

**PSYCHOLOGY 3313:1 - SOCIAL ATTITUDES
FALL-2016**

INSTRUCTOR:

Dr. James W. Downing
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PREREQUISITE:

and
Sciences

Enrollment in this course requires successful
completion of Introduction to Psychology
Introductory Statistics for the Behavioral
or consent of the instructor.

CLASS MEETINGS:

T, 6:00 pm - 8:50 p.m.
LH 309

REQUIRED TEXTS:

Cooper, J, Blackman, S. F, & Keller, K. T. (2016).
The science of attitudes. New York:
Routledge.

Pratkanis, A., & Aronson, E. (2001). Age of
propaganda: The everyday use and abuse of
persuasion (Rev. ed.). New York: W. H.
Freeman

“If we value independence, if we are disturbed by the growing conformity of knowledge, of values, of attitudes, which our present system induces, then we may wish to set up

conditions of learning which make for uniqueness, for self-direction, and for self-initiated learning.” Carl Rogers

Memo to: Students in PSY 3313:1, Sul Ross State University

From: Jay Downing

Social Attitudes, what in the world are social attitudes? I hope you will come to see the value of understanding and studying them. If you wonder why you do some of the things you do in your life, look no further than your attitudes toward people, places, and things. Most of the time, social psychologists study the emotional aspect of an attitude or how one affectively responds to some attitude object. In short, do we like, dislike, or feel neutral towards the object? To me this course's title implies the chance for each of us to do anything we wish that will add significantly to our own learning about attitudes. You will quickly find that attitudes are differentiated from beliefs, opinions, values, and habits. This course gives each of us an opportunity to read and think about such things as these: the meaning and measurement of attitudes; attitude strength and structure; attitudes and their function for individuals; methods of changing attitudes; predicting behavior from attitudes and its converse, predicting behavior from attitudes; resistance to persuasion; implicit measurement of attitudes; modeling the brain when studying attitudes; and techniques of propaganda and resisting its effects. I know this is only an initial list but it gives some idea of the range in which each of you can develop your own curriculum. Given that we are in the build up to a presidential election there will be many chances for us to apply what we have learned to the world outside of the classroom.

Next I will list some of my own thoughts for the course thus far. I have had a fair amount of time to think about the course and the plans are subject to change if you wish, within the limit of my own schedule and yours.

The First Meeting, Tuesday 8/23, 6:00 p.m.-8:50 p.m.

These should be long enough sessions to enable us to get acquainted, to consider plans for the remainder of the course, and to go over the reading list.

I would also like to use this time to draw out your own notions of other social attitude issues which may be of even greater concern to you than those previously mentioned. What are your goals for the course? What do you want to learn about social attitudes in the course? For example, I have said nothing about social attitudes in the family, such as when a parent tries to instill certain attitudes in their children, nor have I discussed the relationship between attitudes and their ability to predict behavior. I also did not discuss the idea of attitudes towards oneself. I hope this will be a free-for-all discussion about social attitudes. Take a look at the table of contents for each text and I imagine you will have some ideas of topics to learn about in the course.

“I don't like that man. I must get to know him better.” ~Abraham Lincoln

The Group Experience, Tuesday 8/30, and Tuesday 9/6, 6:00 p.m.-8:50 p.m.

During these sessions we will participate in an encounter group experience in which, among other goals, we will each have the opportunity to grow in the understanding and acceptance of ourselves, self-worth, and sensitivity in relationship to others. This group will be a place for us to be ourselves, to express our immediate feelings about ourselves and others. I see this as an experiential exercise in attitude expression and possibly change in attitudes toward others in the class and ourselves.

Reading List

I have tried to make up a broad gauge reading list for this class. The reading list includes a wide range of readings from social psychology, political science, and communications. I have included both books and journal articles for your consideration.

The Cooper, Blackman, and Keller is an up-to-date examination of the many different areas of study that make up research on social attitudes. The Pratkanis and Aronson book, on the other hand, focuses on propaganda and its use. **I expect you to read, study, and understand all the material from the two texts (The Science of Attitudes and Age of Propaganda) you purchase for the course as well as any other things we decide to read.**

The reading list includes a listing of the major studies done in this field. I am happy for suggestions to add to the list. Nothing on the reading list is required reading. It instead represents instead a rich storehouse from which you may draw the kinds of things that have the most meaning to you. You may also want to go well beyond this list into other areas of social attitudes that have special interest to you.

I will comment in our first course meetings on each book on the list about which I have personal knowledge. This should help you choose the points where you want to start.

“The last of the human freedoms is to choose one's attitudes.” ~Viktor Frankl

Requirements

There are several aspects of the course which will be required. The **first requirement** is as follows: I wish to have a list of the readings you have done for the course turned in just before mid-semester, at the beginning of class on Tuesday, October 4. I want to have the updated reading list turned in again at the end of the course. In the lists you should write entries that indicate the way you have read the selection. For example, you might list a book or a chapter from the Cooper, Blackman, and Keller text or the book by Pratkanis and Aronson and state “Chapters 3 and 6 were read thoroughly.” You might list another book or chapter from one of the base texts or the reading list and state “Skimmed the book and found it was over my head.” You might list another book and say, “I got so much out of this book that I read it twice and made careful notes on Chapters 5 through 12.” You might state, “I was repelled by the whole point of view and only read enough to become convinced that I was disgusted with the author.” In other words, **what is wanted is an honest account of what you have read and the depth to which you have read the material you covered.** The books do not necessarily have to be on the reading list. If you find texts or articles that apply to the study of social attitudes please let me know about them so I can include them on the list. ***I do want to read entries for everything you read for this course during the fall semester. As I said up above, I expect you to read, study, and understand all the material from the two texts (The Science of Attitudes***

and Age of Propaganda) you purchase for the course. Your knowledge of the material in the texts will be asked about on the final exam.

The **second requirement** is that you **complete a research proposal that will investigate an original question related to the area of social attitudes of interest to you.** This proposal should be a study you could reasonably conduct as a student here at Sul Ross if you had the time. In fact, those of you who want to go to graduate school may choose to use this project as a means to get working on some research. I will give you a copy of a research proposal. This will give you a template to follow as you design your own project.

A **third requirement** is that you write one reaction report every week based on any readings, any experience, or any discussion you may have had. This report can be as long or as short as you desire. It should, however, be limited to your reactions, by this I mean your feelings. I want you to feel as free as possible in these reports in expressing your feelings about anything you want to write about, whether or not it has anything to do with the course. Your first reaction report is due Tuesday, August 30 at the beginning of class. You will submit your reaction reports to Blackboard. Subsequent reaction reports are due September 6, 13, 20, & 27, October 4, 11, 18, & 25, November 1, 8, & 15.

The **final requirement** is to be your personal reaction to the course as a whole. I would like this turned in to me in a sealed envelope with your name on the outside. You are at liberty, however, to mark on it, "please do not open until the final grades have been turned in." If you mark the envelope in this fashion, I assure you I will honor your request.

In this reaction I would like you to state very honestly what the course has meant to you, both positively and negatively. I would like any criticisms you have to make of the course and suggestions of ways in which it might be improved. This in short is your opportunity to evaluate the course, the instructor, and the manner in which the course has been carried out. It will not have any influence on your final grade but if you are fearful that it might have such an influence please mark your envelope as suggested, and I will not open it until all the grades have been turned in. I know you get to evaluate me for the university but I like getting feedback sooner than next semester about the course.

Failure to complete any of the above requirements will result in a failing grade being assigned for the course.

Turn off all electronic equipment before you enter the classroom. This means cell phones, pagers, etc. I want to be able to count on your full attention during our time together.

A passing grade in the course will not be turned in until all of these requirements have been fulfilled.

Attendance is very important in this class. I reserve the right to drop a student from the class with a failing grade if he or she misses three class days.

Please note: Every member of the class is assured of a passing grade if the basic requirements listed here are completed. Whether the student obtains a "C," "B," or "A" depends upon his or her achievement on an objective examination which will be based on the academic material covered in the course. This exam will be multiple choice, true-false, short answer, and essay in format and will be given on Tuesday, December 6, from 6:00 p.m. to 8:00 p.m. in LH 309. The final letter grade assigned in the course does not represent a measure of achievement in the realization of any personal values other than knowledge of specific factual information. The most important self-evaluations will have to be made by you some time in the future, perhaps

months from the end of the class.

“The greatest discovery of my generation is that a human being can alter his life by altering his attitudes.” ~William James

Below you will find the Student Learning Objectives (SLO) dealt with in this course. The student learning objectives follow and relate, to a greater or lesser extent, to each SLO dealt with in the course.

Program Learning Objective (SLO #3)

1. The graduating psychology student will attain a level of competency in the area of social psychology that indicates value has been added over the course of their psychology education.

Program Learning Objective (SLO #4)

2. The graduating psychology student will attain a level of competency in the area of experimental methodology in psychology that indicates value has been added over the course of their psychology education.

Required Task-Reaction Reports:

Goal One: The student will demonstrate the ability to engage in the self-expression of emotions by writing weekly reaction reports. (Affective Domain: Respond)

Goal Two: The student will demonstrate value development by reporting an emotion they experienced in the reaction reports. (Affective Domain: Value Development)

Required Task-Reading Log:

Goal Three: The student will write an evaluation of the readings they complete for the course that will be examined both at the mid-term and the end of the semester. (Cognitive Domain: Evaluation)

Goal Four: The student will demonstrate an awareness of their responsibility for their development as a life-long learner by taking personal responsibility for the volume of readings they complete. (Affective Domain: Value Development)

Required Task-Research Proposal:

Goal Five: The student will create an original testable hypothesis or research question as the basis for their research proposal. (Psychomotor Domain: Creation)

Goal Six: The student will write an original research proposal within the area of attitude research. (Cognitive Domain: Synthesis)

SPECIAL NOTATION FOR EDUCATION STUDENTS:

I know that some education students may take this course. This course addresses some of the objectives of the TExES Exam for the subject area of social science, which includes a psychology portion. Specifically, this course may address the following objectives, among others.

Domain III

Geography, Culture, and the Behavioral and Social Sciences

Competency 13 (Social, Anthropological, and Psychological Concepts and Processes)

The teacher applies sociological, anthropological, and psychological concepts and processes to understand cultural formation and change, intergroup relations, and individual development.

- Demonstrates knowledge of the history and theoretical foundations of psychology.
- Demonstrates knowledge of the behavioral, social, cognitive, and personality perspectives of human learning.
- Understands basic psychological principles and including those related to motivation, sensation and perception, personality, relationships between biology and behavior, and relationships between the self and others.

The interested student is informed that for full information concerning the TExES exam in education concerning psychology as a part of the social sciences, they should contact the SRSU Education Department for materials concerning test preparation and administration. It is the student's responsibility to inform the instructor of this course if he or she is a candidate for the exam. If so, the instructor can guide them to resources that will assist with their exam preparation.

TENTATIVE CLASS SCHEDULE FOR PSYCHOLOGY 3313:001

<u>DATE</u>	<u>TEXT READINGS</u>	
	<u>WEEK</u>	<u>TOPIC</u>
		<u>TO MASTER BEFORE YOU COME TO CLASS</u>
8/23	1 & Conversation	Introduction, Course Overview,
8/30	2	Encounter Group, Day 1
9/6	3	Encounter Group, Day 2
9/13		4 <u>Attitudes: The Meaning</u> <u>The Science of</u> 1-22 Pages and Measurement of Attitudes; Attitude Strength and Structure Pages 23-57
9/20		5 <u>Attitudes: The</u> <u>The Science of</u> 58-82 Pages Functions of Attitudes
9/27		6 <u>Attitudes: Persuasion:</u> <u>The Science of</u> 83-113 Pages Classic Approaches
10/4	7 Pages 114-144	<u>The Science of Attitudes: Dual-Process</u> Theories of Attitude Change
10/11		8 <u>Attitudes: Predicting</u> <u>The Science of</u> 145-168 Pages Behavior from Attitudes
10/18		9 <u>Attitudes: Predicting</u> <u>The Science of</u> 169-198 Pages Attitudes from Behaviors
10/25		10 <u>Attitudes: Resistance</u> <u>The Science of</u> 199-225 Pages to Persuasion

11/1			11 <u>Attitudes: Implicit</u> 226-257	<u>The Science of</u> Pages Measurement of Attitudes
11/8			12 Night-2016	Election
11/15			13 <u>Attitudes: New Frontiers</u> 258-282	<u>The Science of</u> Pages In Attitude Research: Accessing and Modeling the Brain
11/22	14	<u>Age of Propaganda</u>		<u>Pages 1-203</u>
11/29	15	<u>Age of Propaganda Conclusions and Final Class Conversation</u>		<u>Pages 207-356</u>
12/6			FINAL EXAM, 6:00 PM–8:00 PM, LH 309 (Covers material from all texts & any other class materials)	

Initial Reading List for Social Attitudes

Part One

Approaches to Studying Attitudes and Opinions

Background: History and Concepts

Allport, G. W. (1985). The historical background of social psychology. In G. Lindzey and E. Aronson (Eds.). The handbook of social psychology, (3rd ed., Vol. 1, pp. 35-38). New York: Random House. **302 H236, 1985 v.1**

Breckler, S. J. (1986). Empirical validation of affect, behavior, and cognition as distinct components of attitude. Journal of Personality and Social Psychology, *47*, 1191-1205.

Eagly, A H. (1992). Uneven progress: Social psychology and the study of attitudes. Journal of Personality and Social Psychology, *63*, 693-710.

Eagly, A. H., & Chaiken, S. (1993). The psychology of attitudes. (pp. 1-20). Philadelphia: Harcourt Brace Jovanovich. **152.4 E11P 1993**

McGuire, W. J. (1985). Attitudes and attitude change. In G. Lindzey and E. Aronson (Eds.). The handbook of social psychology, (3rd ed., Vol. 2, pp. 233-241). New York: Random House. **302 H236, 1985 v.2**

Rokeach, M. (1968). Beliefs, attitudes, and values: A theory of organization and change. San Francisco: Jossey-Bass. **152.452 R742B**

Measurement of Attitudes

Cacioppo, J. T., & Berntson, G. G. (1994). Relationship between attitudes and evaluative space: A critical review, with emphasis on the separability of positive and negative substrates. Psychological Bulletin, 115, 401-423.

Crites, S. L., Jr., & Cacioppo, J. T., Gardner, W. L., & Berntson, G. G. (1995). Bioelectrical echoes from evaluative categorization: II. A late positive brain potential that varies as a function of attitude registration rather than attitude report. Journal of Personality and Social Psychology, 68, 997-1013.

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.

Lord, C. G., Desforjes, D. M., Fein, S., Pugh, M. A., & Lepper, M. R. (1994). Typicality effects in attitudes toward social policies: A concept-mapping approach. Journal of Personality and Social Psychology, 66, 658-673.

Roese, N. J., & Jamieson, D. W. (1993). Twenty years of bogus pipeline research: A critical review and meta-analysis. Psychological Bulletin, 114, 363-375.

Structure and Function of Attitudes and Beliefs

Fishbein, M., & Ajzen, I. (1975). Belief, attitude, intention, and behavior: An introduction to theory and research. Reading, MA: Addison-Wesley. **152.452 F532B**

Jackson, L. A., Hodge, C. N., Gerard, D. A., Ingram, J. M., Ervin, K. S., & Sheppard, L. A. (1996). Cognition, affect, and behavior in the prediction of group attitudes. Personality and Social Psychology Bulletin, 22, 306-316.

Maijo, G. R., & Olson, J. M. (1995). Relations between values, attitudes, and behavioral intentions: The moderating role of attitude function. Journal of Experimental Social Psychology, 31, 266-285.

Olsen, J. M., & Zanna, M. P. (1993). Attitudes and attitude change. Annual review of psychology, 44, 118-124.

Pratkanis, A. R., Breckler, S. J., & Greenwald, A. G. (Eds.). (1989). Attitude structure and function. Hillsdale, NJ: Erlbaum. **152.4 A885 1989**

Priester, J. R., Cacioppo, J. T., & Petty, R. E. (1996). The influence of motor processes on attitudes toward novel versus familiar semantic stimuli. Personality and Social Psychology Bulletin, 22, 442-447.

Smith, M. B., Bruner, J. S., & White, R. W. (1956). Opinions and personality. New York: Wiley. **301.154 S655O**

The Structure of Public Opinion

Converse, P. E. (1964). The nature of belief systems in mass publics. In D. E. Apter (Ed.), Ideology and discontent (pp. 206-261). New York: Free Press.

Judd, C. M., & Milburn, M. A. (1980). The structure of attitude systems in the general public: Comparisons of a structural equation model, American Sociological Review, 45, 627-643.

Formation of Attitudes and Opinions

Boninger, D. S., Krosnick, J. A., & Berent, M. K. (1995). Origins of attitude importance: Self-interest, social identification, and value relevance. Journal of Personality and Social Psychology, 68, 61-80.

Cacioppo, J. T., Priester, J. R., & Berntson, G. G. (1993). Rudimentary determinants of attitudes. II: Arm Flexion and Extension have differential effects on attitudes. Journal of Personality and Social Psychology, 65, 5-17.

Cialdini, R. B., Trost, M. R., & Newsom, J. T. (1995). Preference for consistency: The development of a valid measure and the discovery of surprising behavioral implications. Journal of Personality and Social Psychology, 69, 318-328.

Greenwald, A. G., & Banaji, M. R. (1995). Implicit social cognition: Attitudes, self-esteem, and stereotypes. (1995). Psychological Review, 102, 4-27.

Krosnick, J. A., Boninger, D. S., Chuang, Y. C., Berent, M. K., & Carnot, C. G. (1993). Attitude strength: One construct or many related constructs? Journal of Personality and Social Psychology, 65, 1132-1151.

Levine, G. M., Halberstadt, J. B., Goldstone, R. L. (1996). Reasoning and the weighing of attributes in attitude judgments. Journal of Personality and Social Psychology, 70, 230-240.

Lieberman, A., & Chaiken, S. (1996). The direct effect of personal relevance on attitudes. Personality and Social Psychology Bulletin, 22, 269-279.

Pomerantz, E. M., Chaiken, S., & Tordesillas, R. S. (1995). Attitude strength and resistance processes. Journal of Personality and Social Psychology, 69, 408-419.

Wilson, T. D., Hodges, S. D., LaFleur, S. J. (1995). Effects of introspecting about reasons: Inferring attitudes from accessible thoughts. Journal of Personality and Social Psychology, 69, 16-28.

Communication of Attitudes and Opinions

Ball-Rokeach, S. J., Rokeach, M., & Grube, J. W. (1984). The great American values test: Influencing behavior and belief through television. New York: Free Press. **302.2345 B187G**

Iyengar, S. (1991). Is anyone responsible?: How television frames political issues. Chicago: University of Chicago Press. **302.2345 I97I 1991**

Iyengar, S., & Kinder, D. R. (1987). News that matters. Chicago: University of Chicago Press. **302.2345 I97N**

Petty, R. E., Schumann, D. W., Richman, S. A., & Strathman, A. J. (1993). Positive mood and persuasion: Different roles for affect under high and low elaboration conditions. Journal of Personality and Social Psychology, 64, 5-20.

Attitude Change Theories and Research: Methodology, Learning, and Judgment Approaches

Kiesler, C. A., Collins, B. E., & Miller, N. (1969). Attitude change: A critical analysis of theoretical approaches. New York: Wiley. **301.1 K74A**

Perloff, R. M. (1993). The dynamics of persuasion. Hillsdale, NJ: Erlbaum. **153.852 P451D 1993**

Attitude Change: Cognitive Theories and Research

Budesheim, T. L., Houston, D. A., & DePaola, S. J. (1996). Persuasiveness of in-group and out-group political messages: The case of negative political campaigning. Journal of Personality and Social Psychology, 70, 523-534.

- Chaiken, S., & Maheswaran, D. (1994). Heuristic processing can bias systematic processing: Effects of source credibility, argument ambiguity, and task importance on attitude judgment. Journal of Personality and Social Psychology, 66, 460-473.
- Cialdini, R. B. (1993). Influence: Science and practice (3rd ed.). New York: Harper-Collins. **153.852 C565IS 1993**
- Elliot, A. J., & Devine, P. G. (1994). On the motivational nature of cognitive dissonance: Dissonance as psychological discomfort. Journal of Personality and Social Psychology, 67, 383-394.
- Friedrich, J., Fetherstonhaugh, D., Casey, S., & Gallagher, D. (1996). Argument integration and attitude change: Suppression effects in the integration of one-sided arguments that vary in persuasiveness. Personality and Social Psychology Bulletin, 22, 179-191.
- Harmon-Jones, E., Brehm, J. W., Greenberg, J., Simon, L., & Nelson, D. E. (1996). Evidence that the production of aversive consequences is not necessary to create cognitive dissonance. Journal of Personality and Social Psychology, 70, 5-16.
- Leippe, M. R., & Eisenstadt, D. (1994). Generalization of dissonance reduction: Decreasing prejudice through induced compliance. Journal of Personality and Social Psychology, 67, 395-413.
- Romero, A. A., Agnew, C. R., & Insko, C. A. (1996). The cognitive mediation hypothesis revisited: An empirical response to methodological and empirical criticism. Personality and Social Psychology Bulletin, 22, 651-665.
- Rosselli, F., Skelly, J. J., & Mackie, D. M. (1995). Processing rational and emotional messages: The cognitive and affective mediation of persuasion. Journal of Experimental Social Psychology, 31, 163-190.
- Simon, L., Greenberg, J., & Brehm, J. (1995). Trivialization: The forgotten mode of dissonance reduction. Journal of Personality and Social Psychology, 68, 247-260.
- Smith, S. M., & Petty, R. E. (1996). Message framing and persuasion: A message processing analysis. Personality and Social Psychology Bulletin, 22, 257-268.
- White, P. H., & Harkins, S. G. (1994). Race of source effects in the elaboration likelihood model. Journal of Personality and Social Psychology, 67, 790-807.

Attitude-Behavior Consistency and Related Issues

- Bargh, J. A., Chaiken, S., Raymond, P., & Hymes, C. (1996). The automatic activation effect:

Unconditional automatic attitude activation with a pronunciation task. Journal of Experimental Social Psychology, 32, 104-128.

Biek, M., Wood, W., & Chaiken, S. (1996). Working knowledge, cognitive processing, and attitudes: On the determinants of bias. Personality and Social Psychology Bulletin, 22, 547-556.

The Development of Attitude Extremity

Brauer, M., Judd, C. M., & Gliner, M. D. (1995). The effects of repeated expressions on attitude polarization during group discussions. Journal of Personality and Social Psychology, 68, 1014-1029.

Downing, J. W., Judd, C. M., & Brauer, M. (1992). Effects of repeated expression on attitude extremity. Journal of Personality and Social Psychology, 63, 17-29.

Judd, C. M., & Downing, J. W. (1990). Political expertise and the development of attitude consistency. Social Cognition, 8, 104-124.

Miller, A. G., McHoskey, J. W., Bane, C. M., & Dowd, T. G. (1993). The attitude polarization phenomenon: Role of response measure, attitude extremity, and behavioral consequences of reported attitude change. Journal of Personality and Social Psychology, 64, 561-574.

Part Two **Public Opinion on Socially Important Topics**

Political Attitudes I

Alwin, D. F., Cohen, R. L., & Newcomb, T. M. (1991). Political attitudes over the life span: The Bennington women after fifty years. Madison, Wisconsin: The University of Wisconsin Press. **306.2 A477p 1991**

Kerlinger, F. N. (1984). Liberalism and conservatism: The nature and structure of social attitudes. Hillsdale, NJ: Erlbaum. **303.38 K39L**

McFarland, S. G., Ageyev, V. S., & Djintcharadze, N. (1996). Russian authoritarianism two years after communism. Personality and Social Psychology Bulletin, 22, 210-217.

Times Mirror. (1987). The people, the press, and politics. Reading, MA: Addison-Wesley.

Racism and Prejudice

- Biernat, M., Vescio, T. K., & Theno, S. A. (1996). Violating American values: A value congruence approach to understanding outgroup attitudes. Journal of Experimental Social Psychology, 32, 387-410.
- Bodenhausen, G. V., Schwarz, N., Bless, H., & Wanke, M. (1995). Effects of Atypical exemplars on racial beliefs: Enlightened racism or generalized appraisals? Journal of Experimental Social Psychology, 31, 48-63.
- Crandall, C. S. (1994). Prejudice against fat people: Ideology and self-interest. Journal of Personality and Social Psychology, 66, 882-894.
- 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.
- Herek, G. M., & Capitano, J. P. (1996). ASome of my best friends: Intergroup contact, concealable stigma, and heterosexuals' attitudes toward gay men and lesbians. Personality and Social Psychology Bulletin, 22, 412-424.
- Kite, M. E., & Whitley, Jr., B. E. (1996). Sex differences in attitudes toward homosexual persons, behaviors, and civil rights: A meta-analysis. Personality and Social Psychology Bulletin, 22, 336-353.
- Monteith, M. J. Contemporary forms of prejudice-related conflict: In search of a nutshell. (1996). Personality and Social Psychology Bulletin, 22, 461-473.
- Schuman, H., Steeh, C., & Bobo, L. (1985). Racial attitudes in America: Trends and interpretations. Cambridge, MA: Harvard University Press. **303.387 S392R**
- Sidanius, J., Pratto, F., & Bobo, L. (1996). Racism, conservatism, affirmative action, and intellectual sophistication: A matter of principled conservatism or group dominance? Journal of Personality and Social Psychology, 70, 476-490.
- Swim, J. K., Aikin, K. J., Hall, W. S., & Hunter, B. A. (1995). Sexism and Racism: Old-fashioned and modern prejudices. Journal of Personality and Social Psychology, 68, 199-214.

*****THE FOLLOWING THREE ARTICLES INVOLVE GENDER DIFFERENCES IN HOMOPHOBIA*****

- Oliver, M. B., & Hyde, J. S. (1993). Gender differences in sexuality: A meta-analysis. Psychological Bulletin, 114, 29-51.

Whitley, B. E., & Kite, M. E. (1995). Sex differences in attitudes toward homosexuality: A comment on Oliver and Hyde (1993). Psychological Bulletin, 117, 146-154.

Oliver, M. B., & Hyde, J. S. (1995). Gender differences in attitudes toward homosexuality: A reply to Whitley and Kite.. Psychological Bulletin, 117, 155-158.