



Department of Psychology
Psychology 501.02 – Special Topics Seminar – Psychology of Persuasion
Fall Session 2009

Instructor:	J. Sedivy	Lecture Location:	A 053
Phone:	220-5561	Lecture Days/Time:	TR 14:00-15:15
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Office:	SS 842		
Office Hours:	Tues 15:30-16:30; Thurs 15:30-16:30		

Course Description and Goals:

This course addresses a body of work within the psychological literature on persuasion with the following central goals:

- 1) To become familiar with some important findings in the literature;
- 2) To understand the underlying mechanisms that are likely to be responsible for these effects and the scientific process by which they are posited;
- 3) To critically analyze examples of real-world persuasion within the framework of this theoretical knowledge; and
- 4) To be able to generate new predictions about persuasion effects. Throughout the course, you will be expected to effectively communicate your ideas and thinking in written form, in formal presentations, and informal discussions.

Required Text:

The course materials will consist of a set of pre-selected articles that will be available on the course website (<https://blackboard.ucalgary.ca>). These required readings are listed in the course outline below, and represent the scholarly work that we will be considering. In addition, files and links illustrating real-world examples will be posted on the course website. You are expected to become familiar with these examples, as they will be incorporated into class discussion.

Evaluation:

Journal entries (30%) Each week, you will prepare a journal entry (500-750 words) in which you will link the material that we've covered in class that week with real-world examples of persuasion. These entries may include numerous observed examples, or a detailed discussion of a single example. You are encouraged to draw on your own personal reactions and experience with persuasive messages. Your work will be evaluated on the extent and depth to which it incorporates the course material into your observations, and the clarity of your expression. Journal entries will be due on Blackboard by midnight every Sunday. **No late entries will be accepted**, and your top ten entries will be averaged for the final grade.

In-class presentation (30%). You will prepare one in-class presentation covering one or two readings. Your presentation should focus on extracting the central ideas from the readings, clearly communicating the evidence for the main claims, giving a critical evaluation of these ideas in the context of previous course content, linking the reading to other papers we've covered, and discussing the implications for actual or potential real-world examples. PowerPoint and formal handouts are not necessary (and may actually impede communication) – the presentation will be evaluated on the substance of your thinking and the clarity of your expression. You may work jointly with another student, with prior permission.

Final paper (30%) For your final paper (2500-3000 words in the body of the text), you will be expected to generate some new predictions based on your knowledge of the course material. You should consult additional sources (to the tune of 5 additional readings beyond the class reading list), but the focus is less on a comprehensive literature survey and more on the development and articulation of original ideas. Your paper may take the form of an academic research article in which you propose a specific experimental design to address a particular hypothesis. In this case, your paper should be modeled after journal articles in the field, and should include an abstract, an introduction summarizing the literature and motivating your study, a methods section, a "results" section in which you make predictions and propose the data analyses you would do, a discussion section in which you address the broader implications of the predicted results, and a reference section. Alternatively, you may focus your paper on a case study of an existing example of persuasive messaging, providing an analysis and *set of new predictions* about that example. The predictions need not be practical or even possible to test – for example, you may generate predictions about how deceased individuals in a historical example would have performed on some cognitive test had it been administered. Regardless of your choice of approach, your paper should demonstrate the depth of your understanding of the psychological mechanisms that are likely to be involved, and your ability to generate new ideas on the basis of this understanding. You will be graded on your ability to extract and articulate the key issues pertaining to the topic you are addressing, your ability to think analytically and creatively, the precision of your hypothesis and predictions, and overall written expression.

You may collaborate with one or two other students in the class, but you *must* receive prior permission to do this, and the length and scope of the paper will be adjusted accordingly. **The final paper is due by email December 15. Late papers will not be accepted.**

Class participation (10%) You will be evaluated on the extent and quality of your contributions to the class discussion. Class attendance is mandatory, and will be considered as part of your participation grade. Mid-way through the term, you will be provided with an assessment of your participation to that point.

Grading Scale:

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage

grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Lecture Schedule

Date	Topics	Readings and Assignments
Sept. 8-10	Background, beginnings & ethical concerns	Perloff, 2003. <i>Dynamics of Persuasion</i> , Chapter 1 Thaler & Sunstein, 2009. <i>Nudge</i> , Introduction Boorstin, 1974. <i>The rhetoric of democracy</i> . Bernays, 1947. <i>The engineering of consent</i> . Journal entry due Sept. 13
Sept. 15-17	Dual-process models	Langer et al., 1978. <i>The mindlessness of ostensibly thoughtful action</i> . Chen & Chaiken, 1999. <i>The heuristic systematic model</i> . Petty et al., 2005. <i>To think or not to think</i> . Journal entry due Sept.20
Sept. 22-24	Dual-process models	Cacioppo et al., 1996. <i>Dispositional differences in cognitive motivation</i> . Petty et al., 2003. <i>Emotional factors in attitudes and persuasion</i> . Brinol & Petty, 2008. <i>Embodied persuasion</i> . Petty et al., 2002. <i>Thought confidence as a determinant of persuasion: The self-validation hypothesis</i> . Journal entry due Sept. 27
Sept. 29- Oct. 1	Cognitive dissonance	Aronson, 1999. <i>The power of self-persuasion</i> . Cialdini et al., 1978. <i>Low-ball procedure for producing compliance: commitment then cost</i> . Freedman et al., 1992. <i>Inferred values and the reverse-incentive effect in induced compliance</i> . Freed & Aronson, 1995. <i>Hypocrisy, misattribution and dissonance reduction</i> . Stalder & Baron, 1998. <i>Attributional complexity as a moderator of dissonance-produced attitude change</i> . Journal entry due Oct. 4
Oct. 6-8	Resistance	Quinn & Wood, 2004. <i>Forewarnings of influence appeals: Inducing resistance and acceptance</i> . Tormala & Petty, 2002. <i>What doesn't kill me makes me stronger: The effects of resisting persuasion</i> Compton & Pfau, 2009. <i>Spreading inoculation: Inoculation, resistance to influence and word-of-mouth</i> Journal entry due Oct. 11
Oct. 13-15	Framing	Smith & Petty, 1996. <i>Message framing and persuasion</i> . Rothman et al., 1999. <i>The systematic influence of gain- and loss- framed messages on interest in different types of health behavior</i> . Nelson et al., 1997. <i>Toward a psychology of framing effects</i> . Levin, 1987. <i>Associative effects of information framing</i> .

		Journal entry due Oct. 18
Oct. 20-22	Framing and Metaphor	Sher et al., 2006. <i>Information leakage</i> . Mayer, R. 1992. <i>To win and lose – linguistic aspects of prospect-theory</i> . Allbritton et al., 1995. <i>Metaphor-based schemas</i> . Ottati et al., 1999. <i>The effect of metaphor on processing style in a persuasion task</i> . McQuarrie & Phillips, 2005. <i>Indirect persuasion in advertising: How consumers process metaphors</i> . Journal entry due Oct. 25
Oct. 27-29	False memory	Braun & Loftus, 1998. <i>Advertising's misinformation effect</i> . Braun et al., 2002. <i>Make my memory: How advertising can change our memories of the past</i> . Laney et al., 2008. <i>Asparagus, a love story – Healthier eating could be just a false memory away</i> . Preston, 1994. <i>Deceptive implications</i> . Harris et al., 1989. <i>Memory for implied versus directly stated advertising claims</i> . Journal entry due Nov. 1
Nov. 3-5	Names and associations	Shrum & Lowrey, 2007. <i>The implications of phonetic symbolism for brand name construction</i> Cassidy et al., 1999. <i>Inferring gender from name phonology</i> . Smith, 1998. <i>The political impact of name sounds</i> . Journal entry due Nov.8
Nov. 10		Schmitt & Zhang, 1998. <i>Language structure and categorization</i> . Journal entry due Nov. 15
Nov. 11		No class- Reading Days
Nov. 17-19	Implicit attitudes and subliminal persuasion	Theus, 1994. <i>Subliminal advertising and the psychology of processing unconscious stimuli</i> . Trappey, 1996. <i>A meta-analysis of consumer choice and subliminal advertising</i> . Dijksterhuis et al., 2005. <i>The power of the subliminal</i> . Bargh & Chartrand, 1999. <i>The unbearable automaticity of being</i> . Journal entry due Nov. 22
Nov. 24-26	Implicit attitudes and subliminal persuasion	Rydell et al., 2006. <i>Of two minds</i> . Wilson et al., 2000. <i>A model of dual attitudes</i> . Brinol et al., 2009. <i>Changing attitudes on implicit versus explicit measures</i> . Karremans et al., 2006. <i>Beyond Vicary's fantasies: The impact of subliminal priming and brand choice</i> . Journal entry due Nov.29
Dec. 1-3	Wrap-up and Synthesis	No Readings
Dec. 15		Final Paper Due

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

Course Credits for Research Participation

Students in most psychology courses are eligible to participate in Departmentally approved research and earn credits toward their final grades. **A maximum of two credits (2%) per course, including this course, may be applied to the student's final grade. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation.** The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. Students can create an account and participate in Departmentally approved research studies at <http://ucalgary.sona-systems.com>

The last day to participate in studies and to assign or reassign earned credits to courses is **Dec 7th, 2009**.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 170 and may be contacted at 220-5567.

Student Union VP Academic: Phone: 220-3911 suypaca@ucalgary.ca
Student Union Faculty Rep.: Phone: 220-3913 socialscirep@su.ucalgary.ca

Important Dates

The last day to drop this course and still receive a fee refund is **September 18, 2009**. The last day for change of registration is **September 22, 2009**. The last day to withdraw from this course is **December 8, 2008**.