COURSE GOALS:

The goal of this course, geared toward graduate students in social psychology, is to have students become familiar with some of the major issues and controversies that currently engage researchers interested in attitudes. It is assumed that students have the knowledge equivalent of that provided in Psychology 630. This quarter the seminar will focus specifically on issues concerning implicit measures of attitude. Many of the readings will be chapters written very recently for a forthcoming volume edited by Petty, Fazio, and Briñol (in press), *Attitudes: Insights from the new implicit measures*. Mahwah, NJ: Erlbaum Associates.

GENERAL BACKGROUND READING:


Note. This chapter will be especially useful for those who are unfamiliar with the development and use of implicit measures in social psychological research over the last decade. The chapter reviews the seminal literature and highlights a number of questions and issues that continue to generate research. Thus, it will provide an informative context for many of the topics we will be pursuing.

COURSE TOPICS: (tentative; subject to change depending on the availability of a few key chapters from the edited volume)

- Jan 8: Course overview
- Jan 15: MARTIN LUTHER KING HOLIDAY (No Class)
- Jan 22: Dual systems approaches to evaluative judgment (RP) [A]
- Jan 29: Using implicit measures to assess self-esteem (RF) [B]
- Feb 5: Cognitive consistency and attitudinal ambivalence (RP) [A]
- Feb 12: The IAT: What does it measure and how does it work? (RF) [B]
- Feb 19: Interpretational issues regarding implicit measures (RF) [A]
- Feb 26: Using implicit measures to understand prejudice (RP) [B]
- Mar 5: How shall we conceptualize an attitude?

COURSE REQUIREMENTS:

Readings from original sources will be assigned each week. These readings will be made available on the Carmen website, http://carmen.osu.edu. On the first day, the class will be divided into an “A” and a “B” group. Each week one of the groups (noted above) will write an answer to the “question of the week.” This question will be assigned one week in advance. Each week members of the other group will be assigned a particular reading for the following week. Their job will be to summarize the key points of their assigned reading for the class, and to indicate what the strengths and weaknesses are of this reading, and how it contributes to the question of the week. These papers will focus on these issues as related to their assigned reading rather than the thought question more generally. Papers will be no longer than 2 pages (typed, double spaced, 12 point font, 1 in. margins) in length. The “question of the week” papers are due at the beginning of class; please hand in two copies. One of the instructors will return these papers with comments the next week. The readings papers should be e-mailed to Rich and Russ by midnight on the Sunday before class (petty.1@osu.edu; fazio.11@osu.edu). They will be used by the instructors to anticipate and organize the discussion.

GRADING:

The grading will be based on the weekly papers (50%) and class discussion (50%).
January 22 – Topic 1
Dual Systems Approaches to Evaluative Judgment

Background Readings:

Main Readings:

Question of the Week:
Outline the best argument or evidence you have read (or can generate) for a dual systems approach to attitudes. Outline the best criticism you have read (or can generate) of this approach.
January 29 – Topic 2
Using implicit measures to assess self-esteem

Readings:

Dijksterhuis, A., Albers, L. W., & Bongers, K. C. A. (in press). Digging for the real attitude:
Lessons from research on implicit and explicit self-esteem. In R. E. Petty, R. H. Fazio, &
P. Briñol (Eds.) Attitudes: Insights from the new implicit measures. Mahwah, NJ:
Erlbaum.

heterogeneity of self-esteem: Exploring the interplay between implicit and explicit self-
esteeem. In R. E. Petty, R. H. Fazio, & P. Briñol (Eds.) Attitudes: Insights from the new


discrepancies between implicit and explicit measures of self-esteem. Psychological
Science.

Question of the Week:
The readings outline very different ways of conceptualizing implicit and explicit measures of
self-esteem and their relation to one another, including dual and single construct approaches.
What reasons do you see for adopting one approach over the other?
February 5 – Topic 3
Consistency and Ambivalence Processes in Explicit/Implicit Attitude Change

Background Reading:

Main Readings:

Question of the Week:
Can people have feelings of “inconsistency” or “hidden conflicts” of which they are not consciously aware? Based on the readings and your own thoughts, do your best to outline some arguments both for and against this idea.
February 12 – Topic 4
The Implicit Association Test: What does it measure and how does it work?

Readings:


Optional Readings:


Question of the Week:
The IAT has attracted a great deal of attention and has been used widely over the last few years. Given what has been learned to date, what would you conclude about the validity of the IAT as an implicit measure of attitudes? In other words, provide an assessment of the IAT.
February 19 – Topic 5
Interpretational issues regarding implicit measures

Readings:


Question of the Week:

This set of readings will expose you to a variety of conceptual and methodological distinctions regarding implicit measures. The authors argue that the distinctions are essential to the proper understanding of implicit measures. Which distinctions do you view as especially important, and why?
February 26 – Topic 6
Impact of Implicit Measures on Understanding Prejudice

Core Readings: READ ALL THREE OF THE ARTICLES BELOW


Empirical Examples (focus on correction processes): READ ONE OF THE ARTICLES BELOW


Question of the Week:

All things considered, how important have implicit measures been to our understanding of prejudice (e.g., very important, minimal importance?). What have implicit measures contributed to our understanding of prejudice? For example, can you identify psychological mechanisms or processes that were unlikely to be discovered with explicit measures alone? Be specific in defending your position (pro or con) on the importance of implicit measures for understanding prejudice.
March 5 – Topic 7
How shall we conceptualize an attitude?

**Readings:** (all are to appear in a forthcoming special issue of *Social Cognition* edited by Bertram Gawronksi)


Schwarz, N., Attitude construction: Evaluation in context.

Conrey, F. R., & Smith, E. R., Attitude representation: Attitudes as patterns in a distributed, connectionist representational system.

Fazio, R. H., Attitudes as object-evaluation associations of varying strength.

Note: Gawronski’s “Call for Papers” for the special issue is also posted for you to read

**Question of the Week:**

Considering the above readings, as well as the literature we have reviewed in this seminar regarding implicit and explicit measures, how would you propose that we view attitudes? What is an attitude?