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 for a given semester.

Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email (psychadvising@osu.edu) or phone (614.292.5750).

Thank you!
REQUIRED TEXT – [assigned readings listed inside square brackets]:


OPTIONAL TEXTS – (optional readings listed inside parentheses):

[***Note: There are many inexpensive copies of both optional paperback texts on Amazon.***]

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).

APPROXIMATE SCHEDULE OF TOPICS

Topic (Readings)

Introduction and overview. Why study attitudes? What are they?
[C, F, & K, Ch. 1, pp. 1-7; Ch. 2, pp. 43-56]
(P & C, Ch. 1, pp. 3-9; M & H, Ch. 1 pp. 3-10, Ch. 2, pp. 24-43)

Measuring attitudes
[C, F, & K, Ch. 1, pp. 7-19; Ch. 9, pp. 226-252]
(P & C, Ch. 1, pp. 3-22; M & H, Ch. 1 pp. 10-22)

Attitude structure and attitude strength
[C, F, & K, Ch. 2, pp. 23-43; Ch. 9, pp. 226-252]
(M & H, Ch. 1 pp. 34-37, 218-220)

NO CLASS: Society for Personality and Social Psychology Conference
Attitude functions and functional approaches to change
[C, F, & K, Ch. 3, pp. 58-82]
(P & C, Ch. 1, pp. 7-8; M & H, Ch. 4, pp. 38-43, 160-161, 220-222)

Simple affective/associative mechanisms
[C, F, & K, Ch. 4, pp. 102-104; Ch. 10, pp. 253-255; P & C, Ch. 2 on CARMEN]
(M & H, Ch. 6, pp. 111-124)

Message learning/reception.
[C, F, & K, Ch. 4, pp. 83-94, 98-102, 104-112]
(P & C, Ch. 3; M & H, Ch. 5, pp. 89-94, Ch. 7, pp. 134-135)

Judgmental approaches/Assimilation and contrast
[C, F, & K, Ch. 4, pp. 94-97; P & C, Ch. 4 on CARMEN]

Wrap up topics and exam review.

**Exam 1**

Self-persuasion theories.
[P & C, Ch. 8, pp. 213-226, 247-254 on CARMEN]
(M & H, Ch. 5, pp. 94-96, Ch. 7, 134-135)

The Elaboration Likelihood Model (ELM) -- motivation and ability as moderators of effortful persuasion processes.
[C, F, & K, Ch. 5, pp. 114-129]
(P & C, Ch. 9; M & H, Ch. 5, pp. 96-104)

The ELM (continued) -- Multiple roles for persuasion variables: I.
[C, F, & K, Ch. 5, pp. 129-131, 134-135]
(M & H, Ch. 6, pp. 124-126; Petty & Wegener, 1998, pp. 323-366)

Multiple Roles for persuasion variables: II. Mood and persuasion
[Wegener & Petty, 2001]

Elaboration: Persistence of attitudes over time and resistance to counter-persuasion.
[C, F, & K, Ch. 5, pp. 132-133; Petty, Haugtvedt, & Smith, 1995]
(Petty & Wegener, 1998, pp. 366-370)

Meta-cognition and Attitude Change: I. Self-validation
[C, F, & K, Ch. 5, pp. 136-139; Briñol & Petty, 2009]

Meta-cognition and Attitude Change: II. The Meta-Cognitive Model, and Bias Correction
[C, F, & K, Ch. 5, pp. 135-136; Petty, Wegener, & White, 1998]
(M & H, Ch. 5, pp. 106-108; Petty, Briñol, & DeMarree, 2007)
Pre-message attitude strength and message processing
[Clark & Wegener, 2013]

***WRITTEN ASSIGNMENT DUE***

NO CLASS: SPRING BREAK

Wrap up topics and exam review.

Exam 2

Resistance: Motivation and structure
[C, F, & K, Ch. 8, pp. 199-225]
(P & C, Ch. 8, pp. 226-232; M & H, Ch. 10, pp. 195-196)

Attitude-Behavior Consistency
[C, F, & K, Ch. 6, pp. 145-168]
(P & C, Ch. 1, pp. 22-36; M & H, Ch. 3, pp. 47-65)

Consistency theories -- Balance and congruity.
[C, F, & K, Ch. 8, pp. 200-201; P & C, Ch. 5, pp. 125-136 on CARMEN]
(M & H, Ch. 10, pp. 199-200)

Cognitive dissonance.
[C, F, & K, Ch. 7, pp. 174-186]
(P & C, Ch. 5, pp. 137-160; M & H, Ch. 7, pp. 139-150)

Self-perception and self-affirmation as alternatives to cognitive dissonance.
[C, F, & K, Ch. 7, pp. 190-191, 192-195]
(P & C, Ch. 6; M & H, Ch. 7, pp. 135-138)

Varieties of current dissonance theories.
[C, F, & K, Ch. 7, pp. 187-192]

Wrap up topics and exam review.

NO CLASS: Midwestern Psychological Association Conference

Exam 3
Sexual misconduct/relationship violence: "Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu"

Academic Misconduct: "It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at http://studentconduct.osu.edu"

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue."