

COMM577301
SYLLABUS
ATTITUDES AND ATTITUDE THEORY

Professor: Dolores Albarracin
Meetings: Mondays, 3:30pm-5:30pm
Semester: Fall 2024
Room: TBD, or zoom depending on conditions
Office hours: By appointment; e-mail: dalba@upenn.edu

Course Description and Objectives

Summary

Intensive analyses of classic and recent developments in attitude theory and research; emphasis on the attitude-behavior relationship; and examination of theories of attitude and attitude change with respect to their utility in predicting and changing behavior.

Description

The class involves lecture and seminar time. We will cover classic and contemporary approaches and methods in the field of attitudes. This area involves attitude measurement and conceptualizations of beliefs, the attitude-behavior relation, persuasion, the influence of behavior on attitude, motivational approaches to attitudes, and behavioral change.

We will read the second edition of the *Handbook of Attitudes* (Albarracin & Johnson, Eds.) and classic and contemporary journal articles.

Readings

Albarracin, D., & Johnson, B.T. (2019). *The handbook of attitudes. Basic Principles*. NY, New York, Psychology Press. (If you want to purchase the book, it is on order. If not, I will provide manuscript versions.)

Journal articles (see bibliography at the end)

Grading Policies

Class participation: Students will be assigned a class participation grade on the basis of their input on a regular basis and their leading of the discussion on pre-assigned dates. Class participation will comprise 26% of the final grade.

	Routine class participation	Leading
Paper	10	10

The 10 points for routine class participation will be assigned on the basis of the following subjective scale:

0 (never participates) 5 (participates but not prominently) 10 (is always active during discussions)

2. Weekly papers: Students have to write a weekly paper that will be used to guide the discussion. These papers will comprise 24% of the grade. Specifically, 8 out of the 11 papers will count towards your grade to accommodate situations in which writing the paper might be difficult. You *are* allowed to write a paper on weeks during which you lead the discussion.

	Submitted	Not Submitted
Paper	3	0
8 papers	24	0

3. Term paper: The term paper will account for 50% of the final grade and should present the work described later in the syllabus. The term paper will be a theory piece (your own theory), you can conduct a meta-analysis, or you can write a grant proposal. You can work with a team in developing the theory, meta-analysis, or grant proposal, but in that case the paper should still be written individually.

Dimension	Percentage
The research, theory, meta-analysis, or proposed project is meaningful, novel, and well described. Ample connections to class readings are made.	25
Proper justification and detail for the methods or theory is offered.	15
The paper is clearly written, grammatical, and properly organized.	10
Total	50

Instructions for Assignments:

Weekly papers You will be asked to submit weekly papers in preparation for your discussion and well as questions. These will be graded as submitted (3) or not submitted (0). Weekly papers will be uploaded on Canvas by **5pm on Tuesday**. The papers should summarize the main questions that you would like to bring to the meeting. These are designed to help you organize your thoughts for the class discussion and to help us to identify the questions and issues that are most interesting to the class. You can use the papers to:

Relate the readings to other points that have come up in class discussions or previous work.

Relate the readings to your own research.

Point out problems with the theory or methods in the readings, or contradictions between these readings and other ideas that have come up in the course.

Discussion Leaders When you are scheduled to lead the discussion, you will be responsible for warming the class up by discussing the chapter(s) and organizing the discussion. You will read and provide comments on weekly papers, so you will know where participants are.

To lead the main discussion, you have at least two options. One is the traditional method of eliciting discussion through questions. You may want some questions that will elicit a summary of main points in the readings. But of course that is not enough. You may also want questions that act as motivators. These are more open-ended rather than requiring a yes/no response. Try to keep the discussion on track, and also shift gears when a particular topic becomes stale. You should not wait until people are exhausted of a particular question before moving into fresh areas. It is also important to push people to elaborate or provide risky answers. Use arguments. Use a straw person; compare arguments; make controversies explicit

Another option is to have a debate or use some sort of exercise. Try to come up with ways to make things vivid, interesting, personal, and engaging – particularly with abstract material. For example, giving people time to think how an idea applies to their research work is more interesting than asking them to remember details about the readings. This might be particularly good at the end so that the class continues to process the most important points in between meetings.

Class participation Active engagement is required for any course with a seminar format. During discussion, you should be prepared to offer your critique of the readings and points of view. The quality of this course depends on our ability to generate illuminating discussions of the readings. Sometimes discussions will range way beyond what was included in the readings, and you should let this stimulate you, not feel that you have to stick to the readings.

Final paper and presentation of results At the graduate level, it is in your best interest to be able to turn your course work into the currency of our field—publications, theoretical ideas, or grants. Thus, as a semester long project, you have a choice between writing a meta-analysis or a theory paper on a topic related to course content. If you elect to conduct the meta-analysis, you may work in a group of up to three people to conduct the literature review and coding, but each group member should write their own unique introduction and discussion sections. I will work with you to develop ideas that are most likely to be successful. I expect the meta-analyses to be solid first drafts that could go on for submission to journals. You will have a chance to present your findings or research proposal to the class and get feedback before the final paper is due.

If you decide to write a theory paper, please look for *Psychological Inquiry* and *Psychological Review* for models. There is an excellent paper by Bill McGuire on theory development.

If you decide to do a meeta-analysis, I provide an excellent basic manual on how to proceed.

If you decide to write a grant proposal, please follow NSF guidelines or the format for the R03 mechanism for NIH.

COURSE SCHEDULE

Week 1. Introduction. Attitude construct.

Week 2: Implicit attitudes.

Week 3: Attitudes and experience.

Week 4: Communication and persuasion 1.

Week 5: Communication and persuasion 2.

Week 6. Communication and persuasion 3.

Week 7. The influence of attitudes on behavior 1.

Week 8. The influence of attitudes on behavior 2.

Week 9. The influence of behavior on attitudes 1.

Week 10. The influence of behavior on attitudes 2.

Week 11. The influence of affect on attitudes.

Week 12. Behavioral change.

Week 13. Student projects.

Online form to choose weeks: https://docs.google.com/forms/d/e/1FAIpQLSfp7cQGhRa109dj-AS3-Sx8QROy_XhzbnV1SRD2TkXtxKNtYg/viewform?usp=sf_link

BIBLIOGRAPHY

Textbook

Albarracin, D., & Johnson, B.T. (2019). *The handbook of attitudes. Basic Principles*. NY, New York, Psychology Press.

Attitude Construct 1 (Week 1)

Fazio, R.H. (2007). Attitudes as object-evaluation associations of varying strength. *Social Cognition*. Special issue: What is an attitude?, 25, 603-637.

He, D., Melumad, S., & Pham, M. T. (2019). The pleasure of assessing and expressing our likes and dislikes. *Journal of Consumer Research*, 46(3), 545-563.
doi:<http://dx.doi.org.proxy2.library.illinois.edu/10.1093/jcr/ucy079>

Mackie, D.M. & Asuncion, A.G. (1990). On-line and memory-based modification of attitudes: Determinants of message recall-attitude change correspondence. *Journal of Personality and Social Psychology*, 59 (1), 5-16.

Schwarz, N. (2007). Attitude construction: Evaluation in context. *Social Cognition*. Special issue: What is an attitude?, 25, 638-656.

Shen, L., Hsee, C. K., & Talloen, J. H. (2019). The fun and function of uncertainty: Uncertain incentives reinforce repetition decisions. *Journal of Consumer Research*, 46(1), 69-81.
doi:<http://dx.doi.org.proxy2.library.illinois.edu/10.1093/jcr/ucy062>

Implicit Attitudes (Week 2)

Handbook chapter on implicit attitudes

Bargh, J. A. (1994). The four horsemen of automaticity: Awareness, intention, efficiency, and control in social cognition. pp. 1-40. In Wyer, R. S. & Srull, T. S. (Eds.), *Handbook of Social Cognition*. Hillsdale, NJ: Erlbaum.

Blanton, H., Jaccard, J., Klick, J., Mellers, B., Mitchell, G., & Tetlock, P.E. (2009). Strong claims and weak evidence. Reassessing the predictive validity of the IAT. *Journal of Applied Psychology*, 94, 567-582.

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.

Payne, B. Keith, Burkley, M.A., & Stokes, M.B. (2008). Why do implicit and explicit attitude tests diverge? The role of structural fit. *Journal of Personality and Social Psychology*, 94, 16-31.

Optional Business

Maison, D., Greenwald, A. G., & Bruin, R. H. (2004). Predictive validity of the Implicit Association Test in studies of brands, consumer attitudes, and behavior. *Journal of consumer psychology*, 14(4), 405-415.

Optional Health

Sabin, J. A., Rivara, F. P., & Greenwald, A. G. (2008). Physician implicit attitudes and stereotypes about race and quality of medical care. *Medical Care*, 46(7), 678–685.
<http://www.jstor.org/stable/40221722>

Attitudes and Experiences (Week 3)

Handbook chapter on embodiment

Gullo, K., Berger, J., & Etkin, J. (2019). Does time of day affect variety-seeking? *Journal of Consumer Research*, 46(1), 20-35.

Hauser, D. J., & Schwarz, N. (2021). Situated embodiment: When physical weight does and does not inform judgments of importance. *Social Psychological and Personality Science*, 12(7), 1225–1232. <https://doi.org/10.1177/1948550620971968>

LaTour, K. A., & Deighton, J. A. (2019). Learning to become a taste expert. *Journal of Consumer Research*, 46(1), 1-19.

Ventre-Dominey, J., Gibert, G., Bosse-Platiere, M. *et al.* (2019). Embodiment into a robot increases its acceptability. *Scientific Reports*, 9, 10083. <https://doi.org/10.1038/s41598-019-46528-7>

Optional Business

Häubl, G., & Popkowski Leszczyc, Peter T. L. (2019). Bidding frenzy: Speed of competitor reaction and willingness to pay in auctions. *Journal of Consumer Research*, 45(6), 1294-1314.

Optional Political

Liuzza, M. T., Lindholm, T., Hawley, C. B., Gustafsson Sendén, M., Ekström, I., Olsson, M. J., & Olofsson, J. K. (2018). Body odour disgust sensitivity predicts authoritarian attitudes. *Royal Society Open Science*, 5(2), 171091.

Communication & Persuasion Part 1: Theories (Week 4)

Handbook chapter on communication and persuasion

Albarracín, D., & Kumkale, G. T. (2003). Affect as information in persuasion: A model of affect identification and discounting. *Journal of Personality and Social Psychology*, 84, 453-469.

Brinol, P., & Petty, R. E. (2003). Overt head movements and persuasion: A self-validation analysis. *Journal of Personality and Social Psychology*, 84, 1123-1139.

Pierro, A., Mannetti, L., Kruglanski, A. W., & Sleeth-Keppler, D. (2004). Relevance override: On the reduced impact of "cues" under high-motivation conditions of persuasion studies. *Journal of Personality and Social Psychology* 86, 252-264

Communication & Persuasion Part 2: Resistance (Week 5)

Albarracín, D., Cohen, J. B., & Kumkale, G. T. (2003). When persuasive communications collide with behavior: Effects of post-message actions on beliefs and intentions. *Personality and Social Psychology Bulletin*, 29, 834-845.

Festinger, L., & Maccoby, N. (1964). On resistance to persuasive communications. *Journal of Abnormal and Social Psychology*, 68, 359-366.

Sagarin, B. J., Cialdini, R. B., Rice, W. E., & Serna, S. B. (2002). Dispelling the illusion of invulnerability: The motivations and mechanisms of resistance to persuasion. *Journal of Personality and Social Psychology*, 83, 526-541.

Tormala, Z.L., Clarkson, J.J., & Petty, R.E. (2006). Resisting persuasion by the skin of one's teeth: The hidden success of resisted persuasive messages. *Journal of Personality and Social Psychology*, 91, 423-435.

Communication & Persuasion Part 3: The Communicator (Week 6)

Dholakia, R. R., & Sternthal, B. (1977). Highly credible sources: Persuasive facilitators or persuasive liabilities? *Journal of Consumer Research*, 3(4), 223. <http://doi.org/10.1086/208671>

Dubois, D., Rucker, D. D., & Galinsky, A. D. (2016). Dynamics of communicator and audience power: The persuasiveness of competence versus warmth. *Journal of Consumer Research*, 43(1), 68–85. <http://doi.org/10.1093/jcr/ucw006>

Kumkale, G. T. & Albarracín, D. (2004). The sleeper effect in persuasion: A meta-analysis. *Psychological Bulletin*, 130, 143–172.

Schul, Y., Mayo, R., & Burnstein, E. (2004). Encoding under trust and distrust: The spontaneous activation of incongruent cognitions. *Journal of Personality and Social Psychology*, 86, 668-679.

Wallace, L. E., Wegener, D. T., & Petty, R. E. (2020). When sources honestly provide their biased opinion: Bias as a distinct source perception with independent effects on credibility and persuasion. *Personality and Social Psychology Bulletin*, 46(3), 439-453.

The influence of Attitudes on Behavior 1 (Week 7)

Handbook chapter on the influence of attitudes on behavior

Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50, 179-211.

Becker, E.A., Gibson, C.C. Fishbein and Ajzen's Theory of Reasoned Action: Accurate Prediction of Behavioral Intentions for Enrolling in Distance Education Courses. *Adult Education Quarterly*. 1998;49(1):43-55. doi:[10.1177/074171369804900105](https://doi.org/10.1177/074171369804900105)

Fishbein, M., & Ajzen, I. (1974). Attitudes toward objects as predictors of single and multiple behavior criteria. *Psychological Review*, 81, 59-74.

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

Wicker, A.W. (1969). Attitude versus actions: The relationship of verbal and overt behavioral responses to attitude objects. *Journal of Social Issues*, 25, 41-78.

The Influence of Attitudes on Behavior 2 (Week 8)

Fazio, R.H., & Zanna, M.P. (1978). Attitudinal qualities relating to the strength of the attitude-behavior relationship. *Journal of Experimental Social Psychology*, 14, 398-408.

Fazio, R.H., & Zanna, M.P. (1978). On the predictive validity of attitudes: The roles of direct experience and confidence. *Journal of Personality*, 46, 228-243.

Glasman, L. R., & Albarracín, D. (2006). Forming attitudes that predict future behavior: A meta analysis of the attitude-behavior relation. *Psychological Bulletin*, 132, 778-822.

Millar, M.G., & Millar, K.U. (1996). The effects of direct and indirect experience on affective and cognitive responses and the attitude-behavior relation. *Journal of Experimental Social Psychology*, 32, 561-579.

Optional Business

Bagozzi, R. P., & Warshaw, P. R. (1990). Trying to consume. *Journal of Consumer Research*, 17(2), 127-140.

Optional Political

Galdi, S., Arcuri, L., & Gawronski, B. (2008). Automatic mental associations predict future choices of undecided decision makers. *Science*, 1100-1102.

The influence of Behavior on Attitudes 1 (Week 9)

Handbook chapter on the influence of behavior on attitudes

Albarracín, D., & Wyer, R.S. (2000). The cognitive impact of past behavior: Influences on beliefs, attitudes, and future behavioral decisions. *Journal of Personality and Social Psychology*, 79, 5-22.

Bem, D.J., & McConnell, H.K. (1970). Testing the self-perception explanation of dissonance phenomena: On the salience of premanipulation attitudes. *Journal of Personality and Social Psychology*, 14, 23-31.

Croyle, R., & Cooper, J. (1983). Dissonance arousal: Physiological evidence. *Journal of Personality and Social Psychology*, 45, 782-791.

Zanna, M.P., & Cooper, J. (1974). Dissonance and the pill: An attribution approach to studying the arousal properties of dissonance. *Journal of Personality and Social Psychology*, 29, 703-709.

The influence of Behavior on Attitudes 2 (Week 10)

Aronson, E. (1969). The theory of cognitive dissonance: A current perspective. *Advances in Experimental Social Psychology*, 4(1), 34.

Bem, D. J. (1972). Self-perception theory. *Advances in Experimental Social Psychology*, 6(1), 1-62.

Goldstein, N.J., & Cialdini, R.B. (2007). The spyglass self: A model of vicarious self-perception. *Journal of Personality and Social Psychology*, 92, 402-417

Hoshino-Browne, E., Zanna, A.S., Spencer, S.J., Zanna, M.P., Kitayama, S., & Lackenbauer, S. (2005). Lackenbauer, S. On the cultural guises of cognitive dissonance: The case of Easterners and Westerners. *Journal of Personality and Social Psychology*, 89, 294-310.

Optional Political

Morwitz, V. G., & Pluzinski, C. (1996). Do polls reflect opinions or do opinions reflect polls? The impact of political polling on voters' expectations, preferences, and behavior. *Journal of Consumer Research*, 23(1), 53. <http://doi.org/10.1086/209466>

Optional General

Schlenker, B.R. (1982). Translating actions into attitudes: An identity-analytic approach to the explanation of social conduct. In L. Berkowitz (Ed.), *Advances in Experimental Social Psychology*. (pp. 193-247). San Diego, CA: Academic Press.

The influence of Affect on Attitudes (Week 11)

Handbook chapter on attitudes and affect

Bless, H., Bohner, G., Schwartz, N., Strack, F. (1990). Mood and persuasion: A cognitive response analysis. *Personality and Social Psychology Bulletin*, 16, 331-345.

Clore, G.L. & Schwarz, N. (1983). Mood, misattribution, and judgments of well-being: Informative and directive functions of affective states. *Journal of Personality and Social Psychology*, 45, 513-523.

Jones, C. R., Fazio, R. H., Olson, M. A. (2009). Implicit misattribution as a mechanism underlying evaluative conditioning. *Journal of Personality and Social Psychology*, 96, 933-948.

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.

Optional General

Bower, G.H. & Forgas, J.P. (1987). Mood effects on person-perception judgements. *Journal of Personality and Social Psychology*, 53, 53-60.

Optional Political

Pliskin, R., Halperin, E., Bar-Tal, D., & Sheppes, G. (2018). When ideology meets conflict-related content: Influences on emotion generation and regulation. *Emotion*, 18(2), 159.

Optional Business

Williams, P., & Aaker, J. L. (2002). Can mixed emotions peacefully coexist? *Journal of Consumer Research*, 28(4), 636–649. <http://doi.org/10.1086/338206>

Changing Behavior (Week 12)

Albarracín, D., et al. (2005). A test of major assumptions about behavior change: A comprehensive look at the effects of passive and active HIV-prevention interventions since the beginning of the epidemic." *Psychological bulletin* 131, 856.

Cohen, G. L., and Sherman, D.K. (2014). The psychology of change: Self-affirmation and social psychological intervention. *Annual review of psychology* 65, 333-371.

Glanz, K., & Bishop, D. B. (2010). The role of behavioral science theory in development and implementation of public health interventions. *Annual Review of Public Health* 31, 399-418.

Miller, D. T., & Prentice, D. A. (2016). Changing norms to change behavior. *Annual review of psychology* 67, 339-361.

Optional Climate Change

Stern, P. C. (1992). Psychological dimensions of global environmental change. *Annual review of psychology* 43, 269-302.

Optional Health

Wilson, K., et al. (2015). When it comes to lifestyle recommendations, more is sometimes less: a meta-analysis of theoretical assumptions underlying the effectiveness of interventions promoting multiple behavior domain change." *Psychological bulletin* 141, 474.

Writing a Theoretical Paper

This paper should be no longer than 15 pages (double spaced) inclusive of references and appendices.

McGuire, W.J. (1997). Creative hypothesis generating in psychology: Some useful heuristics. *Annual Review of Psychology*, 48, 1-30.

How to Conduct a Meta-Analysis

This paper should be no longer than 15 pages (double spaced) inclusive of references and appendices.

Lipsey, M. W., & Wilson, D. B. (2001). *Practical meta-analysis*. SAGE publications, Inc.

Statistical Code: <https://www.metafor-project.org/doku.php>

Grant Applications

If you choose to do a grant application, it can be 5-6 single spaced pages of text plus references. This corresponds to a RAPID NSF grant and an NIH R03 or R21.

NSF Instructions (project summary and 5 single-spaced page max research plan)

https://www.nsf.gov/pubs/policydocs/pappg22_1/pappg_2.jsp#IIC2

NIH Instructions (project summary, 1 single spaced page Specific Aims, 6 single spaced page max research plan)

<https://grants.nih.gov/grants/how-to-apply-application-guide/forms-f/research-forms-f.pdf>