

## CI 682: COMMUNICATION AND PERSUASION

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This syllabus denotes subject areas, class activities, readings, and written assignments which are scheduled during this semester. **Keep your syllabus handy and refer to it regularly!** The reading and written assignments are listed on the day when they are due to be completed.

This course addresses an important **functional question** in the persuasion/campaigns literature: how to promote and resist persuasion and social influence. It thus cuts across--and is of relevance to--scholars with interests in such contexts as: public relations, commercial advertising, health communication, mass media, political campaign communication, interpersonal communication, risk/crisis communication, instructional communication, cross-cultural communication, etc. Since the 1920s, academics and practitioners in these areas have pursued new and better methods of persuading.

The course will focus on the following area. We will examine persuasion and social influence by focusing on: attitudes; attitude function, structure, strength, and accessibility; beliefs; behaviors; structure of affect; affective appeals; process theories; receiver characteristics; message factors; language and persuasion; logical (reason-based) appeals; source appeals; resistance to persuasion and social influence; and relevant persuasion and social influence theories.

### *Reflection Papers*

In order to facilitate our critique, as well as confirm our understanding, of the material, you will be expected to submit a brief but thoughtful reflection on the readings during the semester (*10 reflections overall, no more than one per week*). This reflection might be a reaction, a question, a commentary, a proposed application, a theoretical extension, or a research idea. A reflection could be one single elegantly insightful sentence, or it might be several paragraphs—in any case, it should never exceed one double-spaced page and it should always be relevant to the material discussed and studies in class (see sample attached). **Due by noon on Mondays.**

### *Theory Paper*

You will select a theory/theoretical area covered in the course (or outside the course with instructor's approval) and develop a paper which discusses the current state of the theory. You are expected to review all relevant literature on the theory. The paper will contain (a) a review of the theory, its primitive terms, assumptions, and propositions, (b) a discussion of the validity of the theory based on empirical evidence, and (c) identification of areas needing future research (along with preliminary hypotheses and/or research questions, if so preferred) (see sample attached). Due by **class time on October 23.**

### *Prospectus*

The prospectus for research constitutes a **detailed description of an impending project**, including: (1) a comprehensive review of all relevant literature, which is organized so as to produce a strong rationale for each hypothesis, prediction or question to be examined in the project; and (2) justification and detailed description of the methods which will be employed, including (a) the overall design, (b) data gathering procedures, (c) data analysis procedures, and (4) anticipated schedule.

The prospectus is a blueprint for research which you may follow at a future point in time, possibly even for your dissertation. It will be evaluated rigorously to ensure that, if followed, it will result in a successful effort. The prospectus is intended as a **course-long individual effort**. I recommend that you pick a content area based on your own academic interests as quickly as possible, and then work steadily throughout the semester pulling together all relevant research in your area. The purpose of this paper is to **posit propositions (hypothesis or research questions), each backed by sound reasoning and empirical evidence**, which will stem from the extant literature.

You will use the theory/theoretical area developed in the theory paper (or a new one is so desired and approved) and apply it to your context of interest (e.g., health, risk, advertising, marketing, PR, interpersonal, etc.). This activity is designed to encourage and challenge you to engage in theory-based study of the phenomena of your interest in your chosen context. You are expected to develop hypotheses, research questions, and/or propositions for this assignment (see attachment). The prospectus is expected to be of high quality that *could* produce a publishable quality manuscript (or early draft of future dissertation), if operationalized. Due by **class time on December 4**.

### *Housekeeping*

The readings are organized in a manner that creates logical flow, but this is by no means the perfect path to follow. I will consider switching the material around, if a good argument for it is posited.

I am willing to assist and guide you in preparation and/or operationalization of any manuscript for publication that earns an “A” grade in this course, if you so choose. In addition, I expect you to prepare carefully for, and play the leading role during, each meeting session. Read and reflect on what you have read so that you will be able to actively participate in discussions. Your substantive contribution is a criterion for your final grade.

In this seminar, I use an approach that relies on multiple readings to reinforce the content of interest for the class period. At times, the readings may seem redundant, but that is by design as the redundancy serves a dual purpose. It is intended, as aforementioned, to reinforce the readings, but also to expose you to the most significant reading materials and scholars in the area of persuasion and communication. Rather than relying on student-led discussions, which can at times vary in quality and effectiveness, I will personally lead the discussions in which I expect all students to participate. During each session, we will focus on discussing the most relevant topics I have identified from the week’s readings, any intriguing conclusions or questions that I came across from that week’s reflection papers, and any topics or questions you found particularly interesting and worth discussing. If time permits, we will attend to additional topics. However, we are not likely to go through every single reading as there is not enough time to do that in less than three hours. But, more importantly, I do not subscribe to such an approach.

In my address in our *Graduate Standard* newsletter I quoted Plutarch, the Greek essayist, biographer, and historian, who once suggested that “...the mind does not require filling like a bottle, but rather, like wood, it only requires kindling to create in it an impulse to think independently and an ardent desire for the truth.” As such, I suggested in the address that “...our greatest privilege and responsibility continues to be to kindle our students’ fire and inspire their cognizance.” Thus, I strongly believe that my role is to expose you to the opportunities and material and allow you to be inspired by it as you process it independently of my bias. I accomplish that goal by assigning readings that would help you grow as communication scholars, whether we cover them all or not.

Topics that motivate further discussion or necessitate further clarification are those we will focus on. If this approach does not suit your learning style; if you do not subscribe to reading material that does not receive complete coverage in our sessions; or if you simply object to the sheer volume of the material, then perhaps this course is not for you. I take no offence and encourage you to recuse yourself from the course as I understand that we all have different learning styles and preferences.

This is a demanding course that is not for everyone. The material can be quite challenging. I have seen that firsthand with the best students. It takes time for it to come together. It is not unusual for students to feel very overwhelmed during the first part of the semester. However, for those who progress to the end, it is usually a very rewarding experience. As the semester approaches the end, you will start seeing the connections among the theories and theoretical concepts. You will start understanding processes you learned in other classes or majors (e.g. marketing). Stated simply, just like statistics, it may take some time for the material to “click” for you; but once in “clicks,” it “clicks.” Not unlike statistics, for some of you it will click quicker than others, but that is just the natural progression of the course’s understanding.

Thus, once more, if you feel that this process generates frustration for you and it is not for you, I perfectly understand and encourage you to consider forgoing this course at this time. Persuasion can be taught from a more rhetorical perspective, it can focus on simple effects and tactics, but I teach and study persuasion from social-psychological perspective. It is understanding the psychology behind it that students find challenging at times. However, this is precisely why we must master it in order to become experts in persuasion and communication.

The reading from R. Dubin, *Theory Building*, is not a requirement for this class, but is recommended.

Texts:

1. Resistance and Persuasion (2004) by Eric S. Knowles and Jay A. Linn: Earlbaum
2. The Persuasion Handbook (2002) by James P. Dillard and Michael Pfau: Sage
3. The Persuasion Handbook (2013) by James P. Dillard and Lijian Shen: Sage
4. Persuasion: Theory and Research, 3<sup>rd</sup> Ed. (2016) by Daniel J. O’Keefe: Sage
5. Persuasive Communication, 3<sup>rd</sup> Ed. (2016) by James B. Stiff and Paul A. Mongeau: Guilford
6. Persuasion: Psychological Insights and Perspectives, 2<sup>nd</sup> Ed. (2005) by Timothy C. Brock and Melanie C. Green: Sage
7. The Handbook of Attitudes (2005) by Dolores Albarracin, Blair T. Johnson, and Mark P. Zanna: Taylor and Francis
8. The Science of Attitudes (2016) by Joel Cooper, Shane F. Blackman, and Kyle T. Keller: Psychology Press

## TENTATIVE SCHEDULE

<u>Session</u>	<u>Subject Area and Assignments</u>
Week 1:  August 28 Tuesday 2:00-4:45	<b>INTRODUCTION: PERSUASION AND ATTITUDES</b>  <b>READING:</b>  Texts: <ol style="list-style-type: none"> <li>1. Persuasion Handbook, 2013; Chapters 4 &amp; 5.</li> <li>2. Persuasive Communication, 2016; Chapters 1 &amp; 2.</li> <li>3. Persuasion: Psychological Insights and Perspectives, 2005; Chapter 1.</li> <li>4. The Handbook of Attitudes, 2005; Chapter 1</li> <li>5. The Science of Attitudes, 2016; Chapter 1 (pp. 1-7)</li> </ol> Articles: <ol style="list-style-type: none"> <li>6. Greenwald, G. (1989). Why are attitudes important? In A. R. Pratkanis, S. J. Breckler, &amp; A. G. Greenwald (Eds.), <i>Attitude structure and function</i>, Hillsdale, NJ: Erlbaum, pp. 1-10.</li> </ol>

<b>Session</b>	<b>Subject Area and Assignments</b>
<p>Week 2:</p> <p>September 4 Tuesday 2:00-4:45</p>	<p>ATTITUDES: ATTITUDE STRUCTURE AND ATTITUDE FUNCTION</p> <p>READING:</p> <p>Texts:</p> <ol style="list-style-type: none"> <li>1. The Handbook of Attitudes, 2005; Chapters 3 &amp; 12.</li> <li>2. Persuasion: Theory and Research, 2016; Chapter 3.</li> <li>3. Persuasion Handbook, 2013; Chapter 7.</li> <li>4. The Science of Attitudes, 2016; Chapter 2 (pp. 46-57) &amp; Chapter 3</li> </ol> <p>Articles:</p> <ol style="list-style-type: none"> <li>5. Crites, S. L., Jr., Fabrigar, L. R., &amp; Petty, R. E. (1994). Measuring the affective and cognitive properties of attitudes: Conceptual and methodological issues. <i>Personality and Social Psychology Bulletin</i>, 20, 619-634.</li> <li>6. Edwards, K. (1990). The interplay of affect and cognition in attitude formation and change. <i>Journal of Personality and Social Psychology</i>, 59, 202-216.</li> <li>7. Millar, M. G., &amp; Millar, K. U. (1990). Attitude change as a function of attitude type and argument type. <i>Journal of Personality and Social Psychology</i>, 59, 217-228.</li> <li>8. Katz, D. (1960). The functional approach to the study of attitudes. <i>The Public Opinion Quarterly</i>, 24, 163-204.</li> </ol>

<b>Session</b>	<b>Subject Area and Assignments</b>
Week 3:  September 11 Tuesday 2:00-4:45	<b>PROPERTIES OF ATTITUDES: ATTITUDE STRENGTH AND ACCESSIBILITY</b>  <b>READING:</b>  <b>Texts:</b> <ol style="list-style-type: none"> <li>1. Persuasion Handbook, 2002; Chapter 3.</li> <li>2. The Science of Attitudes, 2016; Chapter 2 (pp. 23-46).</li> </ol> <b>Articles:</b> <ol style="list-style-type: none"> <li>3. Crano, W. D., &amp; Prislin, R. (1995). Components of vested interest and attitude-behavior consistency. <i>Basic and Applied Social Psychology</i>, 17(1 &amp; 2), 1-21.</li> <li>4. Fazio, R. H. (1989). On the power and functionality of attitudes: The role of attitude accessibility. In A. R. Pratkanis, et al. (Eds.), <i>Attitude structure and function</i>, pp. 153-180.</li> <li>5. Pomerantz, E. M., Chaiken, S., &amp; Tordesillas, R. S. (1995). Attitude strength and resistances processes. <i>Journal of Personality and Social Psychology</i>, 69, 408-419.</li> <li>6. Petrocelli, J. V., Tormala, Z. L., &amp; Rucker, D. D (2007). Unpacking Attitude Certainty: Attitude Clarity and Attitude Correctness. <i>Journal of Personality and Social Psychology</i>, 92, 30-41.</li> </ol>

<b>Session</b>	<b>Subject Area and Assignments</b>
Week 4:  September 18 Tuesday 2:00-4:45	<b>ATTITUDES: ATTITUDE – BEHAVIOR RELATIONSHIP</b>  <b>READING:</b>  <b>Texts:</b> <ol style="list-style-type: none"> <li>1. Persuasive Communication, 2016; Chapter 3.</li> <li>2. Persuasion Handbook, 2013; Chapter 8.</li> <li>3. The Handbook of Attitudes, 2005; Chapter 5.</li> <li>4. Persuasion: Psychological Insights and Perspectives, 2005; Chapter 3.</li> <li>5. The Science of Attitudes, 2016; Chapter 6.</li> </ol> <b>Articles:</b> <ol style="list-style-type: none"> <li>6. LaPiere, R. (1934). Attitudes versus actions. <i>Social Forces</i>, 13, 230-237.</li> </ol>

<u>Session</u>	<u>Subject Area and Assignments</u>
Week 5:  September 25 Tuesday 2:00-4:45	<b>ATTITUDES: BEHAVIOR-ATTITUDE RELATIONSHIP</b>  <b>READING:</b>  <b>Texts:</b> <ol style="list-style-type: none"> <li>1. Persuasive Communication, 2016; Chapter 4.</li> <li>2. Persuasion: Theory and Research, 2016; Chapter 5.</li> <li>3. Persuasion Handbook, 2002; Chapter 6.</li> <li>4. The Handbook of Attitudes, 2005; Chapter 6.</li> <li>5. Persuasion: Psychological Insights and Perspectives, 2005; Chapter 4.</li> <li>6. The Science of Attitudes, 2016; Chapter 7.</li> </ol> <b>Articles:</b> <ol style="list-style-type: none"> <li>7. Bem, D.J. (1965). An experimental analysis of self-persuasion. <i>Journal of Experimental Social Psychology</i>, 1, 199-218.</li> <li>8. Festinger, L. A. (1954). Social communication and cognition: A very preliminary and highly tentative draft. Paper distributed by Festinger to his students in their graduate seminar, winter quarter of 1954, University of Minnesota. Reprinted in E. Harmon-Jones, &amp; J. Mills (Eds.), <i>Cognitive dissonance: Progress on a pivotal theory in social psychology</i>. Wash. DC: American Psychological Association Press. Pp. 381-386.</li> </ol>

<u>Session</u>	<u>Subject Area and Assignments</u>
Week 6:  October 2 Tuesday 2:00-4:45	<b>ATTITUDES AND BELIEFS</b>  <b>READING:</b>  <b>Texts:</b> <ol style="list-style-type: none"> <li>1. Persuasion: Theory and Research, 2016; Chapter 4.</li> <li>2. Persuasion Handbook, 2013; Chapter 6.</li> <li>3. The Handbook of Attitudes, 2005; Chapters 7, 8, &amp; 9.</li> </ol>

<u>Session</u>	<u>Subject Area and Assignments</u>
<p>Week 7:</p> <p>October 9 Tuesday 2:00-4:45</p>	<p>STRUCTURE OF AFFECT</p> <p>READING:</p> <p>Texts:</p> <ol style="list-style-type: none"> <li>1. Persuasion Handbook, 2002; Chapter 16.</li> <li>2. The Handbook of Attitudes, 2005; Chapters 10 &amp; 11.</li> </ol> <p>Articles:</p> <ol style="list-style-type: none"> <li>3. Zajonc, R. B. (1980). Feeling and thinking: Preferences need no inferences. <i>American Psychologist</i>, 35, 151-175.</li> <li>4. Lazarus, R. S. (1982). Thoughts on the Relations between Emotion and Cognition. <i>American Psychologist</i>, 37, 1019-1024.</li> <li>5. Dillard, J. P. (1998). The role of affect in communication, biology, and social relationships. In P. A. Andersen &amp; L. K. Guerrero (Eds.), <i>Handbook of communication and emotion</i>. (pp. xvii-xxxii). San Diego: Academic Press.</li> <li>6. Eagly and Chaiken. (1995). Affective Processes in Attitude Formation and Change: Conditioning and Mere Exposure Effect.</li> </ol>



<u>Session</u>	<u>Subject Area and Assignments</u>
<p>Week 8:</p> <p>October 16 Tuesday 2:00-4:45</p>	<p>AFFECTIVE APPEALS: FEAR, ANGER, AND SADNESS</p> <p>READING:</p> <p>Texts:</p> <ol style="list-style-type: none"> <li>1. Persuasive Communication, 2016; Chapter 8.</li> <li>2. Persuasion Handbook, 2013; Chapters 10 &amp; 12.</li> <li>3. Persuasion Handbook, 2002; Chapters 15 &amp; 17.</li> </ol> <p>Articles:</p> <ol style="list-style-type: none"> <li>4. Witte, K. (1992). Putting fear back into fear appeals: The extended parallel process model. <i>Communication Monographs</i>, 59, 329-349.</li> <li>5. Popova, L. (2012). The extended parallel process model: Illuminating the gaps in research. <i>Health Education and Behavior</i>, 39, 455-473.</li> <li>6. Bodenhausen, G. V., Sheppard, L. A., &amp; Kramer, G. P. (1994). Negative affect and social judgment: The differential impact of anger and sadness. <i>European Journal of Social Psychology</i>, 24, 45-62.</li> </ol>

<u>Session</u>	<u>Subject Area and Assignments</u>
Week 9  October 23 Tuesday 2:00-4:45  <b>T H E O R Y  P A P E R  D U E</b>	<b>PROCESS THEORIES</b>  <b>READING:</b>  <b>Texts:</b> <ol style="list-style-type: none"> <li>1. Persuasive Communication, 2016; Chapter 5.</li> <li>2. Persuasion: Theory and Research, 2016; Chapter 8.</li> <li>3. Persuasion Handbook, 2013; Chapter 9.</li> <li>4. Persuasion Handbook, 2002; Chapters 9 &amp; 11.</li> <li>5. The Science of Attitudes, 2016; Chapter 5.</li> </ol> <b>Articles:</b> <ol style="list-style-type: none"> <li>6. Eagly &amp; Chaiken. (1993). Process Theories of Attitude Formation and Change: The Elaboration Likelihood and Heuristic-Systematic Models.</li> </ol>

<u>Session</u>	<u>Subject Area and Assignments</u>
Week 10  October 30 Tuesday 2:00-4:45	<b>SOURCE AND RECEIVER CHARACTERISTICS; INTERPERSONAL INFLUENCE (COMPLIANCE GAINING)</b>  <b>READING:</b>  <b>Texts:</b> <ol style="list-style-type: none"> <li>1. Persuasive Communication, 2016; Chapters 6, 9, &amp; 11.</li> <li>2. Persuasion: Theory and Research, 2016; Chapters 10 &amp; 12.</li> <li>3. The Science of Attitudes, 2016; Chapter 4 (pp. 83-94; 104-109).</li> <li>4. Persuasion: Psychological Insights and Perspectives, 2005; Chapter 7.</li> </ol>

<b>Session</b>	<b>Subject Area and Assignments</b>
Week 11  November 6 Tuesday 2:00-4:45	MESSAGE FACTORS, AND PERSUSIVE EFFECTS AND SETTINGS  READING:  Texts:  <ol style="list-style-type: none"><li>1. Persuasive Communication, 2016; Chapters 7 &amp; 10.</li><li>2. Persuasion: Theory and Research, 2012; Chapters 9 &amp; 11.</li><li>3. Persuasion Handbook, 2013; Chapters 2.</li><li>4. The Science of Attitudes, 2016; Chapter 4 (rest of the chapter).</li></ol>

<b><u>Session</u></b>	<b><u>Subject Area and Assignments</u></b>
Week 12	LANGUAGE AND REASON
November 13 Tuesday 2:00-4:45	<p>READING:</p> <p>Texts:</p> <ol style="list-style-type: none"> <li>1. Persuasion: Psychological Insights and Perspectives, 2005; Chapter 6.</li> <li>2. Persuasion Handbook, 2002; Chapters 7, 19, 20, 21, &amp; 22.</li> <li>3. Persuasion Handbook, 2013; Chapter 13.</li> </ol>

<b><u>Session</u></b>	<b><u>Subject Area and Assignments</u></b>
Week 13	OTHER RELEVANT PERSUASION MODELS, CONTEXTS, AND APPLICATIONS
November 20 Tuesday 2:00-4:45	<p>READING:</p> <p>Texts:</p> <ol style="list-style-type: none"> <li>1. Persuasion: Theory and Research, 2012; Chapter 7.</li> <li>2. Persuasion Handbook, 2013; Chapters 16, 17, 19, 20, &amp; 21.</li> </ol>

<u>Session</u>	<u>Subject Area and Assignments</u>
Week 14:  November 27 Tuesday 2:00-4:45	<b>RESISTANCE TO PERSUASION</b>  <b>READING:</b>  <b>Texts:</b> <ol style="list-style-type: none"> <li>1. Persuasive Communication, 2016; Chapter 12.</li> <li>2. Resistance and Persuasion, 2004; Chapters 1, 2, 9, 10, &amp; 15</li> </ol> <b>Articles:</b> <ol style="list-style-type: none"> <li>3. Jankins, M., &amp; Dragojevic, M. (2011). Explaining the Process of Resistance to Persuasion: A Politeness Theory-Based Approach.</li> </ol>

<u>Session</u>	<u>Subject Area and Assignments</u>
Week 15:  December 4 Tuesday 2:00-4:45   <b>P R O S P E C T U S  D U E</b>	<b>RESISTANCE TO PERSUASION THEORIES: PSYCHOLOGICAL REACTANCE AND INOCULATION</b>  <b>READING:</b>  <b>Texts:</b> <ol style="list-style-type: none"> <li>1. Persuasion Handbook, 2013; Chapters 11 &amp; 14.</li> </ol> <b>Articles:</b> <ol style="list-style-type: none"> <li>2. Ivanov, B. (2017). Inoculation theory applied in health and risk messaging. In R. Parrott (Ed.), <i>The Oxford encyclopedia of health and risk message design and processing</i>. New York City, NY: Oxford University Press. doi: 10.1093/acrefore/9780190228613.013.254.</li> <li>3. Rains, S. (2013). The nature of psychological reactance revisited: A meta-analytic review. <i>Human Communication Research</i>, 39, 47-73. doi:10.1111/j.1468-2958.2012.01443.x</li> <li>4. Kim, S. Y., Levine, T. R., &amp; Allen, M. (2014). The intertwined model of reactance for resistance and persuasive boomerang. <i>Communication Research</i>, 44, 931-951. doi.org/10.1177/0093650214548575</li> <li>5. Miller, C. H., Ivanov, B., Sims, J. D., Compton, J., Harrison, K. J., Parker, K. A., Parker, J. L., &amp; Averbek, J. A. (2013). Boosting the potency of resistance: Combining the motivational forces of inoculation and psychological reactance. <i>Human Communication Research</i>, 39, 127-155.</li> </ol>

**GRADING CRITERIA**

<u>Item to be Evaluated</u>	<u>Maximum Points</u>
Reflections (10 x 15 points)	150
Theory Paper	300
Prospectus (theory and context)	300
<u>Discussions</u>	<u>250</u>
<b>TOTAL POINTS</b>	<b>1000</b>