

Attitudes and Persuasion (PSYC 441)

**Instructor:**

Dr. Leandre R. Fabrigar

Office: Craine 319

Phone: 533-6492

E-mail: fabrigar@queensu.ca

Office Hours: Wednesdays, 9:00-10:00 AM (or by appointment)

**Required Text:**

Petty, R. E., & Cacioppo, J. T. (1996).

by illustrating its flaws and limitations or by presenting a competing theoretical perspective. Each team will then have 10 minutes to respond to the other team's presentation and ask questions of the other team. The class and the instructor will then have 15 minutes to ask questions of either team. In addition to participating in the discussions, team members will also be required to turn in a short essay (4-5 double spaced pages) outlining their personal position on the debate topic. This paper will be due the **same class session as the debate**. Each team will be required to participate in two debates during the term. 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, fairness, respect and responsibility (see [www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senateandtrustees/principlespriorities.html>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, id 2009.00a900 0.0000 TD(iarism)T8800 0it34.3,00 0.0000 TD( ac)Tj12.6.8g00 0.0000 TD(e)Tj4.920ry00 0.00

## Course Outline

	<u>Topic</u>	<u>Readings</u>
<b>Week 1:</b> (Sept. 14, 16)	<b>Introduction To Attitudes and Persuasion</b> Definitions/Types Functions Structure Measurement Methods for studying persuasion	Ch. 1
<b>Week 2:</b> (Sept. 21, 23)	<b>Impact of Attitudes on Behavior and Cognition</b> Original Conceptualizations Criticisms Methodological Issues Attitude Strength	Ch. 1
<b>Week 3:</b> (Sept. 28, 30)	<b>Conditioning and Modeling Approaches</b> Classical Conditioning Operant Conditioning Social Learning Mere Exposure	Ch. 2

**Week**

	<u>Topic</u>	<u>Readings</u>
<b>Week 8:</b> (Nov. 2, 4)	<b>Motivational Approaches/Dissonance Theory</b> Balance Theory Cognitive Dissonance Theory New Versions of Cognitive Dissonance Theory	Ch. 5
<b>Week 9:</b> (Nov. 9, 11)	<b>Dissonance Theory</b> Impression Management Theory Self-Perception Theory Self-Affirmation Theory Self-Standards Model	Ch. 6
<b>Week 10:</b> (Nov. 16, 18)	<b>Debates</b> Aronson's Self-Consistency Model Self-Standards Model of Dissonance	Supplementary
<b>Week 11:</b> (Nov. 23, 24)	<b>Elaboration Likelihood Model</b> The Elaboration Model of Persuasion	Ch. 8 & 9

## Supplementary Readings

**Week 4:**

**Topic 1 (Evaluation)**



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 Personality and Social Psychology*, *64*, 885-896.
- Aronson, J., Blanton, H., & Cooper, J. (1995). From dissonance to disidentification: Selectivity in the self-affirmation process. *Journal of Personality and Social Psychology*, *68*, 986-996.
- Stone, J. , & Cooper, J. (2001). A self-standards model of cognitive dissonance. *Journal of Experimental Social Psychology*, *37*, 228-243.
- Stone, J. , & Cooper, J. (2003). The effect of self-attribute relevance on how self-esteem moderates attitude change in dissonance processes. *Journal of Experimental Social Psychology*, *39*, 508-515.

## **Topic 2 (Evaluating the Elaboration Likelihood Model):**

- Petty, R. E., & Wegener, D. T. (1999). The Elaboration Likelihood Model: Current status and controversies. In S. Chaiken & Y. Trope (Eds.), *Dual process theories in social psychology* (pp. 41-72). New York: Guilford Press.
- 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.
- Petty, R. E., Schumann, D. W., Richman, S. A., & Strathman, A. J. (1993). Positive mood and persuasion: Different roles for affect under high- and low-elaboration conditions. *Journal of Personality and Social Psychology*, *64*, 5-20.
- Petty, R. E., Brinol, P., & Tormala, Z. L. (2002). Thought confidence as a determinant of persuasion: The self-validation hypothesis. *Journal of Personality and Social Psychology*, *82*, 722-741.
- Tormala, Z. L., Brinol, P., & Petty, R. E. (2007). Multiple roles for source credibility under high elaboration: Its all in the timing. *Social Cognition*, *25*, 536-552.
- Allen, M., & Reynolds, R. (1993). The Elaboration Likelihood Model and the sleeper effect: An assessment of attitude change over time. *Communication Theory*, *3*, 73-82.
- Hamilton, M. A., Hunter, J. E., & Boster, F. J. (1993). The Elaboration Likelihood Model as a theory of attitude formation: A mathematical analysis. *Communication Theory*, *3*, 50-65.



Mongeau, P. A., & Stiff, J. B. (1993). Specifying causal relationships in the Elaboration Likelihood Model. *Communication Theory*, 3, 65-72.

**Week 12:**

**Topic 1 (Evaluating the Unimodel):**

Kruglanski, A. W., & Thompson, E. P. (1999). Persuasion by a single route: A view from the unimodel. *Psychological Inquiry*, 10, 83-109.

Chaiken, S., Duckworth, K. L., & Darke, P. (1993). When parsimony fails... *Psychological Inquiry*, 10, 118-123.

Eagly, A. H. (1993). The processing of nested persuasive messages. *Psychological Inquiry*, 10, 123-127.

Petty, R. E., Wheeler, S. C., & Bizer, G. Y. (1999). Is there one persuasion process or more? Lumping versus splitting in attitude change theories. *Psychological Inquiry*, 10, 156-162.

Wegener, D. T., & Claypool, H. M. (1999). The elaboration continuum by any other name does not smell as sweet. *Psychological Inquiry*, 10, 176-181.

Kruglanski, A. W., & Thompson, E. P. (1999). The illusory second mode or, the cue is the message. *Psychological Inquiry*, 10, 182-193.

Petty, R. E., & Wegener, D. T. (1999). The Elaboration Likelihood Model: Current status and controversies. In S. Chaiken & Y. Trope (Eds.), *Dual process theories of persuasion* (pp. 20.0000 TD(, R)T