Course Number: CMGT 510
Title: Communication, values, attitudes and behavior
Semester: Spring 2020
Time: Monday 2.00-4.50 pm
Room: ASC 240
Instructor: Nithya Muthuswamy
Office: ASC 321
Office hours: Monday 12.30- 1.30 pm and by appointment
Email: muthuswa@usc.edu (best for contact)
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*: Characteristics of the target must be considered for any persuasion attempt. 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 business). What characteristics of a source are typical within successful persuasion attempts?

- *Message***:** Although the content conveyed in different persuasion attempts will change 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 ultimate goal of this course is quite simple: We want to know how to be effective in **persuading** an audience, and we want you to understand why audiences respond to messages the way they do–what are the underlying processes or theories that explain success, and what explains failure? The overarching goal of this class is to impact receivers in a positive way: to educate or inform them, to change their perceptions and increase awareness, to change their beliefs and attitudes, to change behavioral intentions, to change behaviors, or to change norms. A key objective of this course is to educate you regarding a selection 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.

At the end of the course, students will be familiar with the uses of theory (communication, psychological, or sociological theories) that guide various campaigns or approaches to influencing others and understand how and why messages have particular effects on receivers.

When you have completed this course you should be able to
1. Identify persuasion attempts by individuals and organizations.
2. Understand how different persuasion attempts manipulate people.
3. Improve your ability to resist persuasion techniques.
4. Understand how persuasion differs across subgroups (e.g. gender and cultures).
5. Understand the relationship between behavior and attitude.
6. Utilize persuasion more effectively in your own day-to-day lives.
7. Employ persuasion techniques to improve the effectiveness of campaigns.

Required materials

- Cialdini, R. B. (2008). *Influence: Science and practice* (5th ed.). Boston, MA: Allyn & Bacon. ***Note use the 5th edition not the newer 6th edition***

- Perloff, R.(2017).*Communication and Attitudes in the Twenty-First Century* (6th Edition). Routledge Press. American Psychological Association(2009).

- Publication manual of the American Psychological Association (6th Ed.). Washington, DC: American Psychological Association.

- Readings posted on blackboard.

*Websites***:**

http://www.adcouncil.org/

▪ The Ad Council is responsible for a number of exceptional campaigns, including Smokey Bear, Give a Hoot, Friends Don't let Friends Drive Drunk, Buzzed Drinking is Drunk Driving, and the Crash Test Dummies. We will be discussing their report on PSA that made a difference, and citing some of their campaigns throughout the semester.

http://www.effie.org/
▪ You will want to explore Effie's "Winners' Showcase" to see which

campaigns have won awards for "effective advertising." We will refer to award-winning campaigns throughout the course, and will feature a number of these when we talk about effective campaigns.

https://en.wikipedia.org/wiki/The_Viral_Factory
▪ The Viral Factory was launched in London in 2001 and is credited with some of the viral ads used by Axe and other companies, with some success. They are very creative, and also sexy and potentially offensive to some – they never air on TV.

http://www.warc.com/

- Warc is a database providing resources for a number of topics in advertising around the world and you can search the terms "social media," "games," "storytelling," etc. Warc also lists award- winning campaigns.
- You can access the Warc database through USC Libraries at http://www.usc.edu/libraries/#eresources. In the field "Find a research database," type in "Warc" and the appropriate link will show up.

Evaluation of performance

- *Discussion presentations:* Pairs or small groups of three will lead discussion of reading material in an innovative and creative manner (5%).

- *PSAid*: This year there is no submission to the competition but for the course you prepare your work as though you are going to submit (5%).

- *Campaign Evaluation Paper:* You will be working individually to craft your own case study detailing the creation and implementation of a persuasive campaign of your choice. Details to be announced (15%).

- *Campaign Evaluation Presentation:* You will present the findings that you discovered in the analysis of your chosen campaign. Details to be announced (5%).

- *Applied project*: Work with a client to investigate an applied problem and then present a persuasion campaign to the client to address the problem (35%).

- *Final paper*: You will design an attitude change campaign of your own integrating theories from the entire semester (15%).

- *Final 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 a short summary of your campaign to the class (5%).

- *Blog*: Write a blog on a current persuasion related topic or marketing campaign. I will provide more details on the requirements later in the course (6%).

- *Revised blog*: Take the feedback I provide you on the blog and submit a revised version of your original report (4%).

- *Participation*: As we only meet once a week, and much of the material from lecture does not always overlap with that of the text, *attendance and participation is crucial*. Everyone is allowed one absence per term in recognition of the demands of life – however, note the make-up policy for any missed class (even the first class). If you do not attend class you are not participating. If you are *absent more than once* you will lose participation points unless a reason deemed valid by me is provided. If you miss a second class you are deducted 2% of the total grade, the third absence results in an additional 3%, the fourth an additional 5% (i.e., having four unexcused absences costs 10%, 2+3+5=10). Additionally, being absent from four or more classes opens the possibility that you may fail the course regardless of your performance in the class.

- *Reading assignments*: There are readings assigned for most lectures. The required readings are in the required textbooks and blackboard readings. It is likely I will do a short five minute closed book quiz on the assigned weekly readings starting about week 2 or 3. You are expected to pass the quiz. Failure to pass the quiz results in a deduction from your final grade.

- *Absence from class:* When you are absent from a class I need to ensure you understand the material. For this reason whenever you miss a class you owe me about three hours work (the length of a missed class). This means you will be required to write a five page paper on the material covered in the lecture that you missed. Five pages are about 1,500 words. You do not gain points for writing this paper. However, if you fail to submit a paper for a missed class you lose significant points from your final grade. The specific deduction is 5% for each missed paper. When you miss a class it is your responsibility to contact me within seven days to allow me to inform you of the material you will write five pages on and your due date for this paper. If you know ahead of time you are going to miss a class you can contact me before the missed class to discuss the five pages if you wish. Failing to contact me within seven days of the missed class equates to failing to complete the paper and you lose significant points from your final grade. This five page paper is required regardless of the reason for missing a class (e.g. family emergency, medical, work/career, sport, wedding/funeral, religious holiday). Note also the participation section in the evaluation of performance and how absence from class affects performance on this criterion. Completion of the five page paper does *not* compensate for your failure to participate in any class you miss. The five page paper should be emailed to me.

- *Small discussions:* In the following lectures starting next week, there will be in class small group discussions. You should be prepared to lead a discussion lead for about 6 minutes in a small group of 3-5 students. To prepare for this discussion you will bring to class a one-page printed document with some notes on it about what you intend to talk about. You will submit a hard copy (print-out) of this one-page document to me to allow me to see you were prepared for the discussion. This one-page document may be in note form but should make me believe you had enough material to talk for about 6 minutes. You will not receive credit for completing this but will lose points (1-2% from your final grade) each time you fail to submit this one-page document in class to me.

- **Final grades:** Your final grade is based on the total number of points earned. There will be no rounding. Plus/minus grades will be assigned according to the following scale:

Letter Grade	Grade Range
A	93-100%
A-	90-92.9999%
B+	87-89.9999%
B	83-86.9999%
B-	80-82.9999%
C+	77-79.9999%
C	73-76.9999%
C-	70-72.9999%
D+	67-69.9999%
D	63-66.9999%
D-	60-62.9999%
F	59.9999% 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, which is not true. 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, then the running performance will not be excellent.

Paper guidelines

- Papers must be type-written or word-processed, double-spaced, in 12-point Times New Roman font with 1 inch margins on all sides of the page.
- Papers should be stapled in the top left corner.
- Before you turn in your paper make sure you keep a copy of it.
- Please ensure that each paper is written in APA style. Refer to the APA manual.
- Finally, 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.*

Delivery of Assignments

- The following are important administrative issues about delivery of assignments: All written assignments must be 1) submitted via blackboard and 2) submitted as a hard copy to me in class or in the Annenberg mail box prior to deadline.
- All papers 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 should 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 me or in the mail box prior to the deadline 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 I assume that you do not know everything about persuasion. If you did, 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, you will tend 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.

Lateness

I realize that 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 up to 10%, work more than 24 hours late but under a week late will be deducted up to 25%. Work more than one week late will be deducted up to a 50% deduction.

The grade of incomplete (IN)

A grade of incomplete can be assigned only if there is work not completed because of documented illness or some other emergency. Students must NOT assume that I will agree to the grade of IN. 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"

Changes to syllabus

The course schedule will be followed as closely as possible but may vary depending on the pace of the class. 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.

Statement on Academic Conduct

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b/_. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct_.

The Annenberg School for Communication is committed to upholding the University's Academic Integrity code as detailed in the SCampus Guide. It is the policy of the School of Communication 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 major or minor.
It is particularly important that you are aware of, and avoid, plagiarism, cheating on exams, fabricating data for a project, submitting the same paper to more than one class, or submitting a paper authored by anyone other than yourself. If you have doubts about any of these practices, confer with a faculty member.
Resources on academic honesty can be found on the Student Judicial Affairs website:
(sjacs.usc.edu): In the general resources tab on this website the following two guides are especially relevant
1. "Guide to Avoiding Plagiarism" addresses issues of paraphrasing, quotations and citations in written assignments, drawing heavily upon materials used in the university's Writing Program;
2. "Understanding and Avoiding Academic Dishonesty" addresses more general issues of academic integrity, including guidelines for adhering to standards concerning examinations and unauthorized collaboration.
The "SCampus" (usc.edu/scampus) contains the university's Student Conduct Code and other student-related policies.
The School and the University is committed to the general principles of academic honesty that include and incorporate 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. By taking this course, students are expected to understand and abide by these principles. All submitted work for this course may be subject to an originality review as performed by TurnItIn technologies (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.

Disabilities policy
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 the instructors as early in the semester as possible. The phone number for DSP is (213) 740-0776. dsp.usc.edu/

Library access
As a USC student, you have access to all the library resources and the Annenberg Librarian, Chimene Tucker (cetucker@usc.edu), is available to assist you with any inquiry you may have.

Statement on Support Systems

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline - 1-800-273-8255
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. suicidepreventionlifeline.org

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center
For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu/

Bias Assessment Response and Support
Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response: studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs
Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Student Support & Advocacy – (213) 821-4710
Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC
Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information
Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. dps.usc.edu

Date	Lecture Topic	Notes
Week 1 13th Jan	Persuasion – Conceptual Framework and Definitions	
Week 2 20th Jan	Holiday - No class	
Week 3 27th Jan	Campaigns Communication And Analyzing Award Winning Campaigns	
Week 4 3rd Feb	Cognitive Influences	
Week 5 10th Feb	Compliance Principles	***Campaign Paper Due/ In class Presentations***
Week 6 17th Feb	Holiday – No class	
Week 7 24th Feb	Message Processing (ELM) Source Characteristics	***First Draft of Blog Posts***
Week 8 2nd Mar	Message Features Emotional Appeals	***PSAID***
Week 9 9th Mar	Receiver Characteristics	
16th Mar	Spring Break – no class	
Week 10 23rd Mar	Social Influence Social Identity	***Revised Blog Post***
Week 11 30th Mar	Social Learning Theory Entertainment Education	
Week 12 6th Apr	Theory of Planned Behavior and Health Belief Model	
Week 13 13th Apr	Media Influences	
Week 14 20h Apr	Cross cultural influences The relationship between Attitudes and Behaviors	
Week 15 27th Apr	Future Directions: Games, Transmedia Narrative Theory and Beyond	***Final Presentations***
Finals		***Final Paper***

Week 1: (13ᵗʰ January) *Persuasion: Conceptual Framework and Definitions*

Chapters 1 and 3 in *The Dynamics of Persuasion*. Perloff, R. (2017). *The dynamics of persuasion: Communication and attitudes in the twenty-first century.*

Drop box: read:

- WARC: #Like a Girl, (2016)
- WARC: Pantene: Women Against Labels, (2014)
- WARC: Procter & Gamble: Labels against women, (2015)

Week 2: (20ᵗʰ January) Holiday – No Class

Week 3: (27ⁿᵈ January) *Campaigns Communication And Analyzing Award Winning Campaigns*

Chapters 13 and 14 in *The Dynamics of Persuasion*. Perloff, R. (2017). *The dynamics of persuasion: Communication and attitudes in the twenty-first century.*

Drop box, read:

- Case study on Snickers
- Case study on World's Most Interesting Man
- Case study on Buzzed Drinking
- Ad Age: How to integrate social media into campaign strategy.
- Ad Age: Mobile advertising that works.
- Brown, 2006. What makes an ad persuasive.
- Twose and Jones. Creative effectiveness.
- Case studies on Selling Diamonds

Week 4: (3ʳᵈ February) *Cognitive Influences*

Hogan, J. M. (2012). Persuasion in the rhetorical tradition. In J. P. Dillard & L. Shen (Eds.), *The Sage handbook of persuasion* (Chapter 1). Thousand Oaks, CA: Sage.

Heuristics and Biases
Tversky, A., & Kahneman, C. (1974). Judgment under uncertainty: Heuristics and biases. *Science, 185,* 1124-1131.

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

Halo Effect
Coombs, T. W., & Holladay, S. J. (2006). Unpacking the halo effect: Reputation and crisis management. *Journal of Communication Management, 10*, 123-137.

Naquin, C. E., & Tynan, R. O. (2003). The team halo effect: Why teams are not blamed for their failures. *Journal of Applied Psychology, 88,* 332-340.

Social Cognition
Fiske, S. T. (2009). Social cognition and the normality of prejudgment. In J. F. Dovidio, P. Glick, and L. A. Rudman (Eds.), On the nature of prejudice: Fifty years after Allport (pp. 37-53). Singapore: Blackwell Publishing.

Week 5 : (10ᵗʰ February) *Compliance Principles in Play*

Cialdini, R. B. (2008). *Influence: Science and practice* (5th ed.). Boston, MA: Pearson Press.

Articles:

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

Foot-in-the-door and Door-in-the-face
Guéguen, N., Marchand, M., Pascual, A., & Lourel, M. (2008). Foot-in-the-door technique using a courtship request: A field experiment. Psychological Reports, 103, 529-534.
Guéguen, N., & Jacob, C. (2001). Fund-raising on the Web: The effect of an electronic foot-in-the-door on donation. CyberPsychology & Behavior, 4, 705-709.
Lecat, B., Hilton, D. J., & Crano, W. D. (2009). Group status and reciprocity norms: Can the door-in-the-face effect be obtained in an out-group context? Group Dynamics: Theory, Research, and Practice, 13, 178-189.
Millar, M. (2002). Effects of a guilt induction and guilt reduction on door in the face. Communication Research, 29, 666-680.
Millar, M. (2002). The effectiveness of the door-in-the-face compliance strategy on friends and strangers. The Journal of Social Psychology, 142, 295-304.

Week 6: Feb 17ᵗʰ Holiday

Week 7: (24ᵗʰ February) *Message Processing, and Source Characteristics*

Chapter 7 and 8 in *The Dynamics of Persuasion*. Perloff, R. (2017). *The dynamics of persuasion: Communication and attitudes in the twenty-first century* (6th ed.). New York: Routledge Press.

Petty, R. E., Cacciopo, 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.

Week 8: (2nd March) *Message Factors and Emotional Appeals*

Perloff, R. (2017). *The dynamics of persuasion: Communication and attitudes in the twenty-first century* (6th ed.). New York: Routledge Press.

- Chapter 9, pages 332–348
- Chapter 10.

Optional Reading: 2015 Schick taps digital influencers to reach millennials, located in Drop box; Week 7

Articles on the use of Humor and commercials:

Strick, M., van Baaren, R.B., Holland, R.W., & van Knippenberg, A. (2009). Humor in advertisements enhances product liking by mere association. *Journal of Experimental Psychology: Applied*, *15*, 35-45.
Young, D.G. (2008). The privileged role of the late-night joke: Exploring humor's role in disrupting argument scrutiny. *Media Psychology, 11*, 119-142.
Baumgartner, J.C. (2007). Humor on the next frontier : Youth, online political humor, and the JibJab effect. *Social Science Computer Review, 25*, 319-338.
Plant, A., Montoya, J.A., Rotblatt, H., Kerndt, P.R., Mall, K.L., Pappas, L.G., Kent, C.K., & Klausner, J.D. (2010). Stop the sores: The making and evaluation of a successful social marketing campaign. *Health Promotion Practices, 11*, 1, 23-33.
Sen, S. (2008). Determinants of consumer trust of virtual word-of-mouth: An observation study from a retail website. *The Journal of American Academy of Business, 14,* 1, 30-35..

Week 9: (March 9) *Receiver Factors*

Chapter 5 in the Perloff, *The Dynamics of Persuasion*.

Individual Influences:

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

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

Gender
Buss, D. M. (1995). Psychological sex differences: Origins through sexual selection. *American Psychologist, 50*, 164-168.
Eagly, A. H. (1994). On comparing women and men. *Feminism and Psychology, 4*, 513-52.
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.

March 16: Spring Break Holiday

Week 10: (23th March) *Social Influence and Social Identity*

Group Norms
Miller, G. R. (2012). On being persuaded: Some basic distinctions. In J. P. Dillard & L. Shen (Eds.), The Sage handbook of persuasion (Chapter 5). Thousand Oaks, CA: Sage.
Lapinski, M. K., & Rimal, R. N. (2005). An explication of social norms. Communication Theory, *15,* 127-147.

Social Comparison
Fiske, S. T. (2010). Envy up, scorn down: How comparison divides us. *American Psychologist, 65*, 698-706.
Shipley, A. (2008). Social comparison and prosocial behavior: An applied study of social identity theory in community food drives. *Psychological Reports, 102*, 425-434.

Social Identity
Garcia, S. M., Song, H., & Tesser, A. (2010). Tainted recommendations: The social comparison bias. *Organizational Behavior and Human Decision Processes, 113,* 97-101.
Goldberg, C. B. (2003). Applicant reactions to the employment interview: A look at demographic similarity and social identity theory. *Journal of Business Research, 56*, 561-571.
Hogg, M. A., & Reid, S. A. (2006). Social identity, self-categorization, and the communication of group norms. *Communication Theory, 16*, 7-30.
Mastro, D. E., Behm-Morawitz, E., Kopacz, M. A. (2008). Exposure to television portrayals of Latinos: The implications of aversive racism and social identity theory. *Human Communication Research, 34*, 1-27.

Week 11: (30ᵗʰ March) *SOCIAL LEARNING THEORY AND EE*

Movius, L., Cody, M., Huang, G., Berkowitz, M., & Morgan, S. (2007). Motivating television viewers to become organ donors. Cases in Public Health Communication and Marketing,1.
Nahm, S., Le, K., de Castro Buffington, S., Schiman, N., Raider, S., & Resko, S. (2010). Engaging youth through partnerships in entertainment education. Cases in Public Health and Communication Marketing, 4.
 Lapansky C; Schuh JS; Movius L; Cody M; Woodley PD; Buffington SdC. Evaluating the "Baby Jack" Storyline on The Bold and the Beautiful: Making a Case for Bone Marrow Donations. Cases in Public Health Communication & Marketing. 2010; 4: 8-27.
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, 61(3), 407-431 Available from: www.casesjournal.org/volume4
Transcript of The Everett M. Rogers Award Colloquium at USC, with Albert Bandura. You will watch the Bandura Lecture, in which he accepted the Ev Rogers Award at the Annenberg School
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.

Week 12: (6ᵗʰ April) *TPB and Health Belief Model*

Week 13 (13ᵗʰ April) *Media Influences*

Source, Message, Recipient and Channel Factors
Holbert, R. L. & Tchernev, J. M. (2012). Media influences as persuasion. In J. P. Dillard & L. Shen (Eds.), *The Sage handbook of persuasion* (Chapter 3). Thousand Oaks, CA: Sage.
Compton, J. (2012). Inoculation theory. In J. P. Dillard & L. Shen (Eds.), *The Sage handbook of persuasion* (Chapter 14). Thousand Oaks, CA: Sage.

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.

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.

Priming
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,* 36-58.
Scheufele, D. A., & Tewksbury, D. (2007). Framing, agenda setting, and priming: The evolution of three media effects models. *Journal of Communication, 57,* 9-20.

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