

**Psychology 4518**  
**Attitudes: Structure, Function, and Consequences**  
**Autumn 2021**  
**Tuesday & Thursday 12:45 - 2:05**  
**Jennings Hall 160**

Instructor

Russell Fazio  
100c Lazenby Hall  
Phone: 688-5408  
E-mail: [fazio.11@osu.edu](mailto:fazio.11@osu.edu)  
Office Hours: Tues & Thurs 2:05 - 3:00,  
or by appointment

Teaching Assistant

Jacob Goebel  
Office: 140k Lazenby Hall  
E-mail: [goebel.83@buckeyemail.osu.edu](mailto:goebel.83@buckeyemail.osu.edu)  
Office Hours: Tues 3:00 – 5:00  
or by appointment

Course Overview

This course is intended to provide an introduction to basic theory and research regarding attitudes. The focus will be on the bases of attitudes, how they are represented in memory, the functional value that they serve and the consequences that they have for information processing, judgment, and behavior.

Course Textbook

Fazio, R. H., & Petty, R. E. (Eds.) (2008). *Attitudes: Structure, Function, & Consequences*. New York: Psychology Press.

This book of readings is a collection of classic and contemporary journal articles from the social psychological literature on attitudes. It also includes valuable ancillary material introducing each major topic area. (The book is available at the OSU Bookstore and a copy is on reserve at Thompson Library.)

Additional readings have been posted on the course's Carmen website. These are excerpts from one of the following books:

- Cooper, J., Blackman, S. F., & Keller, K. T. (2016). *The Science of Attitudes*. New York: Routledge.  
Maio, G. R., & Haddock, G. (2010). *The Psychology of Attitudes and Attitude Change*. Los Angeles: Sage.

Course Requirements

Readings are assigned for each class meeting, and are to be read prior to the class with which they are associated. Each day's readings consist of articles from the Fazio & Petty reader (referred to as F&P in the Tentative Schedule) and/or materials posted on Carmen.

Grades will be based on three equally-weighted exams, each consisting of multiple choice, brief identification, and short essay questions.

1. Exam #1, covering the first third of the course, will be administered during class on September 23.
2. Exam #2, covering the next third, will be administered during class on November 4. Although the focus will be on the second third of the course, students will be expected to be able to integrate these topics with the material that was covered earlier.
3. Exam #3 will be administered during finals week. According to the Registrar's final exam schedule, the exam is scheduled for December 14, 2:00 - 3:45. Again, the focus will be on the material covered since the previous exam, but students will be expected to integrate these topics with the earlier material.

### Attendance

Although attendance is not mandatory, I will award bonus points for attendance. You can still receive an “A” in the course without garnering any attendance points but for those of you who attend class regularly, your attendance will be rewarded with both greater understanding of the material and easy points. There is no “make-up” for attendance. If you are present on the day I take attendance, you will receive the bonus point. If you are absent, you will not. On the days I take attendance, I will post a multiple choice question as a Carmen quiz at some point during the class. *To answer, you must bring a device capable of connecting to the internet (i.e., laptop or smart phone). If this is an issue, please let me know as soon as possible.* Your bonus points will be calculated based on the percentage of questions you have completed. If you complete 90% or more of the in-class attendance quizzes, you will receive 15 bonus points, which is roughly 10% of the maximum possible cumulative exam score. If you complete 80-90% of the quizzes, you will receive 12 points; 70-80%, 9 points; 60-70%, 6 points; 50-60%, 3 points; 40-50%, 1 point. *Thus, it is beneficial to attend class regularly.*

### 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 [http://studentlife.osu.edu/pdfs/csc\\_12-31-07.pdf](http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf).

### 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](mailto:titleix@osu.edu).

### Dennis Learning Center

The Dennis Learning Center (DLC) is available to help support and improve the academic success of Ohio State students through academic coaching, group workshops, and elective courses. The DLC offers free, one-hour appointments where you can discuss various learning-related topics (note-taking, procrastination, test anxiety, exam preparation, time-management, etc.) with an academic coach and create a plan for success. The DLC is located on the 2nd floor of the Younkin Success Center. Visit the DLC website <https://dennislearningcenter.osu.edu> to learn more.

## Disability Services

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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

**Tentative schedule (subject to change)**

*Note:* Below F&P refers to the Fazio & Petty reader. CBK refers to excerpts from the Cooper, Blackman, & Keller book and M&H refers to excerpts from the Maio & Haddock book. The CBK and M&H readings have been posted on the course's Carmen website.

**Aug 24: Course introduction**

***Part 1. Conceptualizing attitudes***

**Aug 26:** F&P Appendix: How to Read a Journal Article in Social Psychology

F&P Section overview

**Aug 31:** F&P Reading 1

**Sept 2:** F&P Reading 2

***Part 2. Measurement***

**Sept 7:** F&P Section overview

F&P Readings 3 & 4

CBK pp. 1-20

**Sept 9:** F&P Readings 5 & 6

**Sept 14:** F&P Reading 7

**Sept 16:** CBK pp. 226-252

**Sept 21:** no new reading; use the time to review and integrate the earlier readings

**Sept 23: Exam I**

***Part 3. Bases of Attitudes***

**Sept 28:** F&P Section overview

CBK pp. 51-57

**Sept 30:** F&P Reading 11

**Oct 5:** F&P Reading 10

**Oct 7:** CBK pp. 169-198

**Oct 12:** F&P Reading 9

M&H pp. 111-126

**Oct 14:** no class; Autumn Break

**Oct 19:** F&P Reading 12

M&H pp. 34-37

***Part 4. Functions of Attitudes***

**Oct 21:** F&P Section overview

F&P Reading 13

**Oct 26:** F&P Readings 14 & 15

**Oct 28:** F&P Readings 16 & 18

**Nov 2:** F&P Reading 17

**Nov 4:** Exam II

***Part 5. Impact on Perception and Cognition***

**Nov 9:** F&P Section overview

F&P Reading 19

**Nov 11:** no class; Veterans Day

**Nov 16:** F&P Reading 20

**Nov 18:** F&P Reading 23

**Nov 23:** F&P Reading 21

**Nov 25:** no class; Thanksgiving Break

**Nov 30:** F&P Reading 22

***Part 6. Impact on Behavior***

**Dec 2:** F&P Section overview

F&P Readings 24 & 25

M&H pp. 55-66

**Dec 7:** F&P Readings 26 & 27

M&H pp. 68-81

**Dec 14, 2:00 - 3:45: Exam III**

**Table of Contents of Fazio, R. H., & Petty, R. E. (Eds.) (2008). *Attitudes: Their Structure, Function and Consequences*. New York: Psychology Press.**

Preface

**Part 1. Conceptualizing Attitudes**

Section Overview

*Readings:*

(1) Zanna, M. P., & Rempel, J. K. (1988). Attitudes: A new look at an old concept. In D. Bar-Tal & A. W. Kruglanski (Eds.), The social psychology of knowledge (pp. 315-334). New York: Cambridge University Press. (ABRIDGED)

(2) Fazio, R. H., Sanbonmatsu, D. M., Powell, M. C., & Kardes, F. R. (1986). On the automatic activation of attitudes. Journal of Personality and Social Psychology, 50, 229-238.

**Part 2. Measurement of Attitudes**

Section Overview

*Readings:*

(3) Thurstone, L. L. (1928). Attitudes can be measured. American Journal of Sociology, 33, 529-544. (ABRIDGED)

(4) Schwarz, N. (1999). Self-Reports: How the questions shape the answers. American Psychologist, 54, 93-105.

(5) Cacioppo, J. T., Petty, R. E., Losch, M. E., & Kim, H. S. (1986). Electromyographic activity over facial muscle regions can differentiate the valence and intensity of affective reactions. Journal of Personality and Social Psychology, 50, 1260-268.

(6) Fazio, R. H., Jackson, J. R., Dunton, B. C., & Williams, C. J. (1995). Variability in automatic activation as an unobtrusive measure of racial attitudes: A bona fide pipeline? Journal of Personality and Social Psychology, 69, 1013-1027.

(7) 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.

### Part 3. Affective, Cognitive, and Behavioral Bases of Attitudes

#### Section Overview

##### *Readings:*

(8) Fishbein, M. J. (1963). An investigation of the relationships between beliefs about an object and the attitude toward that object. Human Relations, 16, 233-240.

(9) Zajonc, R. (1980). Feeling and thinking: Preferences need no inferences. American Psychologist, 35, 151-175.

(10) Chaiken, S., & Baldwin, M. W. (1981). Affective-cognitive consistency and the effect of salient behavioral information on the self-perception of attitudes. Journal of Personality and Social Psychology, 41, 1-12.

(11) Haddock, G., Zanna, M. P., & Esses, V. M. (1993). Assessing the structure of prejudicial attitudes: The case of attitudes toward homosexuals. Journal of Personality and Social Psychology, 65, 1105-1118.

(12) Newby-Clark, I. R., McGregor, I., & Zanna, M. P. (2002). Thinking and caring about cognitive inconsistency: When and for whom does attitudinal ambivalence feel uncomfortable? Journal of Personality and Social Psychology, 82, 157-166.

### Part 4. Functions of Attitudes

#### Section Overview

##### *Readings:*

(13) Katz, D. (1960). The functional approach to the study of attitudes. Public Opinion Quarterly, 24, 163-204. (ABRIDGED)

(14) Snyder, M., & DeBono, K. G. (1985). Appeals to images and claims about quality: Understanding the psychology of advertising. Journal of Personality and Social Psychology, 49, 586-597.

(15) Petty, R. E., & Wegener, D. T. (1998). Matching versus mismatching attitude functions: Implications for scrutiny of persuasive messages. Personality and Social Psychology Bulletin, 24, 227-240.

(16) Fein, S., & Spencer, S. J. (1997). Prejudice as self-image maintenance: Affirming the self through derogating others. Journal of Personality and Social Psychology, 73, 31-44.

(17) Fazio, R. H., Blascovich, J., & Driscoll, D. M. (1992). On the functional value of attitudes: The influence of accessible attitudes upon the ease and quality of decision making. Personality and Social Psychology Bulletin, 18, 388-401.

(18) Wilson, T. D., & Schooler, J. W. (1991). Thinking too much: Introspection can reduce the quality of preferences and decisions. Journal of Personality & Social Psychology, 60, 181-192.



**Part 5. Impact on Perception and Cognition:**

## Section Overview

*Readings:*

(19) Hastorf, A., & Cantril, H. (1954). They saw a game: A case study. Journal of Abnormal and Social Psychology, 49, 129-134.

(20) Lord, C.G., Ross, L., & Lepper, M.R. (1979). Biased assimilation and attitude polarization: The effects of prior theories on subsequently considered evidence. Journal of Personality and Social Psychology, 37, 2098-2109.

(21) Ross, M., McFarland, C., & Fletcher G. J. O. (1981). The effect of attitude on the recall of personal histories. Journal of Personality and Social Psychology, 40, 627-634.

(22) Roskos-Ewoldson, D. R., & Fazio, R. H. (1992). On the orienting value of attitudes: Attitude accessibility as a determinant of an object's attraction of visual attention. Journal of Personality and Social Psychology, 63, 198-211.

(23) Sweeney, P. D., & Gruber, K. L. (1984). Selective exposure: Voter information preferences and the Watergate affair. Journal of Personality and Social Psychology, 46, 1208-1221.

**Part 6. Impact on Behavior**

## Section Overview

*Readings:*

(24) LaPiere, R. (1934). Attitudes versus actions. Social Forces, 13, 230-237.

(25) Lord, C. G., Lepper, M. R., & Mackie, D. (1984). Attitude prototypes as determinants of attitude-behavior consistency. Journal of Personality and Social Psychology, 46, 1254-1266.

(26) Ajzen, I., & Fishbein, M. (1973). Attitudinal and normative variables as predictors of specific behaviors. Journal of Personality and Social Psychology, 27, 41-57.

(27) Fazio, R. H., & Williams, C. J. (1986). Attitude accessibility as a moderator of the attitude-perception and attitude-behavior relations: An investigation of the 1984 presidential election. Journal of Personality and Social Psychology, 51, 505-514.

**Appendix**

Jordan, C. H., & Zanna, M. P. How to read a journal article in social psychology.