

PSY320H1S

Social Psychology: Attitudes

Summer 2024 Syllabus

Course Meetings

PSY320H1 S

Section	Day & Time	Delivery Mode & Location
LEC5101	N/A	Online Asynchronous

Refer to ACORN for the most up-to-date information about the location of the course meetings.

Course Contacts

Instructor: William Cunningham

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Office Hours and Location: By appointment

TA: Zi Ting You

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Office Hours and Location: By appointment

Course Overview

Intensive study of social attitude development, description, measurement, modification, and organization.

Course Learning Outcomes

Prerequisites: PSY201H1/ ECO220Y1/ EEB225H1/ GGR270H1/ IRW220H1/ POL222H1/ SOC202H1/ STA220H1/ STA238H1/ STA248H1/ STA288H1/ ECO220Y5/ PSY201H5/ STA215H5/ STA220H5/ PSYB07H3/ STAB22H3/ STAB23H3/ STAB57H3, **and** PSY220H1/ PSY220H5/ PSYB10H3/ SOC213H1

Corequisites: None

Exclusions: PSY320H5

Recommended Preparation: None

Credit Value: 0.5

Course Materials

Introduction and measurement

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

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

Attitude structure and function

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.

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

Attitude formation

Petty, R. E. & Wegener, D. T. (1998). Matching versus mismatching attitude functions: Implications for scrutiny of persuasive messages. *Personality and Social Psychology Bulletin*, 24, 227-240.

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

Attitudes and behavior

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

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

Unconscious attitudes

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.

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.

Attitude consistency

Wilson, T. D., Lindsey, S., & Schooler, T. Y. (2000). A model of dual attitudes. *Psychological review*, 107(1), 101.

Greenwald, A. G., Banaji, M. R., Rudman, L. A., Farnham, S. D., Nosek, B. A., & Mellott, D. S. (2002). A unified theory of implicit attitudes, stereotypes, self-esteem, and self-concept. *Psychological review*, 109(1), 3.

Attitude change

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

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.

Marking Scheme

Assessment	Percent	Details	Due Date
Midterm	30%	You will have 2 hours to complete the midterm test after downloading. It will consist of two essays that will require you to apply the information that you have learned in the class. This test will be open book and open notes.	2024-07-22,2024-07-23

Assessment	Percent	Details	Due Date
Research Paper	30%	<p>Students are expected to write a 5 page single spaced research paper. This paper will focus on the most up to date research in the field on one of the major topics in the study of attitudes, The first 2.5 pages are a review of the classic research and theories on a topic, and the second 2.5 pages are devoted to discussing recent advances in the topic from the past 2 years. For the discussion of recent topics, at least 2 theoretical papers and 4 empirical papers should be discussed and students must emphasize how these recent findings update our understanding of the classic ideas in the field. The topic should be a large theme - such as implicit bias or cognitive dissonance.</p>	2024-08-09

Discussion Board	10%	<p>This class will have an active discussion board component where students can ask questions and get answers from students in the class. This can range from clarification question ("what did Dr. Cunningham mean when he said?") to understanding questions ("wait, if Dr. Cunningham said this last lecture, how can this also be true?") to extension questions ("Given this study presented in class, wouldn't that mean self-control may be...?").</p> <p>Oftentimes, students have the best ability to clarify material because they can sometimes explain it using different words or different examples (the classic TA effect). Marking will be as follows. If you never respond to a question, your mark for this TA will simply be 20% lower than your course mark (so, if you have a 75% in the course, you will get 6/10 points) as to not completely penalize someone who does not want to contribute. Two reasonable responses will get 100% of your course mark (7.5/10 points for this example), and marks will increase as a function of number and quality of responses. This is an easy way to convert those 69s to 70s and 79s to 80s for your final grade and help your fellow students. Students are</p>	No Specific Date
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Assessment	Percent	Details	Due Date
		required to post in the discussion board at least one a week to have this class have an active component.	
In-Person Final Exam	30%	The final exam will cover all material from the course. The format of the final exam will a combination of multiple choice, short answer questions and short essays” from the term test details above.	Final Exam Period

Late Assessment Submissions Policy

A penalty of 5% of the total mark for the assignment will be applied per day (including weekends and holidays).

Course Schedule

Week	Description
Week 1	Introduction Measurement
Week 2	Attitude structure and function Attitude formation and behaviour
Week 3	Attitudes and Behaviour Unconscious Attitudes
Week 4	Midterm Cognitive Consistency
Week 5	Attitude Change Persuasion1
Week 6	Persuasion 2 Course review

Policies & Statements

Make-Up Quizzes/Tests

Approved makeup term tests will be an essay version of the term test. Re-weighting of a missed term test is possible under some circumstances. If you miss a test that you must contact me within 7 days of missing it and provide documentation.

Online Communication

Although I will often check my email, I will only guarantee email responses for this class during my office hours each week. I will not respond to emails about the class material within three days before a term test.

Re-marking Policy - Timeline and Protocol

If you would like to make a case for receiving a different mark on a graded assignment, please note that you have two weeks from the date an assignment is returned to you to submit the assignment for remarking. Please contact the TA for more information. Absolutely no assignments will be re-graded beyond this time limit. Material submitted for remarking must be accompanied by a brief written explanation detailing your reasons for receiving a different grade. Be as specific as possible (e.g. correction of addition errors in calculating a grade, a specific point or step that the grader missed, etc.). The item will first be returned to the TA who originally graded it. If you are still dissatisfied, it may be passed on to the Course Instructor, at the Course Instructor's discretion. Note that in agreeing to resubmit your work for remarking, **you are agreeing to a re-evaluation of all your work** that may see your grade go up, go down or stay the same.

Religious Accommodations

As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of cultural and religious traditions. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate being absent from class or missing a major course activity (such as a test or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

Students with Disabilities or Accommodation Requirements

Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with

Accessibility Services (AS) at the beginning of the academic year by visiting <https://studentlife.utoronto.ca/department/accessibility-services/>. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.

Academic Integrity

All suspected cases of academic dishonesty will be investigated following procedures outlined in the [Code of Behaviour on Academic Matters \(https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019\)](https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019). If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources. For example, to learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at <http://www.writing.utoronto.ca>. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see [A&S Student Academic Integrity \(https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity\)](https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity) and the [University of Toronto Website on Academic Integrity \(https://www.academicintegrity.utoronto.ca\)](https://www.academicintegrity.utoronto.ca).

Specific Medical Circumstances

If you become ill and it affects your ability to do your academic work, consult me right away. Normally, I will ask you for documentation in support of your specific medical circumstances. This documentation can be an Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. If you cannot submit a VOI due to limits on terms of use, you can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI (including dates, academic impact, practitioner's signature, phone and registration number). For more information on the VOI, please see <http://www.illnessverification.utoronto.ca>. For information on Absence Declaration Tool for A&S students, please see <https://www.artsci.utoronto.ca/absence>. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

Accommodation for Personal Reasons

There may be times when you are unable to complete course work on time due to non-medical reasons. If you have concerns, speak to me or to an advisor in your College Registrar's office; they can help you to decide if you want to request an extension or other forms of academic consideration. They may be able to email your instructors directly to provide a College Registrar's letter of support and connect you with other helpful resources on campus.

Privacy/FIPPA Statement

Personal information is collected pursuant to section 2(14) of the University of Toronto Act, 1971 and at all times it will be protected in accordance with the Freedom of Information and Protection of Privacy Act. Please note that this course requires presentations of one's work to the group. For more information, please refer to <http://www.utoronto.ca/privacy>.

Mental Health and Well-being

As a student, you may experience challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation, financial concerns, family worries and so forth. These factors may affect your academic performance and/or reduce your ability to participate fully in daily activities. Everyone feels stressed now and then – it is a normal part of university life. Some days are better than others, and there is no wrong time to reach out. There are resources for every situation and every level of stress.

There are many helpful resources available through your College Registrar or through Student Life (<http://studentlife.utoronto.ca> and <http://www.studentlife.utoronto.ca/feeling-distressed>). An important part of the University experience is learning how and when to ask for help. Please take the time to inform yourself of available resources.

Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Assignment Submission Method

Assignments will be submitted on Quercus.