



Department of Psychology
Psychology 503.15 (L01) – Selected Topics in Psychology – Psychology of Persuasion
Winter 2011 – Course Outline

Instructor:	J. Sedivy	Lecture Location:	A 253
Phone:	220-5469	Lecture Days/Time:	TR 17:00-16:15
Email:	jsedivy@ucalgary.ca		
Office:	SS 816		
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.

Prerequisites

Psyc 312 – Experimental Design and Quantitative Methods for Psychology

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

Short written essays (40% of grade). You will prepare 5 short written essays (1000-1500 words each) over the course of the semester, each worth 8% of your grade. These will be in response to prompt questions that will be provided every week. You may choose any 5 of 12 such prompts, during any weeks of the semester that you wish, but your piece must be turned in by the deadline for that particular prompt. The prompts will encourage you to synthesize several papers we have discussed, and to relate the theoretical ideas in the papers to your observations

of real-world examples of persuasion. 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. **No late assignments will be accepted.**

Group presentation (20% of grade). You will prepare one short in-class presentation. Each presentation will be prepared by a small group (roughly 3 students), and will be allotted 15 minutes presentation time and five minutes for questions. In your presentation, you will address one of the course topics. Rather than simply present the content of the readings, you will be expected to provide a synthesis, commentary, or critique of several related papers in a way that goes beyond class lectures and discussions. Your presentation should be organized around a central question that you clearly identify, and should be polished in content and delivery. You will be expected to limit yourselves to the time allotted.

Final paper (30% of grade). For your final paper (3000-4000 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 (about 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 April 21. Late papers will not be accepted.**

Class participation (10% of grade). You will be evaluated on the extent and quality of your contributions to the class discussion.

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-).

Tentative Lecture Schedule

Date	Topics	Readings and Assignments
Jan. 11-13	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> . Essay due Jan. 18
Jan. 18-20	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> . Essay due Jan. 25
Jan. 25-27	Dual-process models	Park & Banaji, 2000. <i>Mood and heuristics: The influence of happy and sad states on stereotyping</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> . Essay due Feb. 1
Feb. 1-3	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> . Fried & Aronson, 1995. <i>Hypocrisy, misattribution and dissonance reduction</i> . Essay due Feb. 8
Feb. 8-10	Resistance & Bias	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> Taber & Lodge, 2006. <i>Motivated skepticism in the evaluation of political beliefs</i> . Westen et al., 2006. <i>Neural bases of motivated reasoning</i> . Essay due Feb. 15
Feb. 15-17	Framing	Sher et al., 2006. <i>Information leakage</i> . Levin, 1987. <i>Associative effects of information framing</i> . Keller et al., 2003. <i>Affect, framing and persuasion</i> . Bizer & Petty, 2005. <i>Effects of valence framing on the resistance of political attitudes</i> . Essay due March 1
Feb. 22-24		Reading Week- no classes
March 1-3	Framing and Metaphor	Hartman, 2010. <i>Persuasive appeal of policy metaphors</i> . Ottati et al., 1999. <i>The effect of metaphor on processing</i>

		<p><i>style in a persuasion task.</i></p> <p>McQuarrie & Phillips, 2005. <i>Indirect persuasion in advertising: How consumers process metaphors.</i></p> <p>Ottati & Renstrom, 2010. <i>Metaphor and persuasive communication.</i></p> <p>Essay due March 8</p>
March 8-10	False memory	<p>Braun et al., 2002. <i>Make my memory: How advertising can change our memories of the past.</i></p> <p>Laney et al., 2008. <i>Asparagus, a love story – Healthier eating could be just a false memory away.</i></p> <p>Fiedler & Walthier, 1996. <i>Intrusion errors and presupposition effects on constructive memory.</i></p> <p>Essay due march 15</p>
March 15-17	False memory	<p>Preston, 1994. <i>Deceptive implications.</i></p> <p>Harris et al., 1989. <i>Memory for implied versus directly stated advertising claims.</i></p> <p>Essay due March 22</p>
March 22-24	Names & associations	<p>Smith, 1998. <i>The political impact of name sounds.</i></p> <p>Shrum & Lowrey, 2007. <i>The implications of phonetic symbolism for brand name construction</i></p> <p>Cassidy et al., 1999. <i>Inferring gender from name phonology.</i></p> <p>Schmitt & Zhang, 1998. <i>Language structure and categorization.</i></p> <p>Essay due March 29</p>
March 29-31	Implicit attitudes and subliminal persuasion	<p>Bargh & Chartrand, 1999. <i>The unbearable automaticity of being.</i></p> <p>Dijksterhuis et al., 2005. <i>The power of the subliminal.</i></p> <p>Karremans et al., 2006. <i>Beyond Vicary's fantasies: The impact of subliminal priming and brand choice.</i></p> <p>Morris et al., 2008. <i>Activating conservative political identities induces "conservative" financial decisions.</i></p> <p>Essay due April 5</p>
April 5-7	Implicit attitudes and subliminal persuasion	<p>Rydell et al., 2006. <i>Of two minds.</i></p> <p>Wilson et al., 2000. <i>A model of dual attitudes.</i></p> <p>Brinol et al., 2009. <i>Changing attitudes on implicit versus explicit measures.</i></p> <p>Essay due April 12</p>
April 12-14	Wrap-up and Synthesis	No Readings
April 21		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 403-220-8237. 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.

Absence From A Test/Exam

Makeup tests/exams are NOT an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have 48 hours to contact the instructor and to schedule a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam.

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or via the Department Office (Admin 275), or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names or UCIDs with their grades or other FOIP-sensitive information.

Course Credits for Research Participation (Max 2% of final grade)

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 **Apr 14th, 2011**

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>. Please check this website and note the nearest assembly point for this course.

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 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911 suwpaca@ucalgary.ca

Student Union Faculty Rep.: Phone: 403-220-3913 socialscirep@su.ucalgary.ca

Student Ombudsman's Office

The Office of the Student Ombuds provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca (<http://www.su.ucalgary.ca/services/student-services/student-rights.html>).

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year. Call 403-220-5333.

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **Jan 21st, 2011**. Last day for registration/change of registration is **Jan 24th, 2011**. The last day to withdraw from this course is **Apr 15th, 2011**.