

Attitudes and Persuasion (PSYC 441)

Instructor:

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Office Hour: Monday (1:00 PM - 2:15 PM) 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 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%)

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queens Official Grade Conversion Scale:

Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Statement on Academic Integrity:

Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see 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/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour 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 <https://www.queensu.ca/artsci/students-at-queens/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Accommodations Statement:

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for

Accommodations for Students with Disabilities was approved at Senate in November 2016 (see <https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf>). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

Academic Considerations for Students in Extenuating Circumstances:

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at

<http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: <http://www.queensu.ca/artsci/accommodations>. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:

Instructor/Coordinator Name: Leandre R. Fabrigar

Instructor/Coordinator email address: fabrigar@queensu.ca

Location and Timing of Final Examinations:

The exam dates for each Term are listed on the Faculty of Arts and Science webpage under "[Important Dates](#)." Student exam schedules for the Fall Term are posted via SOLUS immediately prior to the Thanksgiving holiday; for the Winter Term they are posted on the Friday before Reading Week, and for the Summer Term they are individually noted on the Arts and Science Online syllabi. **Students should delay finalizing any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations.** Also, as indicated in Academic Regulation 8.3, students must write all final examinations in all on-campus courses on the Kingston campus.

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Course Outline

	<u>Topic</u>	<u>Readings</u>
Week 1: (Jan. 6, 9)	Introduction To Attitudes and Persuasion Definitions/Types Functions Structure Measurement Methods for studying persuasion	Ch. 1
Week 2: (Jan. 13, 16)	Impact of Attitudes on Behavior and Cognition Original Conceptualizations Criticisms Methodological Issues Attitude Strength	Ch. 1
Week 3: (Jan. 20, 23)	Conditioning and Modeling Approaches Classical Conditioning Operant Conditioning Social Learning Mere Exposure NO CLASS January 23 (Thursday)	Ch. 2
Week 4: (Jan. 27, 30)	Debates Evaluating the MODE Debate (Jan. 27) Meta-attitudinal and Operative Measures Debate (Jan. 30)	Supplementary
Week 5: (Feb. 3, 6)	The Message Learning Approach Source Effects Message Effects	Ch. 3
Week 6: (Feb. 10, 13)	Message Learning/Judgmental Approaches Recipient Effects Channel Effects Attitude Persistence Social Judgment Theory Perspective Theory <i>Midterm Exam (Feb. 13)</i>	Ch. 4
Reading Week (February 17-21)		
Week 7: (Feb. 24, 27)	Debate Implicit-Explicit Attitudes Debate (Feb. 24) NO CLASS February 27 (Thursday)	Supplementary

	<u>Topic</u>	<u>Readings</u>
Week 8: (March 2, 5)	Debate/Motivational Approaches-Dissonance Theory The Message Learning Theory Evaluated (March 2) Balance Theory Cognitive Dissonance Theory New Versions of Cognitive Dissonance Theory	Ch. 5
Week 9: (March 9, 12)	Dissonance Theory Impression Management Theory Self-Perception Theory Self-Affirmation Theory Self-Standards Model	Ch. 6
Week 10: (March 16, 19)	Debates Aronson's Self-Consistency Model Debate (March 16) Self-Standards Model of Dissonance Debate (March 19)	Supplementary
Week 11: (March 23, 26)	Elaboration Likelihood Model/Heuristic-Systematic Model Elaboration Likelihood Model (ELM) Heuristic-Systematic Model (HSM)	Ch. 8 & 9
Week 12: (March 30, April 2)	Debates Non-Cognitive Attitude Formation/Change Debate (March 30) The ELM versus the Unimodel (April 2) Final Exam (April 9 - 25)	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.
- Ajzen, I., & Fishbein, M. (2005). The influence of attitudes on behavior. In D. Albarricín, B. T. Johnson, & M. P. Zanna, *The handbook of attitudes* (pp. 173-221). New York, NY: Erlbaum.
- Neal, D. T., Wood, W., Wu, M., & Kurlander, D. (2011). The Pull of the past: When do habits persist despite conflict with motives? *Personality and Social Psychology Bulletin*, *37*, 1428-1437.
- Fabrigar, L. R., Wegener, D. T., & MacDonald, T. K. (2010). Distinguishing between prediction and influence: Multiple processes underlying attitude-behavior consistency. In C. R. Agnew, D. E. Carlston, W. G. Graziano, & J. R. Kelly (Eds.), *Then a miracle occurs: Focusing on behavior in social psychological theory and research* (pp. 162-185). New York, NY: Oxford University Press.

Topic 2 (Meta-attitudinal versus Operative Measures of Attitude Attributes):

- Bassili, J. N. (1996). Meta-judgmental versus operative indexes of psychological attributes: The case of measures of attitude strength. *Journal of Personality and Social Psychology*, *71*, 637-653.
- Haddock, G., Rothman, A. J., Reber, R., & Schwarz, N. (1999). Forming judgments of attitude certainty, intensity, and importance: The role of subjective experiences. *Personality and Social Psychology Bulletin*, *25*, 771-782.
- Boninger, D. S., Krosnick, J. A., Berent, M. K., & Fabrigar, L. R. (1995). The causes and consequences of attitude importance. In R. E. Petty & J. A. Krosnick (Eds.), *Attitude strength: Antecedents and consequences*. Mahwah, NJ: Erlbaum.
- Tormala, Z. L., & Rucker, D. D. (2007). Attitude certainty: A review of past findings and emerging perspectives. *Social and Personality Psychology Compass*, *1*, 469-492.
- Petty, R. E., Brinol, P., Tormala, Z. L., & Wegener, D. T. (2007). The role of metacognition in social judgment. In A. W. Kruglanski & E. T. Higgins (Eds.), *Social psychology: Handbook of basic principles* (2nd Ed., pp. 254-282). New York, NY: Guilford.

See, Y. H. M., Petty, R. E., & Fabrigar, L. R. (2008). Affective and cognitive meta-bases of attitudes: Unique effects on information interest and persuasion. *Journal of Personality and Social Psychology, 94*, 938-955.

Weeks 7/8:

Topic 1 (Do Implicit Attitudes Exist and If So What Are They?):

Petty, R. E., Fazio, R. H., & Brinol, P. (2009). The new implicit measures: An overview. In R. E. Petty, R. H. Fazio, & P. Brinol (Eds.), *Attitudes: Insights from the new implicit measures* (pp. 3-18). New York, NY: Psychology Press.

Greenwald, A. G., & Banaji, M. R. (1995). Implicit social cognition: Attitudes, self-esteem, and stereotypes. *Psychological Review, 102*, 4-27.

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

Greenwald, A. G., & Nosek, B. A. (2009). Attitudinal dissociation: What does it mean? In R. E. Petty, R. H. Fazio, & P. Brinol (Eds.), *Attitudes: Insights from the new implicit measures* (pp. 85-117). New York, NY: Psychology Press.

Olson, M. A., & Fazio, R. H. (2009). Implicit and explicit measures of attitudes: The perspective of the MODE model. In R. E. Petty, R. H. Fazio, & P. Brinol (Eds.), *Attitudes: Insights from the new implicit measures* (pp. 19-63). New York, NY: Psychology Press.

Petty, R. E., Briñol, P., & DeMarree, K. G. (2007). The meta-cognitive model (MCM) of attitudes: Implications for attitude measurement, change, and strength. *Social Cognition, 25*, 657-686.

Topic 2 (Evaluating the Message Learning Theory)

McGuire, W. J. (1968). Personality and attitude change: An information-processing theory. In A. G. Greenwood, T. C. Brock, & T. M. Ostrom (Eds.), *Psychological foundations of attitudes* (pp. 171-196). New York: Academic Press.

McGuire, W. J. (1972). Attitude change: The information-processing paradigm. In C. G. McClintock (Ed), *Experimental social psychology* (pp. 108-141). New York, NY: Holt, Rinehart, & Winston.

Greenwald, A. G. (1968). Cognitive learning, cognitive response to persuasion, and attitude change. In A. G. Greenwald, T. C. Brock, & T. M. Ostrom (Eds.), *Psychological foundations of attitudes* (pp. 147-170). New York, NY: Academic Press.

Love, R. E., & Greenwald, A. G. (1978). Cognitive responses to persuasion as mediators of opinion change. *Journal of Social Psychology, 104*, 231-241.

Sherif, M., & Sherif, C. W. (1967). Attitudes as the individual's own categories: The social judgment-involvement approach to attitude and attitude change. In C. W. Sherif & M. Sherif (Eds.), *Attitude, ego-involvement, and change* (pp. 105-158). New York, NY: Wiley.

Week 10:

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

Harmon-Jones, E., & Mills, J. (2019). An introduction to cognitive dissonance theory and an overview of current perspectives on the theory. In E. Harmon-Jones & J. Mills (Eds.), *Cognitive dissonance: Reexamining a pivotal theory in social psychology* (2nd Edition, pp. 3-24). Washington, DC: American Psychological Association.

Aronson, E. (1992). The return of the repressed: Dissonance theory makes a comeback. *Psychological Inquiry*, 3, 303-311.

Brehm, J. W. (1992). An unidentified theoretical object. *Psychological Inquiry*, 3, 314-315.

Cooper, J. (1992). Dissonance and the return of the self-concept. *Psychological Inquiry*, 3, 320-323.

Greenwald, A. G. (1992). Dissonance theory and self theory: Fifteen more years. *Psychological Inquiry*, 3, 329-331.

Jussim, L. (1992). Dissonance: A second coming? *Psychological Inquiry*, 3, 332-333.

Kunda, Z. (1992). Can dissonance theory do it all? *Psychological Inquiry*, 3, 337-339.

Lord, C. G. (1992). Was cognitive dissonance theory a mistake? *Psychological Inquiry*, 3, 339-342.

Schlenker, B. R. (1992). Of shape shifters and theories. *Psychological Inquiry*, 3, 342-344.

Aronson, E. (1992). Totally provocative and perhaps partly right. *Psychological Inquiry*, 3, 353-356.

Aronson, E. (2019). Dissonance, hypocrisy, and the self-concept. In E. Harmon-Jones (Ed.), *Cognitive dissonance: Reexamining a pivotal theory in social psychology* (2nd Edition, pp. 141-157). Washington, DC: American Psychological Association.

Topic 2 (The Self-Standards Model of Cognitive Dissonance):

Harmon-Jones, E., & Mills, J. (2019). An introduction to cognitive dissonance theory and an overview of current perspectives on the theory. In E. Harmon-Jones & J. Mills (Eds.), *Cognitive dissonance: Reexamining a pivotal theory in social psychology* (2nd Edition, pp. 3-24). Washington, DC: American Psychological Association.

- Aronson, J., Cohen, G., & Nail, P. R. (2019). Self-affirmation theory: An update and appraisal. In E. Harmon-Jones (Ed.), *Cognitive dissonance: Reexamining a pivotal theory in social psychology* (2nd Edition, pp. 159-174). Washington, DC: American Psychological Association.
- Aronson, E. (2019). Dissonance, hypocrisy, and the self-concept. In E. Harmon-Jones (Ed.), *Cognitive dissonance: Reexamining a pivotal theory in social psychology* (2nd Edition, pp. 141-157). Washington, DC: American Psychological Association.
- 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.
- Cooper, J. (2019). In search of the motivation for dissonance reduction: The drive to lessen aversive consequences. In E. Harmon-Jones (Ed.), *Cognitive dissonance: Reexamining a pivotal theory in social psychology* (2nd Edition, pp. 175-193). Washington, DC: American Psychological Association.

Week 12:

Topic 1 (Noncognitive Attitude Formation and Change):

- Fishbein, M., & Middlestadt, S. (1995). Noncognitive effects on attitude formation and change: Fact or artifact. *Journal of Consumer Psychology*, 4, 181-202.
- Haugtvedt, C. P. (1997). Beyond fact or artifact: An assessment of Fishbein and Middlestadt's perspectives on attitude change processes. *Journal of Consumer Psychology*, 6, 99-106.
- Miniard, P. W., & Barone, M J. (1997). The case for noncognitive determinants of attitude: A critique of Fishbein and Middlestadt. *Journal of Consumer Psychology*, 6, 77-91.
- Priester, J. R., & Fleming, M. A. (1997). Artifact or meaningful theoretical constructs?: Examining evidence for nonbelief- and belief-based attitude change processes. *Journal of Consumer Psychology*, 6, 67-76.
- 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.

Topic 2 (The ELM versus The Unimodel):

- 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., & Brinol, P. (2014). The Elaboration Likelihood and Metacognitive Models of Attitudes: Implications for Prejudice, the Self, and Beyond. In J. W. Sherman, B. Gawronski, & Y. Trope (Eds.), *Dual-process theories of the social mind* (pp. 172-187). New York, NY: 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.
- 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.
- Kruglanski, A. W., & Thompson, E. P. (1999). Persuasion by a single route: A view from the unimodel. *Psychological Inquiry*, *10*, 83-109.
- 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.