

Psychology 944

Seminar in Social Psychology (Contemporary Issues in Attitude and Persuasion Research)

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Office Hour: Wednesday (11:15 AM - 12:30 PM) or by Appointment

Recommended Background Readings:

Albarracin, D., & Johnson, B. T. (2019). *The handbook of attitudes* (2nd Edition, Vol. 1). New York, NY: Routledge.

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 familiarize students with current issues in attitude and persuasion research. The course will also focus on developing students' ability to critically evaluate theory/research and students' ability to formulate original research ideas.

Format of Course: This course will be taught. Students will be expected to read several target readings on a current issue in attitudes research. All students will be required to generate two to three thought questions concerning the readings. These questions will be due the day before class. Additionally, each week, half of the class will be responsible for writing a reaction paper (3 to 4 double spaced pages) about the readings. Each of these papers will address some set of issues specified by the instructor. The topic for each reaction paper will be provided one week in advance. Reaction papers will be due in class. All students will be required to write a total of four reaction papers.

All students will also be required to complete a research paper (15 to 25 double spaced pages). This paper should propose one to two original studies addressing some topic related to attitudes research. The topic may be directly related to class readings or may address some issue in attitudes research not covered in class. Students should obtain approval for their topic from the instructor by no later than the eighth week of class. Research papers should provide the conceptual rationale for the proposed project, a description of the method to be used, a description of expected results, and a discussion of the implications of the expected results.

Grading: Thought Questions (20%)
Reaction Papers (40%)
Research Paper (40%)

Weekly Topics (please read articles in the order they are listed):

Week 1: What is an Attitude? (September 4)

Gawronski, B.(2007). Editorial: Attitudes can be measured! But what is an attitude? *Social Cognition*, 25, 573-581.

Fazio, R. H. (2007). Attitudes as object-evaluation associations of varying strength. *Social Cognition*, 25, 603-637.

Schwarz, N. (2007). Attitude construction: Evaluation in context. *Social Cognition*, 25, 638-656.

Petty, R. E., Brinol, P. & DeMarree, K. G. (2007). The Meta-Cognitive Model (MCM) of

Week 3: Implicit Attitude Measures (September 18)

Cunningham, W. A., Preacher, K. J., & Banaji, M. R. (2001). Implicit attitude measures: Consistency, stability, and convergent validity. *Psychological Science, 12*, 163-170.

Sherman, J. W. (2009). *170.12*

Walther, E. Weil, R., & Dusing, J. (2011). The role of evaluative conditioning in attitude formation. *Current Directions in Psychological Science*, 20, 192-196.

Week 5: Objective and Subjective Measures of Attitude Structure (October 2)

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., Reber, R., & Schwarz, N. Forming judgments of attitude certainty, intensity, and importance: The role of subjective experiences. *Personality and Social Psychology Bulletin*, 25, 771-782.

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

See, Y. H. M., Petty, R. E., & Fabrigar, L. R. (2013). Affective-cognitive meta-bases versus structural bases predict processing interest versus efficiency. *Personality and Social Psychology Bulletin*, 39, 1111-1123.

Ledgerwood, A., Eastwick, P. W., & Smith, L. K. (2018). Toward an integrative framework of studying human evaluation: Attitudes towards objects and attributes. *Personality and Social Psychology Review*, 22, 378-398.

Week 6: Misinformation (October 9)

Eckert et al. (2022). The psychological drivers of misinformation belief and its resistance to correction. *Nature Reviews Psychology*, 1, 13-29.

Prike, T., & Ecker, U. K. H. (2023). Effective correction of misinformation. *Current Opinion in Psychology*, 54, 101712.

Fazio, L. K., Brashier, N. M., Payne, B. K., & Marsh, E. J. (2015). Knowledge does not protect against illusory truth. *Journal of Experimental Psychology: General*, 144, 993-1002.

Pennycook, G., & Rand, D. G. (2019). Lazy, not biased: Susceptibility to partisan fake news is better explained by lack of reasoning than by motivated reasoning. *Cognition*, 188, 39-50.

Susmann, M. W., & Wegener, D. T. (2023). How attitudes impact the continued influence effect of misinformation: The mediating role of discomfort. *Personality and Social Psychology Bulletin*, 49, 744-757.

No Class: Fall Reading Week (October 14-18)

Week 7: Perspectives on Cognitive Dissonance Theory I (October 23)

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.

Cooper, J., & Fazio, R. H. (1984). A new look at dissonance theory. In L. Berkowitz (Ed.), *Advances in experimental social psychology* (Vol. 17, pp. 229-266). Orlando, FL: Academic Press.

Scher, S. J., & Cooper, J. (1989). Motivational basis of dissonance: The singular role of behavioral consequences. *Journal of Personality and Social Psychology*, *56*, 899-906.

Harmon-Jones, E., Amodio, D. M., & Harmon-Jones, C. (2009). Action-based model of dissonance: A review, integration, and expansion of conceptions of cognitive conflict. In M. P. Zanna (Ed.), *Advances in experimental social psychology* (Vol. 41, pp. 119–166). San Diego, CA: Academic Press.

Harmon-Jones, E., Harmon-Jones, C., Fearn, M., Sigelman, J. D., & Johnson, P. (2008). Left frontal cortical activation and spreading of alternatives: Tests of the action-based model of dissonance. *Journal of Personality and Social Psychology*, *94*, 1-15.

Harmon-Jones, E., Price, T. F., & Harmon-Jones, C. (2015). Supine body posture decreases rationalizations: Testing the action-based model of dissonance. *Journal of Experimental Social Psychology*, *56*, 228–234.

Week 8: Perspectives on Cognitive Dissonance Theory II (October 30)

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.

Steele, C. M. (1988). The psychology of self-affirmation: Sustaining the integrity of the self. In L. Berkowitz (Ed.), *Advances in experimental social psychology* (Vol. 21, pp. 261-302). San Diego: Academic Press.

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.

Association.

Stone, J., & Cooper, J. (2001). A self standards model of cognitive dissonance. *Journal of Experimental Social Psychology, 37*, 228-243.

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 9: The Elaboration Likelihood Model (November 6)

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.

Week 10: Challenging “Noncognitive” Attitude Formation and Change (November 13)

Fishbein, M., & Middlestadt, S. (1993). The Elaboration Model of Attitude Change. In R. A. H. Eagley & J. T. Cacioppo (Eds.), *Attitudes and attitude change* (pp. 1-20). New York, NY: Guilford Press.

Schwarz, N. (1997). Moods and attitude judg