Attention!

This is a representative syllabus. The syllabus for the course when you enroll may be different. Use the syllabus provided by your instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements of a given semester.

REQUIRED TEXTS:

(2) Maio, G. R., & Haddock, G. (2009). *The psychology of attitudes and attitude change*. Thousand Oaks, CA: Sage. [***Note: A 2nd edition came out in December but was not available when books were ordered through the bookstores, so use the 1st edition.]

SUPPLEMENTAL READINGS (CHAPTERS AND JOURNAL ARTICLES) WILL BE AVAILABLE ON THE COURSE CARMEN SITE.

COURSE GOALS/REQUIREMENTS:
The aim of this course is to provide an overview of the major theories and research findings in the area of attitude change – how people’s opinions, beliefs, and evaluations are formed and modified. The course is divided into three sections for purposes of the exams (see topic schedule).

Grading: Grades will be determined based on the written assignment (19%) and on the three exams (27% each).

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; http://www.ods.ohio-state.edu/.
### APPROXIMATE SCHEDULE OF TOPICS

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic (Readings)</th>
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</thead>
<tbody>
<tr>
<td>1/13</td>
<td>Introduction and overview. Why study attitudes? What are they? (P &amp; C, Ch. 1, pp. 3-9; M &amp; H, Ch. 1 pp. 3-10, Ch. 2, pp. 24-43)</td>
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<tr>
<td>1/15</td>
<td>Measuring attitudes (P &amp; C, Ch. 1, pp. 3-22; M &amp; H, Ch. 1 pp. 10-22; Wegener &amp; Fabrigar, 2004; Fazio &amp; Olson, 2003)</td>
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<tr>
<td>1/20</td>
<td>Attitude-Behavior consistency. (P &amp; C, Ch. 1, pp. 22-36; M &amp; H, Ch. 3, pp. 47-65)</td>
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<td>1/22</td>
<td>Attitude-Behavior consistency (continued; M &amp; H, Ch. 4, pp. 67-84; Ajzen &amp; Fishbein, 2005)</td>
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<tr>
<td>1/27</td>
<td>Simple affective/associative theories. (P &amp; C, Ch. 2; M &amp; H, Ch. 6, pp. 111-124; Clore &amp; Schnall, 2005, pp. 437-465)</td>
</tr>
<tr>
<td>1/29</td>
<td>Message learning/reception. (P &amp; C, Ch. 3; M &amp; H, Ch. 5, pp. 89-94, Ch. 7, pp. 134 -135)</td>
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<tr>
<td>2/3</td>
<td>Judgmental approaches/Assimilation and contrast (P &amp; C, Ch. 4)</td>
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<tr>
<td>2/5</td>
<td>Consistency theories -- Balance and congruity. (P &amp; C, Ch. 5, pp. 125-136; M &amp; H, Ch. 10, pp. 199-200)</td>
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<tr>
<td>2/10</td>
<td><strong>Exam 1</strong></td>
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<tr>
<td>2/12</td>
<td>Cognitive dissonance. (P &amp; C, Ch. 5, pp. 137-160; M &amp; H, Ch. 7, pp. 139-150)</td>
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<tr>
<td>2/17</td>
<td>Cognitive dissonance continued. Self-perception and self-affirmation as alternatives to cognitive dissonance. (P &amp; C, Ch. 6; M &amp; H, Ch. 7, pp. 135-138)</td>
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<tr>
<td>2/19</td>
<td>Varieties of current dissonance theories. (Olson &amp; Stone, 2005)</td>
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<td>2/24</td>
<td>Combinatorial approaches (P &amp; C, Ch 7)</td>
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<td>2/26</td>
<td><strong>NO CLASS: Society for Personality and Social Psychology Conference</strong></td>
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<tr>
<td>3/3</td>
<td>Self-persuasion theories. (P &amp; C, Ch. 8; M &amp; H, Ch. 5, pp. 94-96, Ch. 7, 134-135)</td>
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<tr>
<td>3/5</td>
<td>The Elaboration Likelihood Model (ELM) -- motivation and ability as moderators of effortful persuasion processes. (P &amp; C, Ch. 9; M &amp; H, Ch. 5, pp. 96-104; Petty &amp; Cacioppo, 1986)</td>
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<tr>
<td>3/10</td>
<td>The ELM (continued) -- Multiple roles for persuasion variables: I. (M &amp; H, Ch. 6, pp. 124-126; Petty &amp; Wegener, 1998, pp. 323-366)</td>
</tr>
<tr>
<td>3/12</td>
<td>Multiple Roles for persuasion variables: II. Mood and persuasion (Wegener &amp; Petty,</td>
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***WRITTEN ASSIGNMENT DUE***
NO CLASS: SPRING BREAK


3/26 **Exam 2**

3/31 Alternatives to the ELM: I. “It’s all ‘cognitive’” (Fishbein & Middlestadt, 1995; 1997; Miniard & Barone, 1997; Priester & Fleming, 1997; Schwarz, 1997) and the Unimodel (Kruglanski & Thompson, 1999; Petty, Wheeler, & Bizer, 1999; Wegener & Claypool, 1999)

4/2 Alternatives to the ELM: II. Heuristic-Systematic Model (M & H, Ch. 5, pp. 96-106; Chen & Chaiken, 1999)

4/7 Attitude strength and Attitude-Behavior Consistency (Wegener, Downing, Krosnick, & Petty, 1995; Fabrigar, Wegener, & MacDonald, 2010)

4/9 Pre-message attitude strength and message processing (Clark & Wegener, 2013)

4/14 Motivational strength of weak attitudes (attitude bolstering; Sawicki et al., 2011)

4/16 Meta-cognition and Attitude Change: I. Self-validation (Briñol & Petty, 2009);


4/23 Wrap-up and review

Finals week: **Exam 3** (Monday 5/4, 8:00-9:45pm, in Townshend Hall Room 255) [***NOTE: This is a time outside the normal finals schedule because the instructor and TA will be at a professional conference in Chicago when the final would have taken place on the normal schedule.***]

Written assignment (**Due 3/10**):
Choose between A) presenting an example of use of a simple affective/associate process in advertising or popular media, and B) writing on the prompt “<blank> is my favorite dissonance theory, because…”.

SUPPLEMENTAL RESOURCES:
A. The Annual Review of Psychology Series: (reviews work on attitudes every 3-5 years)

B. The Ohio State Series on Attitudes and Persuasion.

C. Additional Books of General Interest:
10. Albarracín, D., Johnson, B. T., & Zanna, M. P. (Eds) (2005). The handbook of attitudes. Mahwah, NJ: Erlbaum. [Chapters cover the full range of issues on attitude processes from measurement to structure to change – intended for graduate students and faculty researchers]