

Comm 2760/Psych 2760/Nur 2760
How We Change:
Social Psychological and Communication Dynamics

Professor: Dolores Albarracin, Ph.D.

Email: dalba@upenn.edu

Lectures: Tuesdays and Thursdays 10:15 am to 11:15 am

Recitations:

Recitations 402: Friday 12:00pm-1:00pm

Recitations 403: Friday 1:45pm-2:45pm

Recitations 404: Friday 1:45pm-2:45pm

Teaching fellows:

David Cordero Vasquez david.cordero@asc.upenn.edu

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Research Coordinator in Dr. Albarracin's Lab:

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Lectures Room: ANNS 109

Recitation Room: ANNS 224

Office hours: After class on Tuesdays and Thursdays or by appointment. Office: ASC 345

Format: Lecture with recitation

Course Description

This course is based on the recognition that psychological and social changes are typically studied in silos across the social and behavioral sciences and their many subdisciplines (e.g., political communication; health communication; social-personality psychology; religious studies; political science; sociology). However, because many processes of psychological and social change are general, the challenges posed by change require a wide, integrative perspective. The study of religious change might highlight methods of transforming public health communications. The study of stereotype change might shed light on how changes in political attitudes might occur. The study of attitude change might yield new theories about the impact of life experiences on personality. Broadly speaking, the class will provide an opportunity for students to learn theories of belief formation, attitudes and persuasion, normative influence, and behavioral change. As specific examples, we will work to understand how specific beliefs, such as group stereotypes, or specific attitudes, such as trust and values, change in response to variations in the environment and communication with other people. We will cover culturally based and professional approaches to change, from fear appeals, to motivational interviewing, to hypnosis. Students will study the literature and propose interventions promote social, cultural, or psychological change in Philadelphia (e.g., posters in the local transportation system, a government policy, and the state of a particular neighborhood).

Class Schedule

Dates	Topic	Guest Speaker during Lecture	Guest during Recitation	Important assessments
Thursday January 12 & 13	1. How we change			
January 17, 19, & 20	2. Changing beliefs		Jessica McDonald Ph.D. from Factcheck.org	
January 24, 26, & 27	3. Changing unfalsifiable beliefs			
January 31, February 2 & 3	4. How religious beliefs change		Interview of person who was in a cult	
February 7 & 9	5. How political beliefs change	February 9: Religion & Politics Adam Cohen, Ph.D.		
February 14, 16, & 17	6. How attitudes change			
February 21, 23, & 24	7. How health attitudes change	February 22: Health Steve Meanley, Ph.D.		
February 28 March 2 & 3	8. How attitudes change vis-à-vis behavior			Midterm exam
March 14, 16, & 17	9. How behavior changes		Hypnosis demonstration	
March 21, 23, & 24	10. How behavior changes through psychotherapy	March 23: Wendy Wood, Ph.D.	Julie O'Brien Ph.D.	
March 28, 30, & 31	11. How to change the behavior of other people			
April 4, 6, & 7	12. How trust changes			
April 11,13, & 14	13. How prejudice changes			
April 18, 20, & 21	14. How norms change	April 18: Bob Cialdini, Ph.D.	Interview of person who works with LGBTQ issues	
April 25	Poster session			Project due

Dates	Topic	Guest Speaker during Lecture	Guest during Recitation	Important assessments
TBD				Final exam (Non-cummulative)

Note. Topics 8 and 9 may be condensed if necessary depending on progress.

Required Sources

Week	Topic	Sources
January 12	1. How we change	<p>Watzlawick, P., Weakland, J. H., & Fisch, R. (2011). <i>Change: Principles of problem formation and problem resolution</i>. WW Norton & Company. Chapter 6: Paradoxes.</p> <p>Oreg, S. (2003). Resistance to change: Developing an individual differences measure. <i>Journal of Applied Psychology</i>, 88(4), 680–693. https://doi.org/10.1037/0021-9010.88.4.680</p>
January 17	2. Changing beliefs	<p>Newman, E. J., Sanson, M., Miller, E. K., Quigley-McBride, A., Foster, J. L., Bernstein, D. M., & Garry, M. (2014). People with easier to pronounce names promote truthiness of claims. <i>PloS one</i>, 9(2), e88671.</p> <p>Li Y, Johnson EJ, Zaval L. Local warming: daily temperature change influences belief in global warming. <i>Psychol Sci</i>. 2011 Apr;22(4):454-9. doi: 10.1177/0956797611400913. Epub 2011 Mar 3. PMID: 21372325.</p> <p>Sivanathan, N. (2021). <i>The counterintuitive way to be more persuasive</i>. Ted Talk. https://www.ted.com/talks/niro_sivanathan_the_counterintuitive_way_to_be_more_persuasive?language=en</p>
January 24	3. Changing unfalsifiable beliefs	<p>Lewandowsky, S., Cook, J., Ecker, U. K. H., Albarracín, D., Amazeen, M. A., Kendeou, P., Lombardi, D., Newman, E. J., Pennycook, G., Porter, E. Rand, D. G., Rapp, D. N., Reifler, J., Roozenbeek, J., Schmid, P., Seifert, C. M., Sinatra, G. M., Swire-Thompson, B., van der Linden, S., Vraga, E. K., Wood, T. J., Zaragoza, M. S. (2020). <i>The Debunking Handbook 2020</i>. Available at https://sks.to/db2020. DOI:10.17910/b7.1182</p> <p>O'Brien, T. C., Palmer, R., & Albarracin, D. (2021). Misplaced trust: When trust in science fosters belief in pseudoscience and the benefits of critical evaluation. <i>Journal of Experimental Social Psychology</i>, 96, 104184.</p> <p>Orosz G, Krekó P, Paskuj B, Tóth-Király I, Bőthe B and Roland-Lévy C (2016) Changing Conspiracy Beliefs through Rationality and Ridiculing. <i>Front. Psychol.</i> 7:1525. doi: https://doi.org/10.3389/fpsyg.2016.01525</p>
January 31	4. How religious beliefs change	<p>Lindsay, N. M., & Tassell-Matamua, N. A. (2021). Near-death experiences and afterlife belief: A mixed-method analysis. <i>Psychology of Religion and Spirituality</i>, 13(3), 304.</p> <p>Jacobs, E. (2021). What if a Pill Can Change Your Politics or Religious Beliefs? <i>Scientific American</i>.</p>

Week	Topic	Sources
		<p>Johnson, M. W., & Yaden, D. B. (2020). There's no good evidence that psychedelics can change your politics or religion. <i>Scientific American</i>.</p> <p>Rodia, T. (2019). Is it a cult, or a new religious movement? Penn Today, August 29, 2019.</p> <p>Van Tongeren, D. R., DeWall, C. N., Chen, Z., Sibley, C. G., & Bulbulia, J. (2021). Religious residue: Cross-cultural evidence that religious psychology and behavior persist following deidentification. <i>Journal of Personality and Social Psychology</i>, 120(2), 484–503. https://doi.org/10.1037/pspp0000288</p> <p>Video: Full Episode: Cults, Explained Netflix</p>
February 7	5. How political beliefs change	<p>Kodapanakkal, R. I., Brandt, M. J., Kogler, C., & van Beest, I. (2022). Moral frames are persuasive and moralize attitudes; nonmoral frames are persuasive and demoralize attitudes. <i>Psychological Science</i>, 33(3), 433-449.</p> <p>Newman, B., & Hartman, T. (2019). Mass Shootings and Public Support for Gun Control. <i>British Journal of Political Science</i>, 49(4), 1527-1553. doi:10.1017/S0007123417000333</p> <p>van der Toorn, J., Jost, J. T., & Loffredo, B. (2017). Conservative ideological shift among adolescents in response to system threat. <i>Zeitschrift für Psychologie</i>, 225(4), 357–362. https://doi.org/10.1027/2151-2604/a000299</p> <p>Video: The moral roots of liberals and conservatives – Jonathan Haidt: https://www.youtube.com/watch?v=8SOQduoLgRw</p>
February 14	6. How attitudes change	<p>Petty, R. E., Cacioppo, J.T., Schumann, D. (1983). Central and Peripheral Routes to Advertising Effectiveness: The Moderating Role of Involvement, <i>Journal of Consumer Research</i>, Volume 10, 2, 135–146, https://doi.org/10.1086/208954</p> <p>Charlesworth, T. E., & Banaji, M. R. (2022). Patterns of implicit and explicit stereotypes III: Long-term change in gender stereotypes. <i>Social Psychological and Personality Science</i>, 13(1), 14-26.</p> <p>Manley, M. H., Diamond, L. M., & van Anders, S. M. (2015). Polyamory, monoamory, and sexual fluidity: A longitudinal study of identity and sexual trajectories. <i>Psychology of Sexual Orientation and Gender Diversity</i>, 2(2), 168–180. https://doi.org/10.1037/sgd0000098</p>
February 21	7. How health attitudes change	<p>Rosenstock, I.M. (1974). Historical origins of the health belief model. <i>Health Education Monographs</i>, 2, 328-335.</p> <p>Jung, H., & Albarracín, D. (2021). Concerns for others increase the likelihood of vaccination against influenza and COVID-19 more in sparsely rather than densely populated areas. <i>Proceedings of the National Academy of Sciences</i>, 118(1), e2007538118.</p> <p>Brown, B. (2020). <i>Focus on guilt instead of shame</i>. CBS Video. https://www.youtube.com/watch?v=RSrXxqKfYwI –</p>

Week	Topic	Sources
February 28	8. How attitudes change vis-à-vis behavior	<p>Haddock, G., Thorne, S., & Wolf, L. (2020). Attitudes and behavior. <i>Oxford Research Encyclopedia of Psychology</i>. https://doi.org/10.1093/acrefore/9780190236557.013.449</p> <p>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 (Ed.), <i>Cognitive dissonance: Reexamining a pivotal theory in psychology</i> (pp. 3–24). American Psychological Association. https://doi.org/10.1037/0000135-001</p> <p>Albarracín, D., Cohen, J. B., & Kumkale, G. T. (2003). When persuasive communications collide with behavior: Effects of post-message actions on beliefs and intentions. <i>Personality and Social Psychology Bulletin</i>, 29, 834-845.</p>
March 14	9. How behavior changes	<p>Duckworth, A. L., Milkman, K. L., & Laibson, D. (2018). Beyond willpower: Strategies for reducing failures of self-control. <i>Psychological Science in the Public Interest</i>, 19(3), 102-129.</p> <p>Shoham-Salomon, V., Avner, R., & Neeman, R. (1989). You're changed if you do and changed if you don't: Mechanisms underlying paradoxical interventions. <i>Journal of Consulting and Clinical Psychology</i>, 57(5), 590.</p> <p>Quintanilla, V. D., Erman, S., Murphy, M. C., & Walton, G. (2020). Evaluating Productive Mindset Interventions that Promote Excellence on California's Bar Exam. https://www.calbar.ca.gov/Portals/0/documents/reports/Mindsets-in-Legal-Education-Executive-Summary.pdf</p>
March 21	10. How behavior changes through psychotherapy	<p>McCallum, M., Ho, A. S., Mitchell, E. S., May, C. N., Behr, H., Ritschel, L., ... & Michaelides, A. (2022). Feasibility, Acceptability, and Preliminary Outcomes of a Cognitive Behavioral Therapy–Based Mobile Mental Well-being Program (Noom Mood): Single-Arm Prospective Cohort Study. <i>JMIR Formative Research</i>, 6(4), e36794.</p> <p>Spielman, R. M., Jenkins, W. W., & Lovett, M. D. (2020). Types of Treatment. In <i>Psychology 2e</i>. OpenStax. https://openstax.org/books/psychology-2e/pages/16-2-types-of-treatment</p> <p>Anhalt, R. Why You Try Therapy Yesterday. Ted Talk. https://www.ted.com/talks/emily_anhalt_why_we_should_all_try_therapy</p> <p>Online CBT or Remote CBT (Podcast)</p>
March 28	11. How do we change the behavior of others?	<p>DeJong, W. (1979). An examination of self-perception mediation of the foot-in-the-door effect. <i>Journal of Personality and Social Psychology</i>, 37(12), 2221–2239. https://doi.org/10.1037/0022-3514.37.12.2221</p> <p>Quinn, R. E., Spreitzer, G. M., & Brown, M. V. (2000). Changing others through changing ourselves: The transformation of human systems. <i>Journal of Management Inquiry</i>, 9(2), 147-164.</p>

Week	Topic	Sources
April 4	12. How trust changes	<p>Evans, A. M., & Krueger, J. I. (2009). The psychology (and economics) of trust. <i>Social and Personality Compass</i>, 3/6 1003–1017, 10.1111/j.1751-9004.2009.00232.x</p> <p>Hong, H., & Oh, H.J. (2020) The Effects of Patient-Centered Communication: Exploring the Mediating Role of Trust in Healthcare Providers, <i>Health Communication</i>, 35:4, 502-511, DOI: 10.1080/10410236.2019.1570427</p> <p>Schaap, D. (2021). Police trust-building strategies. A socio-institutional, comparative approach. <i>Policing and Society</i>, 31(3), 304-320.</p> <p>Simpson, J., & Vieth, G. (2021). Trust and Psychology: Psychological Theories and Principles Underlying Interpersonal Trust. In F. Krueger (Ed.), <i>The Neurobiology of Trust</i> (pp. 15-35). Cambridge: Cambridge University Press. doi:10.1017/9781108770880.003</p>
April 11	13. How prejudice changes	<p>Craig, M. A., & Richeson, J. A. (2017). Information about the US racial demographic shift triggers concerns about anti-White discrimination among the prospective White “minority”. <i>PLoS One</i>, 12(9), e0185389.</p> <p>Onyeador, I. N., Daumeyer, N. M., Rucker, J. M., Duker, A., Kraus, M. W., & Richeson, J. A. (2021). Disrupting beliefs in racial progress: Reminders of persistent racism alter perceptions of past, but not current, racial economic equality. <i>Personality and Social Psychology Bulletin</i>, 47(5), 753-765.</p> <p>Pettigrew, T. F., & Tropp, L. R. (2006). A meta-analytic test of intergroup contact theory. <i>Journal of Personality and Social Psychology</i>, 90(5), 751.</p> <p>Davies, D. (2018). A Former Neo-Nazi Explains Why Hate Drew Him In — And How He Got Out. National Public Radio. https://www.npr.org/2018/01/18/578745514/a-former-neo-nazi-explains-why-hate-drew-him-in-and-how-he-got-out</p> <p>Davis, D. Why I as a Black Man Attend KKK Rallies. https://www.ted.com/talks/daryl_davis_why_i_as_a_black_man_attend_kkk_rallies?language=en</p>
April 18	14. How norms change	<p>Bicchieri, C. (2017). Tools for Change. In <i>Norms in the wild: How to diagnose, measure, and change social norms</i> (pp. 142–162). Oxford University Press.</p> <p>Geber, Sarah; Baumann, Eva; Klimmt, Christoph (2019). Where do norms come from? Peer communication as a factor in normative social influences on risk behavior. <i>Communication Research</i>, 46(5):708-730. DOI: https://doi.org/10.1177/0093650217718656</p> <p>Schultz, P. W., Nolan, J. M., Cialdini, R. B., Goldstein, N. J., & Giskevicius, V. (2007). The Constructive, Destructive, and Reconstructive Power of Social Norms. <i>Psychological Science</i>, 18(5), 429–434. http://www.jstor.org/stable/40064634</p>

Week	Topic	Sources
		<p>Betsy Levy Paluck (2020) How to Change Norms, and Why We Should. Keynote address delivered May 25, 2019, at the 31st APS Annual Convention in Washington, D.C https://www.youtube.com/watch?v=DCw6K91xnJ4</p> <p>Gelfand, M. <i>The secret life of social norms</i>. Ted Talk. https://www.youtube.com/watch?v=oqkzp9C2VyI</p>
April 25	Poster session	Handout with directions

Grading

Item	Description	Contribution to grade
Midterm	Study questions for each of first 7 topics will be provided beforehand. A selection of short-essay questions will be on the test.	25%
Final	Study questions for each of last 7 topics will be provided beforehand. A selection of short-essay questions will be on the test.	25%
Attendance and Participation during Lectures	Attendance will be tracked. Participation during lectures and discussion will be assessed as well.	10%
Attendance and Participation during Recitation	Participation during recitation will be assessed as well. This includes responses to requests (e.g., answers to questions, comments) made by your TF.	10%
Group Project/Short Paper	See below	30%

Group Project/Short Paper

- a. Plan how to produce changes of one of the types discussed in class (beliefs, religious beliefs; political participation; altruistic behavior; help seeking for anxiety; health behavior; personality)
- b. Related to Philly (local) – missed opportunities for change, problems in community (e.g., kinds of trauma Philadelphians experience; how would you do a campaign in the trains better; what needs to change on campus)
- c. How to Proceed:
 - i. Form a 3-4-person group
 - ii. Choose a target of change
 - iii. Plan your approach and choose your media (poster, video, social media, interpersonal appeal, app)
 - iv. Develop materials or protocols (e.g., a script for an educational experience or structured appeal for change, posters, and social media messages, etc.)
 - v. Present it to the class during the last day
 - vi. Although the poster is typically generated by the group, the short paper is individual. The short paper should be 4-5 pages of text, besides references.

Rubrics

Exam and project grades as well as the subjective portion of the participation grades is made with the rubrics provided.

Midterm/Final Exam:

The rubric for the midterm/final exam will be specific to the questions asked and will be provided when grades for the midterm and final are distributed. In general, exam questions will be graded on (a) correct understanding of concepts, (c) complete understanding of relevant concepts, and (c) coherence/intelligibility of responses. If the question involves application of a theory, the provided application will be graded based on (a) understanding and (b) correct applicability.

Group Project/Short Paper:

The group project/short paper will account for 30% of the final grade and should present the work described later in the syllabus.

-Plan how to produce changes of one of the types discussed in class (beliefs, religious beliefs; political participation; altruistic behavior; help seeking for anxiety; health behavior; personality)
-Related to Philly (local) – missed opportunities for change, problems in community (e.g., kinds of trauma Philadelphians experience; how would you do a campaign in the trains better; what needs to change on campus)

How to Proceed:

- i. Form a 4-5-person group
- ii. Choose a target of change
- iii. Plan your approach and choose your media (poster, video, social media, interpersonal appeal, app)
- iv. Develop materials or protocols (e.g., a script for an educational experience or structured appeal for change, posters, and social media messages, etc.)
- v. Present it to the class during the last day

Dimension	Max Points
The proposed project is meaningful, novel, and well described. Ample connections to class readings are made.	25
Proper justification and detail for the proposed intervention is offered.	15
The paper is clearly written, grammatical, and properly organized.	10
Total	50

Lecture Participation

Combination of participation and attendance. Attendance is *expected*. If you miss more than 5 classes you will be contacted by a TF.

Participation		Attendance	
Dimension	Points	Dimension	Points
Is always active during discussions	5	Unexcused Absences \leq 2	5
Participates but not prominently	2.5	Unexcused Absences $>$ 2	-1 point out of 5 max points for each additional unexcused absence
Never participates	0		
	Max Points: 5		Max Points: 5
		Final Score	(Participation Points + Attendance Points)

Examples

-Chris has four unexcused absences during lectures but is always active during discussions

Participation = 5

Attendance (5-2) = 3

Final *Attendance and Participation During Lectures* score = 8

-Kevin has six unexcused absences during lectures and participates but not prominently.

Participation = 2.5

Attendance (10-4) = 1

Final *Attendance and Participation During Lectures* score = 3.5

Recitation Participation:

Participation		Attendance	
Dimension	Points	Dimension	Points
Is always active during discussions	5	Unexcused Absences \leq 2	5
Participates but not prominently	2.5	Unexcused Absences $>$ 2	-1 point out of 5 max points for each additional unexcused absence
Never participates	0		
	Max Points: 5		Max Points: 5
		Final Score	(Participation Points + Attendance Points)

Grading Scale

Grades will be assigned on the following scale after rounding off decimals on the numerical scale.

Numerical Scale	Letter Grade Equivalent
100-104	A+
96-100	A
90-95	A-
85-89	B+
80-84	B
76-79	B-
70-75	C+
65-69	C
60-64	C-
55-59	D
Else	F

Extra Credit

You may earn some extra credit (up to 3 per credits per semester; up to an additional 3% on top of your grade) by becoming a participant in the Psychology subject pool (<https://upenn.sona-systems.com/Default.aspx?ReturnUrl=/>). Please note that participation in the subject pool is voluntary and is not required to complete the course (if you have any further questions about the allocation of points, please speak to me; if you have any questions about the research participation system itself, contact sona-admin@psych.upenn.edu, may be reached). You can complete up to three credits for SONA, so, completion of three credits will add three points to your overall grade, two and a half credits will add two and a half points to your grade, etc.

Late Papers

Extensions for papers are not routinely granted. Late papers will be subject to daily five-point penalty deductions. The instructors will not accept papers that are more than one week late.

Exam Attendance

Makeup tests will be given without penalty ONLY in the event of an excused absence when the instructor has been notified before the evaluation is given. Acceptable excuses for missing an examination or quiz are death, serious illness, court appearance, or personal crisis. Documentation (e.g., notification via online Course Absence Notice) must be provided before the class in which the evaluation is administered. Unexcused absences from exams and quizzes will result in significant point penalties.

Any absence from class and recitation should be ideally notified to the Teaching Fellow ahead of time. Also, please register any absence through the Course Absence Report System.

Students who have three final exams in one day can reschedule the exam that takes place in the middle. That exam can be rescheduled during the final exam period if the student and the Teaching Fellow can agree on a date or it can be held during the official make up period.

Feedback on Exams and Regrading

If do not understand the grader's comments, please speak with the TF who graded it during their office hours if possible. Any requests to regrade should be submitted within a week of receiving the grade.

Academic Integrity

We abide by the [University's Code of Academic Integrity](#). We refer any suspected cases to the Center for Community Standards and Accountability: <https://csa.upenn.edu/>

Sensitive Topics

The class covers sensitive topics like racial prejudice, political attitudes, and religious beliefs. If you think a topic will be difficult for you, please talk to the instructor about not attending on the day that's discussed. However, if you have strong feelings about more than one topic, this may not be the class for you.

Accommodations & Other Policies

The University of Pennsylvania provides reasonable accommodations to students with disabilities who have self-identified and received approval from the Office of Student Disabilities Services (SDS). If SDS has approved your request for accommodations, please make an appointment to meet with the TF or myself as soon as possible in order to discuss the arrangements for your accommodations.

If you have not yet contacted Student Disabilities Services, and would like to request accommodations or have questions, you can make an appointment by calling 215-573-9235. The office is located in the Weingarten Learning Resources Center at Stouffer Commons, 3702 Spruce Street, Suite 300. Please visit the SDS website at <http://www.vpul.upenn.edu/lrc/sds/index.php>. SDS services are free and confidential.

For other Penn policies, see <https://catalog.upenn.edu/pennbook/>