

**Spring 2010**  
**Persuasion – The Dark Side**  
**CJT 682**  
**Tuesday, 1pm – 3:30pm**  
**223 Grehan**

**Instructor Information:**

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**Office Hours:**

Tuesdays 11am – 1pm,  
and by appointment

**Reading Materials:**

The readings for this course and the most current copy of the syllabus will be distributed in PDF form electronically from the following website (note – this is NOT a UKY website):

<http://public.me.com/dhelme>

**Seminar Description and Overview:**

This seminar will focus on the lesser-discussed “dark” or “flip-side” of persuasion research in communication, social science, and various health-related fields. Some of the topics to be covered include deception, persuasion within interpersonal, family, conflict and health settings, as well as the impact that media have in influencing us (for better or for worse) throughout the course of our lives.

At the outset of this seminar we will do a historical overview of persuasion research, briefly sketching out its origins and continuing forward to present day. From there we will progress (or branch out) to more specific genres of persuasion research and discuss the “flip-side” of current and past persuasion studies. To these ends we will periodically review studies that at first blush might not appear to be persuasion-focused, yet when you dig deeper the persuasive implications become readily apparent. We will also not limit ourselves to looking within just the discipline of communication – rather, we will frequently venture abroad into the disciplines of psychology, public health, and medicine. At the conclusion of this course you should be fairly well versed in not just the origins and evolution of organized, systematic persuasion research – but have more than a passing familiarity with the bleeding-edge studies of influence. The readings are ordered

(and periodically overlap) in ways that can build your knowledge base each week, ultimately giving you significant breadth and depth at the close of the course.

**Assignments:\*\***

*Discussion. 10%.* As with many graduate-level courses, a seminar format will be followed in which everyone is expected to engage in thoughtful and critical discussion of the major ideas, theories, and positions advanced in the readings. To assist you with this, each week, you should prepare a list of five questions or statements about the readings. You will hand these in at the end of the class session. These must be typed; handwritten work will not be accepted. This list will serve as a springboard for our discussions in class. While your discussion leaders (see next paragraph) are largely responsible for directing and guiding the flow of conversation, your comments will help by providing us with a more-informed discussion.

*Discussion Leader. 20%.* Each week, two individuals will be responsible for leading the class through a semi-structured discussion of the major issues covered in the readings (with 12 folks in the class each person will do this twice). I will have my own observations to make at the beginning of class and through the session. But the discussion leaders will regulate most of the flow and direction of discussion. Discussion leaders should e-mail a typed outline of their discussion plan by noon on the Friday before their assigned class. I will review the outline and get back to the discussion leader(s) promptly. The discussion leader(s) should also plan to visit with me at some point during the week (prior to class) to review the plan for class. In short, I don't want our discussions to be a free-for-all.

*Midterm Essay Exam. 35%.* A series of questions will be distributed on March 2<sup>nd</sup>. Your responses to these questions will be **due on Friday, March 5<sup>th</sup> at noon**. You can place a hard copy in my mailbox if you can't find me physically. These questions will cover the first half of the course - which I consider to be the fundamentals of any detailed course on persuasion. Details for your typed response will be provided with the questions.

*Critical Paper. 35%.* This 15-page paper will be **due on Tuesday April 20<sup>th</sup> at noon**. In this paper, you should critically evaluate the utility of three theories of persuasion discussed in the class – and how those theories have and/or can be applied to persuasion of a darker (or unexplored/unconsidered) nature. There is some leeway in what you turn in for this critical paper, so I strongly suggest you discuss your ideas with me **IN PERSON** before you begin. Use APA style and include appropriate references. Quality of ideas, reasoning, and writing will be the major criteria in grading this assignment.

**Attendance:**

Attendance is required, of course, in a seminar that meets only once a week – especially a graduate level class. Unexcused absences will be reflected in your grade. Contact me *prior* to class if you are not going to attend.

**Schedule of Readings\*\***

**Week 1 January 19<sup>th</sup>: Introduction, Discussion of Dark Persuasion**

**Week 2 January 26<sup>th</sup>: Historical Overview of Persuasion Research**

- Chapter 12, Persuasion, Handbook of Communication Science PDF
- Chapters 1&2, Persuasion, Attitudes, and Actions, Persuasion: Theory and Research text
- Chapter 1, What is persuasive message production? Seeking and Resistance Compliance text
- Chapter 6, Harold Lasswell and Propaganda Analysis, A History of Communication Study: A Biographical Approach PDF
- Chapter 9, Carl Hovland and Persuasion Research, A History of Communication Study: A Biographical Approach PDF

**Week 3 February 2<sup>nd</sup> Foundational Theories & Behavioral Models: Theories of Intention – 1**

- Chapter 3, Belief-Based Models of Attitude, Persuasion: Theory and Research text
- Chapter 5, Theories of Behavioral Intention, Persuasion: Theory and Research text
- Chapter 4, The Theory of Reasoned Action and the Theory of Planned Behavior, Health behavior and health education: Theory, research, and practice (2nd edition) PDF
- Fishbein, M., & Yzer, M. C. (2003). Using theory to design effective health behavior interventions. *Communication Theory*, 13, 164-183. PDF
- Fishbein, M. & Capella, J.N. (2006). The role of theory in developing effective health communications. *Journal of Communication*, 56, S1-S17. PDF
- Kam, J.A., Matsunaga, M., Hecht, M.L., & Ndiaye, Khadidiatou (2009). Extending the theory of planned behavior to predict alcohol, tobacco, and marijuana use among youth of Mexican heritage. *Prevention Science*, 10, 41-53 PDF

**Week 4 February 9<sup>th</sup>: Foundational Theories & Behavioral Models – 2**

- Chapter 4, Cognitive Dissonance Theory, Persuasion: Theory and Research text

Chapter 6, Elaboration Likelihood Model, Persuasion: Theory and Research [text](#)

Slater, M.D., & Rouner, D. (2002). Entertainment-Education and Elaboration-Likelihood: Understanding the Processing of Narrative Persuasion. *Communication Theory*, 12 (2), 173-191. [PDF](#)

Jones, L.W., Sinclair, R.C., & Courneya, K.S. (2003). The effects of source credibility and message framing on exercise intentions, behaviors, and attitudes: An integration of the Elaboration Likelihood Model and Prospect Theory. *Journal of Applied Social Psychology*, 33 (1), 179-196. [PDF](#)

Starzyk, K.B., Fabrigar, L.R., Soryal, A.S., & Fanning, J.J. (2009). A painful reminder: The role of level and salience of attitude importance in cognitive dissonance. *Personality and Social Psychology Bulletin*, 35 126-139. [PDF](#)

Becker, C.B., Smith, L.M., & Ciao, A.C. (2006). Peer-facilitated eating disorder prevention: A randomized effectiveness trial of cognitive dissonance and media advocacy. *Journal of Counseling Psychology*, 53(4), 550-555. [PDF](#)

### **Week 5 February 16<sup>th</sup>: Deception 1**

Chapters 1-3, 5-6 Lying and Deception in Human Interaction [text](#)

Chapter 16, Information Manipulation Theory, Engaging Theories in Intepersonal Communication [PDF](#)

### **Week 6 February 23<sup>rd</sup>: Deception 2**

Chapters 7-8, 11-13, Lying and Deception in Human Interaction [text](#)

Chapter 17, Interpersonal Deception Theory, Engaging Theories in Intepersonal Communication [PDF](#)

### **Week 7 March 2<sup>nd</sup>: Compliance-gaining, persuasion and coercion in romantic, interpersonal and family structures**

Chapter 2, Relational Control-Motivated Aggression: A Theoretical Framework for Identifying Various Types of Violent Couples, Family Violence Communication Processes [PDF](#)

Chapter 3, The Language of Control in Interpersonal Communication, Strategic Interpersonal Communication [PDF](#)

Katz, J. & Myhr, L. (2008). Perceived conflict patterns and relationship quality associated with verbal sexual coercion by male dating partners. *Journal of Interpersonal Violence*, 23, 798-814. [PDF](#)

Morgan, S.E. (2004). The power of talk: African Americans' communication with family members about organ donation and its impact on willingness to donate organs. *Journal of Social and Personal Relationships*, 21(1), 112-124. [PDF](#)

Stephenson, M. T., & Helme, D. W. (2006). Authoritative parenting and sensation seeking as predictors of adolescent cigarette and marijuana use. *Journal of Drug Education*, 36, 247-270. [PDF](#)

**Week 8 March 9<sup>th</sup>: Source & Receiver Factors**

Chapter 8, Source Factors, Persuasion: Theory and Research [text](#)

Chapter 10, Receiver and Context Factors, Persuasion: Theory and Research [text](#)

Smith, M.M., & Smith, B.P. (2009). Race and gender as peripheral cues on political campaign web sites. *Communication Research Reports*, 26(4), 347-360. [PDF](#)

Tormala, Z.L., Clarkson, J.J. (2007). Assimilation and contrast in persuasion: The effects of source credibility in multiple message situations. *Personality and Social Psychology Bulletin*, 33, 559-571. [PDF](#)

Tormala, Z.L., Brinol, P., & Petty, R.E. (2006). When credibility attacks: The reverse of source credibility on persuasion. *Journal of Experimental Social Psychology*, 42, 684-691. [PDF](#)

**Week 9 March 16<sup>th</sup>: Spring Break!**

**Week 10 March 23<sup>rd</sup>: Producing and Resisting Strategic Messages 1**

Chapter 9, Message Factors, Persuasion: Theory and Research [text](#)

Chapters 2-5, Seeking and Resistance Compliance [text](#)

Wheeler, S.C., Brinol, P., Hermann, A.D. (2007). Resistance to persuasion as self-regulation: Ego-depletion and its effects on attitude change process. *Journal of Experimental Social Psychology*, 43, 150-156. [PDF](#)

**Week 11 March 30<sup>th</sup>: Producing and Resisting Strategic Messages 2**

Chapters 6-9, Seeking and Resistance Compliance [text](#)

Tormala, Z.L., Clarkson, J.J., & Petty, R.E. (2006). Resisting persuasion by the skin of one's teeth: The hidden success of resisted persuasive messages. *Journal of Personality and Social Psychology*, 91(3), 423-435. [PDF](#)

Burkley, E. (2008). The role of self-control in resistance to persuasion. *Personality and Social Psychology Bulletin*, 34, 419-431. [PDF](#)

**Week 12 April 6<sup>th</sup>: Persuasive Media, Messages, & Unintended Effects**

Chapters 1 & 2, Propaganda and Persuasion (4<sup>th</sup> edition). [PDF](#)

Krcmar, M., Giles, S., Helme, D. (2008). Understanding the process: How mediated and peer norms affect young women's body esteem. *Communication Quarterly*, 56(2), 111-130. [PDF](#)

Brown, J.D., L'Engle, K.L., Pardun, C.J., Guo, G., Kenneavy, K. & Jackson, C. (2006). Sexy media matter: Exposure to sexual content in music, movies, television, and magazines predicts black and white adolescents' sexual behavior. *Pediatrics*, 117, 1018-1027. [PDF](#)

Carnagey, N.L., Anderson, C.A., & Bushman, B.J. (2007). The effect of video game violence on physiological desensitization to real-life violence. *Journal of Experimental Social Psychology*, 43, 489-496. [PDF](#)

Cho, H., & Witte, K. (2005). Managing fear in public health campaigns: A theory-based formative evaluation process. *Health Promotion Practice*, 6, 482-490. [PDF](#)

Dillard, J.P., & Shen, L. (2005). On the nature of reactance and its role in persuasive health communication. *Communication Monographs*, 72(2), 144-168. [PDF](#)

### **Week 13 April 13<sup>th</sup>: Persuasion and influence in health care settings**

Rimer, B.K., & Kreuter, M.W. (2006). Advancing tailored health communication: A persuasion and message effects perspective. *Journal of Communication*, 56, S184-S201. [PDF](#)

Bandura, A. (2004). Health promotion by social cognitive means. *Health Education & Behavior*, 31(2), 143-164. [PDF](#)

Sparks, L., Villagran, M.M., Parker-Raley, J. & Cunningham, C.B. (2007). A patient-centered approach to breaking bad news: Communication guidelines for health care providers. *Journal of Applied Communication Research*, 35(2), 177-196. [PDF](#)

Helft, P.R., & Petronio, S. (2007). Communication pitfalls with cancer patients: "Hit-and-Run" deliveries of bad news. *Journal of the American College of Surgeons*, 205(6), 807-811. [PDF](#)

Roter, D.L., & Hall, J.A. (2009). Communication and Adherence: Moving from prediction to understanding. *Medical Care*, 47 (8), 823-825. [PDF](#)

Tarn, D.M., Heritage, J., Paterniti, D.A., Hays, R.D., Kravitz, R.L., & Wenger, N.S. (2006). Physician communication when prescribing new medications. *Archives of Internal Medicine*, 166, 1855-1862. [PDF](#)

Helme D.W., Harrington N. (2004). Patient Accounts for Noncompliance with Diabetes Self-Care Regimens and the Physician Compliance Gaining Response. *Patient Education and Counseling*, 55(2): 281-292. [PDF](#)

### **Week 14 April 20<sup>th</sup>: Health Communication Campaigns**

Wartella, E. A., & Stout, P. A. (2002). The evolution of mass media and health persuasion models. In W. D. Crano & M. Burgoon (Eds.), Mass media and drug prevention: Classic and contemporary theories and research (pp. 19-34). Mahwah, NJ: Lawrence Erlbaum. [PDF](#)

Slater, M. (1999). Integrating application of media effects, persuasion, and behavior change theories to communication campaigns: A stages-of-change framework. *Health Communication*, 11, 335-354. [PDF](#)

Helme, D.W., Donohew, R.L., Baier, M., Zittleman, L. (2007). A classroom-administered simulation of a television campaign on adolescent smoking: Testing an activation model of information exposure. *Journal of Health Communication*, 12(4): 399-415. [PDF](#)

Henriksen, L., Dauphinee, A.L., Wang, Y. (2006). Industry sponsored anti-smoking ads and adolescent reactance: test of a boomerang effect. *Tobacco Control*, 15, 13-18. [PDF](#)

Cho, H., & Salmon, C.T. (2007). Unintended effects of health communication campaigns. *Journal of Communication*, 57, 293-317. [PDF](#)

Hornik, R., Jacobsohn, L., Orwin, R., Piesse, A. & Kalton, G. (2008). Effects of the national youth anti-drug media campaign on youths. *American Journal of Public Health*, 98(12), 2229-2236. [PDF](#)

Evers, K.E., Prochaska, J.O., Johnson, J.L., Mauriello, L.M., Padula, J.A., & Prochaska, J.M. (2006). A randomized clinical trial of a population and transtheoretical model-based stress-management intervention. *Health Psychology*, 25(4), 521-529. [PDF](#)

### **Week 15 April 27<sup>th</sup>: “Float” Week**

**\*\*NOTE: This syllabus can and will change as the course progresses. I reserve the right to modify at any time. In such situations I will make the most current copy available on the website from which you download the readings**