

ANSC 510: COMMUNICATION, VALUES, ATTITUDES AND BEHAVIOR

INSTRUCTOR: Sheila T. Murphy
Spring 2013

OFFICE:

Location: 321H Annenberg School
Hours: Tuesdays 1:00 to 2:00 and by appointment
Phone: (213) 740-0945
Email: smurphy@usc.edu

COURSE WEBSITE: blackboard.usc.edu

Check your email linked to Blackboard regularly. The instructor will regularly send emails about class agenda and logistical arrangements through Blackboard.

Course description

This course is primarily an examination of persuasion. We will examine persuasion from a variety of perspectives and consider how the target, the techniques, the source, the message, and the channel of communication all interplay in persuasion.

Target: A successful persuasion attempt directed at one subgroup of the population may fail when applied to a different subgroup.

Techniques: There are a variety of techniques available for any persuasion attempt. Knowing when and how to use these techniques effectively is central to any persuasion attempt.

Source: Persuasion attempts can originate from a variety of sources (e.g. parents, friends, government and businesses). What characteristics of a source are typical within successful persuasion attempts?

Message: Although the content conveyed in different persuasion attempts differ there are features that can be utilized within a message to improve the effectiveness of persuasion attempts.

Channel: There are multiple methods with which to reach a persuasion target (e.g. print, word of mouth, the internet). We will examine the strengths and weaknesses of different channels.

Course format

Class will meet weekly for 2 hours and 50 minutes. Class meetings will consist of lectures, presentations, exercises, videos and/or discussions.

Course objectives

Persuasion is a dynamic and developing discipline. Persuasion techniques of one hundred or even five years ago are different in many ways from effective persuasion techniques utilized today. This is due to a variety of reasons but primarily our understanding of persuasion has evolved, the target of persuasion techniques (us) has changed over the years, and finally new channels for persuasion (e.g., the internet) are now available. However, there are still many important lessons and effective techniques to be learned from past studies. This course will therefore examine past and current persuasion techniques. The objective of this course is to educate you regarding a variety of persuasion attempts many of you are exposed to daily.

An effective first step in persuading others is to identify the persuasion attempts other are directing at you.

When you have completed this course you should be able to

1. Identify persuasion attempts by individuals and organizations.
2. Improve your ability to resist persuasion techniques.
3. Understand how persuasion differs across subgroups (e.g. gender and cultures).
4. Understand the relationship between behavior and attitudes.
5. Utilize persuasion more effectively in your own day-to-day lives.
6. Employ persuasion techniques to improve the effectiveness of campaigns.

Required materials

Perloff, R. (2010). *The Dynamics of Persuasion: Communication and Attitudes in the Twenty-First Century*, 4th Edition (Routledge Communication Series). New York: Routledge Press. ISBN # 978-0-315-80568 or ISBN-10: 0415805686

Cialdini, R. B. (2009). *Influence: Science and Practice* (5th ed.). Boston, MA: Pearson Press. ISBN# 0205609996 / 978-0205609994. Price: \$17

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. ISBN# 1433805618 / 978-1433805615. Price: \$23

Required journal articles are available for free on the course's blackboard.

Additional recommended but not required texts for further reading:

For another textbook that covers the same material you could read

Bettinghaus, E. P., & Cody, M. J. (1994). *Persuasive communication* (5th ed.). Fort Worth, TX: Harcourt Brace. ISBN# 0030553520 / 978-0030553523. (available for about \$10 used on Amazon)

For those who would like to delve further into theories of persuasion I recommend (but do not require)

Dillard, J. P. & Pfau, M. (2002). The Persuasion Handbook: Developments in Theory and Practice. Thousand Oaks, Sage Publishers.

*Relevant chapters from this book have asterisks * under Further Reading*

Course Requirements:

1. Attendance --- As we only meet once a week, and much of the material from lecture does not always overlap with that of the text, attendance is crucial. Everyone is allowed one unexplained absence per term. However, if you are absent more than once you must make an appointment to see me.

2. Reading assignments — The lectures presume you have done the assigned reading prior to coming to class. The lectures will make much more sense if you have done the background reading ahead of time.

3. Discussion leader — Each week a team of 2-3 individuals will present the key concepts from the previous week in an innovative and entertaining manner. **20%**

4. Midterm paper — You will write a 15 page paper (excluding references and appendices) on an assigned topic demonstrating your knowledge of the theories covered in the first half of the class. **30%**

5. Final paper — You will design an attitude change campaign on a topic of your own choosing integrating theories from the entire semester (18-20 pages) **40%**

6. In class presentation — This course attempts to enable you not just to design a persuasive campaign but to impart that information to others in a coherent and professional manner. Consequently, in the final class period you will prepare and present an 8-10 minute summary of your campaign to the class. **10%**

Final grades: Each student's final grade will be based on the total number of points earned according to the following scale:

Letter Grade	Grade Range
A	93-100%
A-	90-92.99%
B+	87-89.99%
B	83-86.99%
B-	80-82.99%
C+	77-79.99%
C	70-76.99%
D	60-69.99%
F	59.99% or less

Some students think that putting effort into a course automatically equals an “A” grade regardless of the level of mastery of the course material. In other words, some students mistakenly equate effort with mastery. For example, a runner can put a lot of effort into a race, but if the runner has not mastered the effective techniques of running, they may perform poorly.

Paper guidelines:

1. Papers must be word-processed, double-spaced, in 12-point Times New Roman font with 1 inch margins on all sides of the page.
2. Papers should be stapled in the top left corner.
3. Before you turn in your paper make sure you keep both a hard copy and a Word file.
4. Please ensure that each paper is written in APA style by referring to the APA manual.
5. Typos and spelling errors are unforgivable at this level and reflect poorly on you. This is a professional program and *a paper with multiple grammar, typo or spelling errors will receive substantial deductions.*
6. If you are not a native English speaker it is recommended that you have a native English speaker perhaps from the Learning Lab look over your paper for grammar. The content of the paper, however, must be yours alone.
7. There will also be substantial penalties for assignments turned in after the deadline (up to one grade per day). An “incomplete” will only be given by the university with a documented emergency.

Delivery of Assignments

All written assignments must be 1) submitted via blackboard and 2) submitted as a hard copy to the Annenberg mailroom or to me in class.

All papers (midterm and final) can be submitted in either .doc or .docx format. Do NOT submit papers in .pdf format. If you make a mistake or wish to submit a revised version blackboard will allow you to do so.

Delivering your assignments on time is crucial to your success in this course. The deadlines for each submission are provided with each assignment. Missing deadlines incurs significant penalties (e.g., half of the possible score). Any late assignment still has to be completed and delivered, or it may prevent you from completing the course.

The requirement of an electronic copy submitted via blackboard and a hard copy to the Annenberg mailroom or in person during class ensures I should receive at least one copy of your document before the deadline. This allows you to avoid late points due to electronic delivery problems or other problems.

Classroom atmosphere

In this course, we will engage in classroom discussions. Any true discussion involves personal exposure and taking risks. Your ideas may or may not be consistent with those of your classmates. However, as long as your points are supportable, they need to be respected by all of us in the classroom.

There will be times when you will give wrong answers to technical questions posed during classroom discussions. This is acceptable because if you knew everything about persuasion, you would most likely not be enrolled in this course.

Note on use of personal laptops during class.

Many of you expect to be able to use your personal laptops in class. Laptops are useful tools but also distracting devices. When you have your laptop in front of you, there is a temptation to IM, email, check sport scores, or watch YouTube videos while your peers are trying to engage in the lecture. This is very frustrating. When you are using your laptop for tasks other than note taking you also distract those next to you. Distracting fellow students who are trying to attend to the lecture material is a selfish act. As an instructor it is typically obvious when a student is using their laptop for tasks unrelated to the class. To improve the classroom atmosphere please use laptops only for tasks related to the class.

Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. The Annenberg School for Communication is committed to upholding the University's Academic Integrity code as detailed in the in the SCampus Guide. It is the policy of the School to report all violations of the code. Any serious violation or pattern of violations of the Academic Integrity Code will result in the student's expulsion from the Communication Management program.

All submitted work for this course may be subject to an originality review as performed by Turnitin technologies (<http://www.turnitin.com>) to find textual similarities with other Internet content or previously submitted student work. Students of this course retain the copyright of their own original work, and Turnitin is not permitted to use student-submitted work for any other purpose than (a) performing an originality review of the work, and (b) including that work in the database against which it checks other student-submitted work. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

USC policy for students with disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

Lateness

Working professionals occasionally must submit an assignment late. To encourage everyone to hand in assignments, I will accept late work. However, in fairness to those who do turn things in on time there will be a price to pay for late work. I will grade all late assignments and then deduct percentage points. Work less than 24 hours late will be deducted 10%, work more than 24 hours late but under a week late will be deducted 25%. Each additional week will result in a further 25% deduction per week late up to a maximum of a 50% deduction.

The grade of incomplete (IN)

The University only allows instructors to assign a grade of incomplete if work is not completed because of documented illness or some other emergency. Removal of the grade of IN must be instituted by the student and agreed to by myself and the department and reported on the official “Incomplete Completion Form” to the University.

Changes to syllabus

The course schedule will be followed as closely as possible but may vary. Changes to the syllabus are unlikely to occur. However, I reserve the right to make changes. Any changes will be announced in class or by e-mail as far in advance as possible.

Date	Lecture Topic
Week 1 15 th Jan	Cognitive Influences
Week 2 22 nd Jan	Emotional and Motivational Influences
Week 3 29 th Jan	Individual Level Influences

Week 4 5 th Feb	Gender
Week 5 12 th Feb	Social Influences I
Week 6 19 th Feb	Social Influences II
Week 7 26 th Feb	MIDTERMS DUE NO LECTURE
Week 8 5 th Mar	Cross-Cultural Influences
Week 9 12 th Mar	Media Influences I
Week 10 19 th Mar	SPRING BREAK
Week 11 26 th Mar	Media Influences II
Week 12 2 nd Apr	Elaboration Likelihood Model (ELM) and Resistance to Persuasion
Week 13 9 th Apr	The Relationship between Attitudes and Behaviors
Week 14 16 th Apr	No class work on final
Week 15 23 rd Apr	Student Presentations
Week 16 30 th Apr	NO LECTURE Final Paper Due

ATTITUDE FORMATION AND CHANGE

Week 1: (1/15) COGNITIVE INFLUENCES

Perloff Chapter 1

A. Heuristics and Biases

Tversky, A. and Kahneman, C. (1974). Judgment under uncertainty: Heuristics and biases. Science, 185, 1124-113.

B. Schemata

Fiske, S. (2009). "Social Cognition and the Normality of Prejudgment" Chapter 3 from

Dovidio, Glick and Rudman (Eds). On the Nature of Prejudice: Fifty Years After Allport, Blackwell.

C. Stereotyping

Seiter, E. (1986). Stereotypes and the media: A re-evaluation. Journal of Communication, 36(2) 14-26.

Further reading:

Chapters 1-5 of R. Nisbett and L. Ross Human Inference.

Langer, E. J. (1978). *Rethinking the role of thought in social interaction*. In J. Harvey, et al. (Eds.), New Directions in Attribution Research.

Hamilton, D. and Trolie, T. (1986). *Stereotypes and Stereotyping: An overview of the cognitive approach*. In J. Dovidio and S. Gaertner, Prejudice, Discrimination and Racism, pp. 127-133.

Week 2: (1/22) EMOTIONAL AND MOTIVATIONAL INFLUENCES

Perloff Chapters 2 and 9

A. Conditioning and Modeling Approaches

B. Consistency Theories

Chapter 3 of Cialdini

C. Liking

Chapter 5 and 7 of Cialdini

D. The Primacy of Affect

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

E. Fear Appeals

Witte, K., Meyer, G., Martell, D. (2001). History of Health Risk Messages: Fear Appeal Theories from 1953 to 1991, Chapter 2 of Effective Health Risk Messages: A step by step guide. Thousand Oaks, Sage Publications.

F. Reactance

Further Reading:

Bettinghaus & Cody, Ch. 4

*Burgoon, M., Alvaro, E.2 & , Grandpre, J. & Greene, K.L. (2002). *Revisiting the Theory of Psychological Reactance: Communicating Threats to Attitudinal Freedom*, in Dillard and Pfau's The Persuasion Handbook: Developments in Theory and Practice, Sage.

Festinger, L. (1957). A Theory of cognitive dissonance. Evanston: Row and Peterson.

*Harmon-Jones, E. (2002). *A Cognitive Dissonance Theory Perspective on Persuasion*. In Dillard & Pfau's. The Persuasion Handbook: Developments in Theory and Practice. Thousand Oaks, Sage Publishers

Newcomb, T. (1968). *Interpersonal balance*. In Theories of Cognitive Consistency. Chicago: Rand McNally.

Schacter, S. and Singer, J. E. (1962). Cognitive, social and physiological determinants of emotional state. Psychological Review, 379-399.

Week 3: (1/29) INDIVIDUAL LEVEL INFLUENCES

Perloff Chapter 8

A. Attitudes as Functional

Katz, D. (1958). The functional approach to the study of attitudes. Public Opinion Quarterly, 20, 163-204.

B. The Self

Synder, M., and De Bono, K. G. (1985). Appeals to image and claims about quality: Understanding the psychology of advertising. Journal of Personality and Social Psychology, 49, 586-597.

C. Self-Efficacy

*Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. Psychological Review, 84, 191-215.

D. Product Placement

Balasubramanian, S. K., Karrh, J. A.; Patwardhan, H. (2006). Audience Response To Product Placements: An Integrative Framework and Future Research Agenda. *Journal of Advertising*, 35, 115-141.

Further Reading:

Bettinghaus & Cody, Ch. 6

Coover, G. E. & Murphy, S. T. (1999). *The communicated self: Exploring the interaction between self and social context.* Human Communication Research, 26(1), 125-147.

Lepper, M. R., Ross, L and Lau, R. R. (1986). *Persistence of inaccurate beliefs about the self: Perseverance effects in the classroom.* Journal of Personality and Social Psychology, 50, 482-491.

Markus, H. and Sentis, K. (1982). *The Self in Social Information Processing.* In J. Suls (Ed.) Social Psychological Perspectives on the Self. Hillsdale, NJ: Erlbaum, Pages 613-651 from Theories of Cognitive Consistency, Chicago: Rand McNally.

Week 4: (2/5) GENDER

Eagly, A. H. (1994). On comparing women and men. Feminism and Psychology, 4, 513-522.

Buss, D. M. (1995). Psychological Sex Differences: Origins through sexual selection. American Psychologist, 50, 164-168.

Eccles, J.S., Jacobs, J.E., & Harold, R.D. (1990). Gender role stereotypes, expectancy effects and parents socialization of gender differences. Journal of Social Issues, 46, 183-201.

Further reading:

Bettinghaus & Cody, Ch. 9

Lee, T. & Hwang, F. H. (2002). *Portrayal of Women In Movie Ads Changes Little From 1963-1993.* Newspaper Research Journal, 23, 4, 86-90.

Week 5: (2/12) SOCIAL INFLUENCES I

Perloff Chapter 10

A. Compliance

Chapters 3 and 6 of Cialdini
Milgram film in class

B. Reciprocity & Social Comparison

Chapter 2 of Cialdini

C. Scarcity

Chapter 7 of Cialdini

D. Bystander Apathy

Chapter 4 of Cialdini

Week 6: (2/19) SOCIAL INFLUENCES II

Perloff Chapter 12

A. Group Norms

Lapinski, M. K. & Rimal, R. N. (2005). An Explication of Social Norms. Communication Theory, 15(2), 127-147.

B. Social Identity

Hogg, M. A. & Reid, S. A. (2006). Social Identity, Self-Categorization, and the Communication of Group Norms. Communication Theory, 16, 7-30.

Further reading:

Bettinghaus & Cody, Ch. 7, 10, 11, 12, 13 & 14.

Asch, S. Effects of group pressure upon the modification and distortion of judgments. In Maccoby, E. Newcomb, T., and Hartley, E. Readings in Social Psychology, 3rd Edition MNH, pp. 174-183.

Boer, H. & Westhoff, Y. (2006). The Role of Positive and Negative Signaling Communication by Strong and Weak Ties in the Shaping of Safe Sex Subjective Norms of Adolescents in South Africa. Communication Theory, 16, 75-90.

Campbell, D. T. and Levine, R. A. (1968). Ethnocentrism and intergroup relations. In Theories of Cognitive Consistency, Chicago: Rand McNally. pp. 551-564.

Deutsch, M. and Gerard, H. (1955). A study of normative and informational influences on individual judgment. Journal of Abnormal and Social Psychology, 51, 629-636

Maccoby, E., Newcomb, T. and Hartley, E. Readings in Social Psychology, 3rd Edition (MNH), pp. 265-275.

Milgram, S. (1963). Behavioral study of obedience. Journal of Abnormal and Social Psychology, 67, 371-378.

Newcomb, T., Attitude development as a function of reference groups: The Bennington Study. In Nemuth, C. J. (1986). Differential contributions of majority and minority influence. Psychological Review, 93, 23-32.

Price, V., Nir, L. & Capella, J. N. (2006). Normative and Informational Influences in Online Political Discussions. Communication Theory, 16, 47-74.

Sherif, M. Group influences upon the formation of norms and attitudes. In Maccoby, E. Newcomb, T. and Hartley, E. (Eds.) Readings in Social Psychology, 3rd Edition (MNH), pp. 219-232.

- Smith, S. W., Atkin, C.K., Martell, D. Allen, R., & Hembroff, L. (2006). *A social Judgment Theory Approach to Conducting Formative Research in a Social Norms Campaign. Communication Theory*, 16, 141-152.
- Yanovitzky, I. & Rimal, R. (2006). *Communication and Normative Influence: An Introduction to the Special Issue. Communication Theory*, 16, 1-6

Week 7: (2/26) MIDTERM PAPER DUE – No class

Please remember to submit your paper via blackboard and deliver a hard copy (either in person at the Annenberg Mail Room next to student services – use mail slot if closed) or send papers to me at 321H Annenberg School for Communication, 3502 South Hoover St., USC, LA, CA 90089-0281.

Week 8: (3/5) CROSS-CULTURAL INFLUENCES

- Markus, H., & Kitayama, S. (1990). Cultural variation in the self concept. Culture and self: Implications for cognition, emotion and motivation. *Psychological Review*, 98, 224-253.
- Griffith, D. A. (2002). The role of communication competencies in international business relationship development. *Journal of World Business*, 37, 256-265.
- Gudykunst, W.B. & Lee, C. M. (2002). Cross-cultural communication theories. In Handbook of International and Intercultural Communication. (2nd edition), Gudykunst and Mody, Eds., p.25-50.

Further readings:

- Murphy, S. T. (1998). *A mile away and a world apart: The impact of independent and interdependent views of the self on US-Mexican communications. In J. Power and T. Byrd, (Eds.) Health Care Communication on the US/Mexico Border. Newbury Park, CA: Sage.*

Week 9: (3/12) MEDIA INFLUENCES 1

Perloff Chapters 6 & 7

A. Source, Message, Recipient and Channel Factors

B. Entertainment Education

- Slater, M.D., Rouner, D. & Long, M. (2006). Television Dramas and Support for Controversial Public Policies: Effects and Mechanisms. Journal of Communication, 56, 235-252.

Further reading:

Bettinghaus & Cody, Chs 3, 5 & 9.

Social Learning Theory, Modeling, and Parasocial Interaction in Entertainment Education.

- Bandura chapter in Singhal, A., Cody, M.J., Rogers, E.M., & Sabido, M. (Eds.)(2004). Entertainment-Education and Social Change: History, Research, and Practice.

Mahwah, NJ: Lawrence Erlbaum Associates.

Green, M. C., Garst, J. & Brock, T. (2004). *The Power of Fiction: Determinants and Boundaries*. In L.J. Shrum, (eds). *The Psychology of Entertainment Media*, Lawrence Erlbaum: New Jersey.

EE, Social Change & Social Capital

Singhal, A., Papa, M., Sharma, D., Pant, S., Worrell, T., Muthuswamy, N., Witte, K.

(2006). *Entertainment Education and Social Change: The Communication Dynamics of Social Capital*. *Journal of Creative Communications* 1:1, 1-18.

Domestic EE

Murphy, S. T., Frank, L. B., Moran, M., & Woodley, P. (2011). *Involved, transported or emotional? Exploring the determinants of change in entertainment education*. *Journal of Communication*.

Singhal, A. & Rogers, E. M. (2002). *A Theoretical Agenda for Entertainment-Education*, *Communication Theory*, 12(2), 117-135.

Singhal, A., Rao, N. & Pant, S. (2006). *Entertainment-Education and Possibilities for Second-Order Social Change*. *Journal of Creative Communications*, 1:3.

Slater, M.D. & Rouner, D. (2002). *Entertainment-Education and Elaboration Likelihood: Understanding the processing of narrative persuasion*. *Communication Theory*, May 12,2, 173-191

Slater, M.D., Rouner, D. & Long, M. (2006). *Television Dramas and Support for Controversial Public Policies: Effects and Mechanisms*. *Journal of Communication*, 56, 235-252.

International EE

Chatterjee, J., Murphy, S., Frank, L. and Bhanot, A. (2009). *The Importance of Interpersonal Discussion and Self-Efficacy in Knowledge, Attitude, and Practice Models*. *International Journal of Communication*, 3, 607-634. Available at: <http://ijoc.org/ojs/index.php/ijoc/article/view/444>.

Frank, L. B., Chatterjee, J. S., Chaudhuri, S., Lapsansky, C., Bhanot, A., & Murphy, S. T. (In press). *Talking and Complying: The Role of Interpersonal Discussion and Social Norms in Public Communication Campaigns*. *Journal of Health Communication*.

Murphy, S.T., Heather, H.J., Felt, L.J. & de Castro Buffington, S. (2011) *Public Diplomacy in Prime Time: Exploring the Potential of Entertainment Education in International Public Diplomacy*. *Journal of Media Psychology*

Week 10: (3/19) SPRING BREAK: NO LECTURE

Week 11: (3/26) MEDIA INFLUENCES II

Perloff Chapter 11

A. Agenda Setting

Iyengar, S. & Simon, A.F. (2000). *New Perspectives and Evidence on Political Communication and Campaign Effects*. *Annual Review of Psychology*, 51: 149-169.

B. Framing

Schneider, T. R. (2006). *Getting the Biggest Bang for Your Health Education Buck: Message Framing and Reducing Health Disparities*. *American Behavioral Scientist*,

49, 812-822.

C. Priming

- Scheufele, D. A., & Tewksbury, D. (2007). Framing, agenda setting, and priming: The evolution of three media effects models. *Journal of Communication*, 57, 9-20.
- Power, J., Murphy, S. T., & Coover, G. (1996). Priming prejudice: How stereotypes and counter-stereotypes influence attribution of responsibility and credibility among ingroups and outgroups. *Human Communication Research*, 23(1), 36-58.

Further Reading:

- Ball-Rokeach, Rokeach and Grube (1984). The Great American Values Test: Influencing belief and behavior through TV.
- Bandura chapter in Singhal, A., Cody, M.J., Rogers, E.M., & Sabido, M. (Eds.)(2004). Entertainment-Education and Social Change: History, Research, and Practice. Mahwah, NJ: Lawrence Erlbaum Associates.
- Berscheid, E. (1966). Opinion change and communicator-communicatee similarity and dissimilarity. *Journal of Personality and Social Psychology*, 4, 670-680.
- Berkowitz, L. and Rogers, K. H. (1986). A priming effect analysis of media influences. In J. Bryant and D. Zillman (Eds.) Perspectives on media effects, pp. 57-81. Hillsdale, NJ: Erlbaum, Inc.
- Chaiken, S., and Eagley, A. H. (1976). Communication modality as a determinant of message persuasiveness and comprehensibility. *Journal of Personality and Social Psychology*, 34, 605-614.
- Entman, R. M. (1993). Framing: Toward clarification of a fractured paradigm. *Journal of Communication*, 43(4), 51-58.
- *Eveland, W. P. (2002). *The Impact of News and Entertainment.* In Dillard and Pfau
- Gamson, S. and Modigliani, A. (1987). The changing culture of affirmative action. In Research in Political Sociology, 3, 137-177.
- Gould, M. S., and Schaffer, D. (1986). The impact of suicide in T.V. movies: Evidence and imitation. *New England Journal of Medicine*, 315, 690-694.
- Green, M. C., Garst, J. & Brock, T. (2004). The Power of Fiction: Determinants and Boundaries. In L.J. Shrum, (eds). The Psychology of Entertainment Media, Lawrence Erlbaum: New Jersey.
- Iyengar, S. and Kinder, D. R. (1987). News That Matters. Chicago: University of Chicago Press.
- Kinder, D. R. and Sears, D. O. (1985). Public opinion and political behavior. Handbook
- Iyengar, S. & Simon, A.F. (2000). New Perspectives and Evidence on Political Communication and Campaign Effects. *Annual Review of Psychology*, 51: 149-169.
- Klapper, J. (1960). The effects of mass communications. New York: Free Press.
- *Kosicki, G. M. (2002). News Media and Considerations Affecting Political Judgments. In The Persuasion Handbook: Developments in Theory and Practice, Dillard and Pfau (Editors), Chapter 4, 63-82.
- Lippmann, W. (1922). Public Opinion. New York: MacMillan.
- Lippmann, W. (1925). The Phantom Public. New York: MacMillan.
- Mullen, B. et al. (1986). Newscasters' facial expressions and voting behavior of viewers: Can a smile elect a president? *Journal of Personality and Social Psychology*, 51, 291-295.
- Patterson, T. and McClure, R. (1976). The unseeing eye: The myth of television power in

- national elections. New York: G. P. Putnam.
- Phillips, D. (1980). Airplane accidents, murder and the mass media. Social Forces, 54, 1001-1024.
- Phillips, D. (1983). The impact of mass media violence on U.S. homicides. American Sociological Review, 48, 560-568.
- Roeh, I., Katz, E., Cohen, A., and Zeliger, B. (1989). Almost Midnight. Beverly Hills: Sage Publications.
- Rogers, E. (1988). Agenda-setting research: Where has it been? Where is it going? In James A. Anderson (Ed.) Communication Yearbook 11, pp. 555-594. Newbury Park, CA: Sage Publications.
- Salovey, P., Schneider, T. R., Apanovitch, A. M. (2002). Message Framing in the Prevention and Early Detection of Illness. In The Persuasion Handbook: Developments in Theory and Practice, (Dillard and Pfau, Editors), Chapter 20, 391-406.

Week 12: (4/2) ELABORATION LIKELIHOOD MODEL (ELM) AND RESISTANCE TO PERSUASION

Perloff Chapter 5

ELM

Petty, R. E., Cacioppo, J. T., Strathman, A. J., and Priester, J. R. (1994). To think or not to think: Exploring two routes to persuasion. In S. Shavitt and T. C. Brock (Eds.), Persuasion: Psychological insights and perspectives (pp. 113–148). Boston: Allyn and Bacon.

Resistance to Persuasion

Tormala, Z.L. & Petty, R.E. (2002). What Doesn't Kill Me Makes Me Stronger: The effects of resisting persuasion on attitude certainty. Journal of Personality and Social Psychology, Vol. 83, No. 6, 1298-1313.

Further Readings:

- Cialdini, et al. (1976). Elastic shifts of opinion. Journal of Personality and Social Psychology, 34, 663-672.
- *Fink, E.L., Kaplowitz, S. A., & McGreevy Hubbard, S. (2002). Oscillation in Belief and Decisions.
- Knowles, E. S. & Linn, J. A. (2004). Resistance and Persuasion. Lawrence Erlbaum, New Jersey.
- Rokeach, M. (1985). Inducing change and stability in belief systems and personality structures. Journal of Social Issues, 41, 153-171.

Week 13: (4/9) THE RELATIONSHIP BETWEEN ATTITUDES AND BEHAVIORS

Perloff Chapter 3

The Influence of Attitudes on Behavior

Ajzen, I. and Fishbein, M. (1977). Attitude-behavior relations: A theoretical analysis and review of empirical research. Psychological Bulletin, 84, 888-918.

The Influence of Behavior on Attitudes and Resisting Persuasion

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- Bandura chapter in Singhal, A., Cody, M.J., Rogers, E.M., & Sabido, M. (Eds.)(2004). *Entertainment-Education and Social Change: History, Research, and Practice*. Mahwah, NJ: Lawrence Erlbaum Associates

Further reading:

- Aronson, E. and Mills, J. (1959). *The effect of severity of initiation on liking for a group*, *Journal of Abnormal and Social Psychology*, *59*, 177-181.
- Bandura chapter in Singhal, A., Cody, M.J., Rogers, E.M., & Sabido, M. (Eds.)(2004). *Entertainment-Education and Social Change: History, Research, and Practice*. Mahwah, NJ: Lawrence Erlbaum Associates
- Cialdini, et al. (1976). *Elastic shifts of opinion*. *Journal of Personality and Social Psychology*, *34*, 663-672.
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- Lord, C. G., Ross, L. and 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.
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- McGuire, W. J. (1964). *Inducing resistance to change in persuasion: Some contemporary approaches*. In L. Berkowitz (Ed.), *Advances in Experimental Social Psychology*. New York: Academic Press.
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- Petty, R. E. and Cacioppo, J. T. (1979). *Issue involvement can increase or decrease persuasion*. *Journal of Personality*, *37*, 1915-1926.
- Rokeach, M. (1985). *Inducing change and stability in belief systems and personality structures*. *Journal of Social Issues*, *41*, 153-171.
- Ross, L., Lepper, M. R. and Hubbard, M. (1975). *Perseverance in self-perception and social perception*. *Journal of Personality and Social Psychology*, *32*, 880-892.

Week 14: (4/16) NO CLASS WORK ON FINAL

Week 15: (4/23) Students Presentations

Week 16: (4/30) NO CLASS FINAL PAPER DUE