: (Oct. 7, 10)	Debate/The Message Learning Approach Meta-attitudinal and Operative Measures Debate Source Effects Message Effects	Ch. 3
Week 6: (Oct. 14, 17)	Message Learning/Judgmental Approaches/Midterm Recipient Effects Channel Effects Attitude Persistence Social Judgment Theory Perspective Theory Midterm Exam (Oct.17)	Ch. 4
Week 7: (Oct. 21, 24)	Debates Explicit and Implicit Attitudes Non-Cognitive Attitude Formation/Change	Supplementary

	<u>Topic</u>	<u>Readings</u>
Week 8: (Oct. 28, 31)	Motivational Approaches/Dissonance Theory Balance Theory Cognitive Dissonance Theory New Versions of Cognitive Dissonance Theory	Ch. 5
Week 9: (Nov. 4, 7)	Dissonance Theory/Elaboration Likelihood Model Impression Management Theory Self-Perception Theory Self-Affirmation Theory Self-Standards Model Elaboration Likelihood Model	Ch. 6 & 9
Week 10: (Nov. 11, 14)	The Elaboration Likelihood Model/Debate Aronson's Self-Consistency Model Debate (Nov. 11) Elaboration Likelihood Model (ELM) Heuristic-Systematic Model (HSM)	Supplementary
Week 11: (Nov. 18, 21)	Debates Self-Standards Model of Dissonance Evaluating the ELM	Supplementary
Week 12: (Nov. 25, 28)	Debate Evaluating the Unimodel No Class Nov. 28 Final Exam (Dec. 3 - 18)	Supplementary

Supplementary Readings

Week 4:

Topic 1 (Evaluating the MODE Theory of Attitude-Behaviour Consistency):

Fazio, R. H. (1990). Multiple processes by which attitudes guide behavior: The MODE model as an integrative framework. In L. Berkowitz (Ed.), *Advances in experimental social psychology* (Vol. 23, pp. 75-109). San Diego, CA: Academic Press.

Fazio, R. H., & Towles-Schwen, T. (1999). The MODE model of attitude-behavior processes. In S. Chaiken & Y. Trope (Eds.), *Dual-process theories in social psychology* (pp. 97-116). New York, NY: Guilford.

and how they guide which attitudes

Schwarz, N. (1997). Moods and attitude judgments: A comment on Fishbein and Middlestadt. *Journal of Consumer Psychology, 6*, 93-98.

Fishbein, M., & Middlestadt, S. (1997). A striking lack of evidence for nonbelief-based attitude formation and change: A response to five commentaries. *Journal of Consumer Psychology, 6*, 107-115.

Week 10:

Topic 1 (Aronson's Self-Consistency Model of Dissonance Versus the World):

Harmon-Jones, E., &

Aronson, J., Cohen, G., & Nail, P. R. (1999). Self-affirmation theory: An update and appraisal. In E. Harmon-Jones & J. Mills (Eds.), *Cognitive Dissonance: Progress on a Pivotal Theory in Social Psychology* (pp. 127-147). Washington, DC: American Psychological Association.

Aronson, E. (1999). Dissonance, hypocrisy, and the self-concept. In E. Harmon-Jones & J. Mills (Eds.), *Cognitive Dissonance: Progress on a Pivotal Theory in Social Psychology* (pp. 103-126). Washington, DC: American Psychological Association.

Steele, C. M., Spencer, S. J., & Lynch, M. (1993). Self-image resilience and dissonance: The role of affirmational resources. *Journal of*

