

## Attitudes and Persuasion (PSYC 441)

### Instructor:

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Office Hour: Monday (2:30 PM - 3:45 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.

**For 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 participate in the debate 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:

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 Queen's Official Grade Conversion Scale.

**Statement on Academic Integrity:**

Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility and

**Location and Timing of Final Examinations:**

As noted in Academic Regulation 8.2.1, “the final examination in any class offered in a term or session (including Summer Term) must be written on the campus on which it was taken, at the end of the appropriate term or session at the time scheduled by the Examinations Office.” The exam period is listed in the key dates prior to the start of the academic year in the Faculty of Arts and Science Academic Calendar and on the Office of the University Registrar’s webpage. A detailed exam schedule for the Fall Term is posted before the Thanksgiving holiday; for the Winter Term it is posted the Friday before Reading Week, and for the Summer Term the window of dates is noted on the Arts and Science Online syllabus prior to the start of the course. Students should delay finalizing any trav00 rgBT72.0000 620.04(On117.329wep0

## Course Outline

| <u>Topic</u>  | <u>Readings</u> |
|---|-----------------|
| <b>Week 1:</b><br>(Sept. 12, 15) <b>Introduction To Attitudes and Persuasion</b><br>Definitions/Types<br>Functions<br>Structure<br>Measurement<br>Methods for studying persuasion | Ch. 1           |
| <b>Week 2:</b><br>(Sept. 19, 22) <b>Impact of Attitudes on Behavior and Cognition</b><br>Original Conceptualizations<br>Criticisms<br>Methodological Issues<br>Attitude Strength  | Ch. 1           |
| <b>Week 3:</b><br>(Sept. 26, 29) <b>Conditioning and Modeling Approaches</b><br>Classical Conditioning<br>Operant Conditioning<br>Social Learning<br>Mere Exposure                | Ch. 2           |
| <b>Week 4:</b><br>(Oct. 3, 6) <b>Debates</b><br>Evaluating the MODE Debate (Oct. 3)<br>Meta-attitudinal and Operative Measures Debate (Oct. 6)                                    | Supplementary   |
| <b>Week 5:</b><br>(Oct. 10, 13) <b>The Message Learning Approach</b><br>Source Effects<br>Message Effects   | Ch. 3           |
| <b>Week 6:</b><br>(Oct. 17, 20) <b>Message Learning/Judgmental Approaches/Debate</b><br>Recipient Effects<br>Channel Effects<br>Attitude  | Ch. 4           |

|   | <u>Topic</u>  | <u>Readings</u>            |
|---|---|----------------------------|
| <b>Week 8:</b><br>(Oct. 31,<br>Nov. 3)  | <b>Motivational Approaches/Dissonance Theory</b><br>Balance Theory<br>Cognitive Dissonance Theory<br>New Versions of Cognitive Dissonance Theory  | Ch. 5                      |
| <b>Week 9:</b><br>(Nov. 7, 10)          | <b>Dissonance Theory/Debate</b><br>Impression Management Theory<br>Self-Perception Theory<br>Self-Affirmation Theory<br>Self-Standards Model<br>Aronson's Self-Consistency Model Debate (Nov. 10) | Ch. 6                      |
| <b>Week 10:</b><br>(Nov. 14, 17)        | <b>Debate/Elaboration Likelihood Model</b><br>Self-Standards Model of Dissonance Debate (Nov. 14)<br>Elaboration Likelihood Model (ELM)   | Supplementary<br>Ch. 8 & 9 |
| <b>Week 11:</b><br>(Nov. 21, 24)        | <b>Elaboration Likelihood Model/Heuristic-Systematic Model</b><br>Elaboration Likelihood Model (ELM)<br>Heuristic-Systematic Model (HSM)<br><b>NO CLASS (November 24)</b>                         |                            |
| <b>Week 12:</b><br>(Nov. 28,<br>Dec. 1) | <b>Debates</b><br>Evaluating the ELM (Nov. 28)<br>Evaluating the Unimodel (Dec. 1)<br><br>Final Exam (Dec. 7 - 21)  | Supplementary              |

## Supplementary Readings

**Week 4:**

**Topic 1 (Evaluating the MODE Theory of Attitud**

ue effects on information interest and persuasion. *Journal of Personality and Social Psychology*, 94, 938-955.

**Week 6:**

**Topic 1 (Explicit and Implicit Attitudes):**

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.

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

Priester, J. R., & Fleming, M. A. (1997). Artifact or meaningful theoretical constructs



**Week 10:**

**Topic 1 (The Self-Standards Model of Cognitive Dissonance**

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: ~~Ans~~