

Syllabus for PSYCO 342: Social Influence
Section A1, Fall 2019

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Email: jpassey@ualberta.ca (Please put PSYCO 342 in subject line, and use your ualberta email address for all emails – also see email etiquette policy below)
Student Hours: Tuesdays from 12:30-2pm, Wednesdays from 9:00-10:30am, and Thursdays from 11am-12:30pm (see student hours policy below).
Course Website: Go to eClass, accessible on the University main page
Preferred Pronouns: She/Her;

Dr. Passey is a Safe Spaces Resource Person; for more info see:
<https://www.ualberta.ca/ismss/>

Class Location:
SAB 336

Class Times:
TR 9:30-10:50am

Required Text:

Cialdini, R. B. (2009). *Influence: Science and Practice* (Fifth Edition). Boston, MA: Allyn and Bacon. *Note:* Throughout the term, **supplementary readings will be required**. Links to these readings will be available on the course website.

Recommended Text: Northey, M. & Timney, B. (2012). *Making Sense: A Student's Guide to Research and Writing – Psychology*. Don Mills, ON: Oxford University Press.

Prerequisites:

PSYCO 104 or SCI 100, PSYCO 105, and PSYCO 241 or SOC 241. Students who have not completed this prerequisite will not receive credit for completing PSYCO 342.

Important Dates:

First Day of Class:	Sept. 3 rd
Add/Delete Date:	Sept. 16 th
50% Withdrawal Date:	Oct. 3 rd
Withdrawal Date:	Nov. 29 th
Last Day of Class:	Dec. 5 th
Final Exam Date:	Final paper due Dec. 12 th
Date of Deferred Final Exam:	N/A

Course Description and Learning Outcomes:

How does the social world impact our behavior? How do people persuade us without our awareness? In PSYCO 342 Social Influence you will learn how “weapons of influence” explain, guide, and change our behavior. You will collaborate with other students to apply research findings to experiences from your daily life, and create your own persuasive messages. You will

also learn how to resist influence and persuasion, and how psychological scientists use empirical evidence to figure these things out.

Please note: In this course we will discuss several examples of social behavior that are unpleasant and/or controversial (e.g.s, aggression, stereotyping/prejudice, deception, rape, incest, objectification, torture, politics, the death penalty, and abortion). Additionally, discussions of the theories and empirical research may challenge your pre-existing beliefs about social behavior. Some students might find these topics or discussions uncomfortable or anxiety provoking. Nevertheless, all students will be responsible for all required topics, lectures, readings, assignments, and activities. I encourage concerned students to review the posted readings and slides in advance, so that they can anticipate the presentation of material they find discomforting.

Hopefully, by the end of the term you will have the skills to:

- (1) Identify and describe the core principles involved in social influence and persuasion techniques,
- (2) Interpret, critically evaluate, and discuss scientific research on social influence and persuasion,
- (3) Create new research questions in this area of research,
- (4) Clearly and concisely communicate scientific results to others through a literature review using APA-style, and
- (5) Collaborate with others to apply the findings from the social influence literature to experiences from your daily life, and in creating your own persuasive communications.

Class Schedule:

Two 1 hour and 20-minute lectures are scheduled for each week. The purpose of the lectures is not to repeat the material covered in the text. In my lectures I will be variously introducing, clarifying, and elaborating on material about social influence, much of it in the text but not all. I will also be using class activities, demonstrations, video clips, as well as examples from recently published research, real life applications, and projects conducted at universities across Canada to supplement the text material. **All of this material, in addition to the material in the text, readings, assignment readings, and lecture notes is eligible to be covered on the exams.**

If a student misses lecture for any reason, they are strongly encouraged to not only print and review the lecture notes, but also to a) meet with another student to go through the notes and catch up on any supplemental material not included in the notes, and b) to attend student hours with the instructor to go over any questions or to clarify anything regarding the missed lecture. **Lecture time is limited, so you will be responsible for a great deal of the information in the readings on your own.** Just because it hasn't been explicitly covered in lecture doesn't mean that it won't be on the exam. Many students will find it helpful to complete the readings from the text before attending lecture.

To see the detailed class schedule – including all due dates – go to the end of this syllabus.

A note about cancelled classes: If the instructor needs to cancel class for any reason, the schedule above may be adjusted, such that material that would usually be covered on in class may be recorded in a video lecture module that the students will then watch through eClass, and then in-class assignments or persuasion wars may be covered on an alternate day when the instructor returns to class. Students will be notified of the cancelled class, and plan for the rearranged schedule via email, and the announcements section of eClass.

Evaluation:

Test 1	Lectures 1-13	25%
Test 2	Lectures 14-23	25%
In-class assignments	In-class group tasks (best 3 of 4)	15%
Persuasion wars	In-class group tasks (best 3 of 4)	10%
Plagiarism certificate	Complete module and certificate	-
Pre-class activities	Submitted online (best 6 of 8)	3%
Peer review for final paper	Review 2 papers	2%
<u>Final research paper</u>	<u>Final APA paper (in lieu of final exam)</u>	<u>20%</u>
GRAND TOTAL		100%

*Note: There is no possibility of a reexamination in this course.

Tests (worth 50%; see learning outcomes #1 and 2):

Students are responsible for all lecture, text, assigned readings, assignment readings, and the course website material. In addition, any content covered in a demonstration/activity completed in class, or in any videos played in class is eligible to be covered on the tests. Thus, attending class is essential to success in this course. Attending the review sessions held during class before each test would also be in the student's best interests. The instructor will not answer questions regarding what content the students should focus on for the tests. All material listed above is eligible for testing. It is up to the students to decide what they should spend more time reviewing.

Each of the two tests will be worth 25% (for a total of 50%) of the final grade and will be 60 minutes long. Each test will be graded out of 60 marks and will consist of 30 multiple choice questions (for a total of 30 marks), a series of short answer questions (for a total of 20 marks), and a long answer question (worth 10 marks). Test 2 will not be cumulative, and thus all of the questions will focus exclusively on the material covered since Test 1. Examples of potential test questions are attached to this syllabus. The emphasis of the tests will be on conceptual and application questions. Students should know the material in three ways: (a) understand the technical language; (b) be able to word it in ordinary language; and (c) be able to recognize it in the real world. Students should also be familiar with the names of the key researchers in the area, and be able to link these researchers to the theories and studies with which they are associated.

Your student photo I.D. is required at tests to verify your identity. Students will not be allowed to begin a test after it has been in progress for 30 minutes. Students must remain in the classroom until at least 30 minutes has elapsed. Electronic equipment cannot be brought into testing classrooms and hats should not be worn.

In-Class Assignments (worth 15%; see learning outcomes #2 and 3):

In 4 in-class sessions during the term, teams of 3-5 students will complete written group assignments based on lecture material, online videos, and readings from the literature. For each assignment, students will complete assigned readings, watch videos, and/or complete small tasks before class, and then during class will respond to a series of questions. The instructor will use random assignment to determine team members at the beginning of each in-class assignment session. The course outline lists the dates for the **4 in-class group assignments throughout the term**. Students who miss an in-class assignment (for whatever reason), or who are fired by their group for failing to contribute, will receive a zero for that assignment. These group assignments will each be marked out of 10 points each within 1 week of each session, and these grades will

appear on the course website. The **3 best scores for each student will count towards this 15%** of their grade.

Persuasion Wars (worth 10%; see learning outcome #5):

Throughout the text for this course, Cialdini uses of the term “weapons of influence.” Because these “weapons” and other elements of persuasion and social influence are present in myriad situations that people encounter each day, these topics readily lend themselves to application and practice. In 4 in-class sessions during the term, teams of 5-6 students will fight a persuasion battle, using the weaponry provided by the lecture and readings. The instructor will determine a “battleground” (or task) for each war appropriate for the weapons used. The instructor will use random assignment to determine team members at the beginning of each war. The teams will wage battles in different task domains to provide practice in the wide range of situations in which the students might use or encounter the persuasive techniques. The instructor will not warn students in advance of the “weaponry” for each battle, so it is essential that students attend each and every class and complete all of the assigned readings in order to be prepared to fight.

At the end of each battle, the class will vote for the winning team (who will receive a perfect score). The instructor’s ranking of the teams will determine the team scores for that war (out of 5), and all team members will receive the same score. The course outline lists the dates for the **4 wars throughout the term**. Students who do not attend a war (for whatever reason), or who are fired from their group for failing to contribute, will receive a zero for that war. The **3 best scores for each student will count towards this 10%** of their grade.

Pre-Class Activities (worth 3%; see learning outcomes #1-3):

Students will complete at least 6 of 8 possible pre-class activities over the course of the term. The goal of these activities is to get you thinking about the content of the readings before coming to class so that when you get to class, we can work together on your mastery of the content. However, I want to be flexible in a way that lets you choose the type of activity that is most helpful to you. The idea is to get you to apply the material; come up with examples from your own life, popular culture, etc. You can be as creative as you want (because we know that when we are creative in the learning process, we learn more information, have better retention, and improved recall).

The due dates are set up such that the students will complete the readings and activity before the material is discussed in class. **Due dates for these activities can be found on the class schedule on eClass, and must be completed and submitted by 9:00am on the given due date. These activities must be saved as a .pdf, an .rtf document, a .doc document or a .docx document. Submissions in other formats will not be graded/counted, and late submissions will not be accepted for any reason.** Detailed instructions and examples can be found on eClass. **It is the student’s responsibility to ensure that they know how to access and complete these submissions, and that they do so by the due date.**

Activities will be assessed on an excellent (1), needs improvement (0.5), and fail (0) basis. If students have questions about their performance on these entries, they should see the instructor during student hours. Because there are 8 activities, but students are only responsible for doing 6, this means that students can miss 2 activities (for whatever reason) without their grades being affected. It also means that if they receive a poor mark on one activity, they will have the opportunity to make it up by completing one of the 2 additional activities, and therefore not have

the poor mark count. The best 6 entries for each student will be counted towards this 3% of their grade.

Plagiarism Certificate (must complete to submit any written work):

Students will complete a How to Recognize Plagiarism tutorial and certification test before submitting and earning credit for any other written work in the course. The goals of this requirement are to: 1) Ensure that all students can recognize plagiarism, 2) Provide students with confidence that they have mastered this skill before submitting any other writing, and 3) Reduce the number of plagiarism related violations of the student code of conduct. Students must complete the certification test and upload their certificate through eClass before any other work will be graded. That is, **students will receive a zero for their Ethics Worksheet and for their Final Research Paper if they have not completed and uploaded the certificate through eClass prior to those deadlines.** To ensure students have completed the certificate before the Ethics Worksheet due date, I recommend completing the tutorial and uploading your certificate **by September 24th at the latest.**

The tutorial and certification test are available through Indiana University available here: <https://www.indiana.edu/~academy/firstPrinciples/index.html>

Please note: The tutorial will take approximately **2 hours** to complete, and the **certification test at the end is quite challenging.** To pass the certification test, you must answer at least 9 out of 10 questions correctly. If you fail the test, you will not receive feedback on how many or which questions you answered incorrectly. **I highly recommend completing all of the tutorial materials (including the practice questions within each section);** this will significantly increase your chances of passing the certification test. **Many students may have to complete the certification test multiple times in order to pass.** If you are having difficulty completing the test, please see the Frequently Asked Questions section of the tutorial website: <https://www.indiana.edu/~academy/firstPrinciples/faq.html>

Final Research Paper & Peer Review (worth total of 22%; see learning outcomes #3 and 4):

The final paper is the final exam for this course. Students will create their own research project, in which they will: 1) observe behavior in public, 2) analyze data (using an Excel sheet provided by the instructor), and 3) write up the results in an APA style research report. Students will complete this project through several steps:

- 1) **Research question:** Students will develop a research question of their choice, which they will later investigate in an observational study. This study will involve observing behavior in public settings, in which the participants will not have any reasonable expectation of privacy. Students will not interact with the participants in any way; they will only observe and record the behavior of interest. The research questions will take the form of a 2X2 contingency table matrix, where the dependent variable is the number of people per cell. For example research questions and matrices, see the end of this syllabus. Students will submit their research question and associated matrix through eClass by **11:55pm on September 19th.** The instructor will use this submission to provide feedback on and approve research questions. After receiving feedback, a student may wish to change their topic; if so, they first need to discuss their new topic with the instructor.
- 2) **Ethics worksheet:** Students will complete an ethics worksheet (provided by the instructor on eClass) in which they answer questions about how and where they will collect the data for their observational study. In completing this worksheet, they will also state their study

hypothesis, and support that hypothesis with a brief summary of the related literature. The instructor will spend some time in class going over how to complete this worksheet (see detailed class schedule). Students will submit their completed ethics worksheet through eClass by **11:55pm on October 10th**. This worksheet will be worth **10%** of the final paper mark (i.e., 10 out of 100 marks for the final paper, or 2% of the final course grade).

- 3) Draft submission and peer review: Students will submit, through eClass, a draft of their final research paper, due by **11:55pm on November 26th**. Students will then complete a peer review of two other student's research papers, providing feedback through eClass. The instructor will spend some time in class going over how to complete the peer reviews (see detailed class schedule). Students will then use their **class time on November 28th** to complete the peer reviews online. **Completion of the peer reviews is due by 11:55pm on December 3rd**. Completing the peer reviews will be **worth 2%** of the final grade. Students who do not submit drafts of their own research paper and students who do not complete the peer reviews they've been assigned will not receive feedback from their peers and will forego this 2% of their final grade. Further details about the peer review process and feedback will be provided on eClass.
- 4) The final research paper: The final paper will be **due by 11:55pm on December 12th**. This paper (**worth 20%** of final grade) should be typed double-spaced and follow the format of the 6th edition of the *Publication Manual of the American Psychological Association*. Papers will be submitted through eClass. In the event of a serious medical illness or family affliction, students can apply to their faculty for a deferral/extension. There will be no prorating of this component to other components of the course. The instructor will provide further details on what is required for this paper (as well as APA format and scientific writing) during class and on eClass.

Policy on Late Final Papers:

Final papers submitted late, for any reason, will be **penalized 20 points** (out of 100) per each calendar day (or part thereof) late (e.g., if you submit the final paper between 11:55pm on the due date and 11:54pm on the next calendar day, you would lose 20 points). Students will submit any late final papers to the instructor via email.

Resources to Help You to Do Well In This Course:

Previous tests for this course will not be made available to the students. However, there are several resources available to the students for assistance in preparing for the tests. They are as follows:

1. Opportunities to ask questions before, during, and after class, or to post them on the course website.
2. Weekly student hours with the instructor.
3. Kahoot quiz or "Test Your Knowledge" or "True or False" questions given during lecture. The instructor will pose several of these questions to the students during lecture and provide the answers. Students will be given time to copy down these questions if they wish. These questions cover material that the instructor considers to be key concepts, and tend to cover material that will be tested on the exams. Students will access the Kahoot quizzes through <https://kahoot.it/> and complete the quizzes anonymously. These quizzes and questions are for retrieval practice, engagement, and for prompting discussion, and are not themselves worth any portion of the course grade.

4. A list of key questions that the students should be able to answer regarding each lecture section (e.g., Attitudes & Consistency) will be made available on the course website at the end of each lecture section. These questions (or the answers to them) may appear as components of the questions on the tests.
5. The in-class assignments and war activities will also give the students an indication of some of the material that the instructor may test on the tests.
6. PeerWise: Creating your own multiple choice practice questions can be a very effective way of learning the course material and preparing for tests. PeerWise is a website that enables you to easily share questions that you (or perhaps your study group) have created for the course, so that everyone in the class can pool their questions and benefit from the additional practice! The PeerWise Course ID for our class is: **19812**. You will also need to know your **student number** to register (this prevents students who are not in our class from entering the course).

Good quality questions may appear on your next exam!

Website: https://peerwise.cs.auckland.ac.nz/at/?ualberta_ca

7. If you would like to join a study group for this course, please email Dr. Passey and she will put you in touch with other interested students.
8. Students interested in extra help may email Dr. Passey for a list of possible tutors. This list includes the names and email addresses of former 342 students who excelled in the course. The student and the tutors are responsible for any agreements (in terms of time, financial arrangements, etc.); Dr. Passey will not be involved in these discussions.
9. The Learning Scientists – a group of cognitive psychological researchers interested in research on education – have detailed **6 strategies for effective learning**, based on scientific research. Information on these strategies is available in Study Tools section of eClass. You can also watch short videos describing these strategies using this link: <http://www.learningscientists.org/videos>

Grades:

Final grades will be reported using letter grades. **This is NOT a curved course.** Final grades will be determined after combining scores for all components of the course into a percentage total for each student. These percentages will then be converted into letter grades based on the following conversion system:

Distribution of Grades in Undergraduate Courses												
Letter grade	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F
% grade range	≥95	90-94.9	85-89.9	80-84.9	75-79.9	71-74.9	67-70.9	63-66.9	60-62.9	55-59.9	50-54.9	<50
Grade points	4.0	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0
Descriptor	Excellent			Good			Satisfactory			Poor	Minimal Pass	Fail

Cutoffs may be adjusted so that the proportion of students receiving each letter grade corresponds to the University-suggested ranges, depending on class performance and clustering of scores, and will reflect your performance in relation to the rest of the class. Test, assignment, persuasion war, and final paper grades will be posted under “My Grades” on the course website, and the class average, standard deviation, and percentiles will be posted for each test on the discussion board. Neither of the tests will be passed back to the students. Should students wish to

see their test they may view it with the TA during the test viewings (to be scheduled at a later date) or during the instructor's student hours. Grades are unofficial until approved by the Department and/or Faculty offering the course.

Web Content:

Additional information for the course will be available on the web through the course website at <https://eclass.srv.ualberta.ca/portal/>. The web content will consist of lecture notes and an electronic discussion area for course questions. I will post the lecture slides by 11:00 pm the night before each lecture at the latest. Lecture audio will be posted after class, within a day or two. To access the lecture audio, students will need to click on a link and then log in with their U of A email address. Neither the quality nor availability of lecture audio clips is guaranteed. Students should keep in mind that the posted lecture notes will be incomplete on purpose to encourage class attendance. **That is, some of the definitions, descriptions, and examples discussed during class will not appear in the posted notes. In addition, I will not post descriptions of the class activities, demonstrations, and video clips (or how they are relevant to the course material).** Therefore, although students are encouraged to print and read the lecture notes before attending class if they wish, these activities will not be a sufficient alternative for attending class.

The discussion board is a forum for posting questions and discussing topics related to the PSYCO 342 course material. I will delete messages pertaining to inappropriate topics like mark changes, course complaints, or subjects unrelated to PSYCO 342 content, and if those messages are deemed harassing, abusive, or insulting, disciplinary action will be taken. Because students' questions tend to be similar, **students will please post questions on the course website message board rather than emailing the instructor or TA directly.** The course instructor will check the board regularly and will respond to the questions there. This way everyone in the class has access to the same information. Of course, students who have questions or concerns related to their grades or their ability to meet the requirements of the course should email these private messages to the instructor, or better yet discuss them with the instructor during student hours.

Unless otherwise advised of a scheduled absence by the course instructor, I will acknowledge (at the very least) all queries posted on the message board will within 1 working day. **If students do email questions that they should have posted on the message board instead, I will ignore the email.** The posted questions should be as specific as possible so I can post an appropriate response quickly. Students who post vague, nonspecific, or otherwise unclear questions or comments (e.g., "I don't understand what reciprocity is") will be encouraged to attend student hours. **Students are encouraged to check the message board regularly!** and to read through their syllabus and lecture notes before posting their questions to determine whether they can find the answer on their own. The questions posted by other students and the responses will likely be very helpful, and posting questions that that already been asked/answered will only waste the time of the instructor, T.A., fellow students, and the person posting the question. Please note: Posting a question multiple times or sending multiple email inquiries to the instructor or the T.A. will not result in the message being responded to more quickly; this will only result in irritation for the instructor/T.A.

Note on email etiquette: **In writing any email to either the instructor or the TA the student will be required to include the following information if they desire a response:**

1. The **student's first and last name.**
2. Their **student ID number**
3. The **course number.**

Failure to include this information may result in the email going unanswered. The instructor teaches more than one course and is not going to memorize the CCIDs for all of her students. Not including this information makes it very difficult to get back to students in a timely fashion (aside from the fact that not including your name in an email is very rude and disrespectful to the recipient).

Furthermore, any emails (anonymous or otherwise) sent either to the instructor or the TA that are aggressive, hostile, or harassing in nature will be reported to the Associate Chair of the Undergraduate Program in Psychology, Cor Baerveldt, and will be investigated for violations of the Student Code of Conduct. Any students found to be in violation of the code will be disciplined accordingly. If you have comments or concerns about the class, you are encouraged to see the instructor in person, make such comments on the course evaluations at the end of the term, or to see the Associate Chair.

Additional Considerations:

Student Hours: The instructor welcomes and encourages students to attend student hours. **Appointments will only be made with students who cannot attend student hours.** If your class schedule prevents you from attending the scheduled student hours, you should a) log on to Bear Tracks and go to your schedule, b) hit ALT and Prt Scr, and paste the page into a Word document, and then c) attach that document to the email requesting a meeting. Students should feel free to ask questions during class and/or immediately before or after it. If students are having trouble understanding the lecture material, please see the instructor well in advance of the exams.

Absence From Class or Exams, and Missed Work: Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.3(1) and 23.5.6 of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

Note: In this course, students are allowed to miss a certain number of persuasion wars and in-class assignments, and still earn 100% (i.e., an A+) in the course (see those specific sections of this syllabus for details). In addition, students are given the option of handing in the final paper late and taking the appropriate penalty (see assignment and final paper sections of this syllabus for the late penalty). **These procedures are in place to take care of various circumstances that students might find themselves in** (including, but not limited to, adding the class late, illness, forgetfulness, computer issues); **that is, students have been accommodated for these circumstances in advance.** Now unfortunately, if you miss more than the allowed number of wars or in-class assignments then it will start to affect your grade, and I am afraid that I cannot accommodate you more than this. There has to be a minimum amount of work that everyone is responsible for completing in order to achieve the same grade/credit for this course. To offer further accommodation would be unfair to the other students in the class.

Students are expected to write all tests as scheduled; see the course outline above for the dates. **There will be no make-up tests. If a test is missed due to a serious medical condition, the weight of the test will be transferred to the other test.** For this to happen, the instructor must be contacted **within 48 hours** of the scheduled test. Failure to do so will result in a grade of zero being applied to the missed test. **For an excused absence where the cause is religious belief,** a student must contact the instructor(s) within two weeks of the start of Fall or Winter classes to request accommodation for the term. Instructors may request adequate documentation to substantiate the student request. **Deferral of term work or tests is a privilege and not a right;** there is no guarantee that a deferral will be granted. Misrepresentation of Facts to gain a deferral is a serious breach of the *Code of Student Behaviour*.

Missing a significant portion of the course work will result in a “1” being applied to your final letter grade on your transcript (e.g., a student may receive a C1, indicating that they received a C and missed significant course work). This notation will be applied to the grades of any students who meet any of the following criteria:

1. Have an unexcused absence from either of the tests, and/or
2. Fails to complete at least 1 of the 4 in-class assignments (i.e., completes 0 in-class assignments), and/or
3. Fails to submit the Final paper, and/or
4. Fails to complete at least 1 of the Persuasion Wars (i.e., completes 0 wars).

Re-Marking: If you believe that there is a grading error for one of your tests or assignment questions, you must complete a Remarking Request Form (available on the course website) where you will have an opportunity to outline

the perceived error and refer to any evidence (e.g., reference to a statement from the readings, or a particular lecture slide). Students will submit completed forms via email to the instructor (NOT the TA) whose decision will be final. Any requests for reviewing or remarking any assignment questions must be received before the end of the last day of classes (i.e., by 5pm on December 5th). Any requests for reviewing or remarking any specific test questions must be received before the due date of the final paper (i.e., by 5pm on December 12th).

Students Eligible for Accessibility-Related Accommodations: Eligible students have both rights and responsibilities with regard to accessibility-related accommodations. Consequently, scheduling exam accommodations in accordance with SAS deadlines and procedures is essential. Please note adherence to procedures and deadlines is required for U of A to provide accommodations. Contact Accessibility Services (<https://www.ualberta.ca/current-students/student-accessibility-services>) for further information.

Classroom Etiquette: Students are expected to behave appropriately during lecture, reflecting respect for the instructor and their classmates. Frequent talking or other disruptions will not be tolerated. Students should feel free to ask questions during class, but those who wish to discuss the lecture material (or other topics) with their classmates should make arrangements to do so outside of class time. Students who talk loudly or excessively during class will either a) be called on to ask questions regarding the lecture or text material, or b) be asked to leave the lecture. Students are expected to turn off all electronic devices (including but not limited to: cell phones and music devices) during class time so as not to disrupt or annoy the class. Students should not resume the use of these devices until they have left the lecture theatre. Use of laptop computers will be permitted for the purpose of note taking. **Note:** Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Academic Integrity: The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University. All students should consult [the Academic Integrity website](#). If you have any questions, ask your instructor. An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

Learning and Working Environment: The Department of Psychology is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behavior that undermines that environment. The Department urges anyone who feels that this policy is being violated to:

1. Discuss the matter with the person whose behaviour is causing concern; or
2. If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the instructor, or in cases of dispute with the instructor, with the Chair of the Department.

For additional advice or assistance regarding this policy students may contact the student ombuds service: (<http://www.ombudservice.ualberta.ca/>). Information about the University of Alberta Discrimination and Harassment Policy and Procedures is described in UAPPOL at <https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110>.

Plagiarism and Cheating: All students should consult the ‘Truth-In-Education’ handbook or Website (<http://www.uofaweb.ualberta.ca/TIE/>) regarding the definitions of plagiarism and its consequences when detected. An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. Before unpleasantness occurs consult <http://www.uofaweb.ualberta.ca/TIE/>; also discuss this matter with any tutor(s) and with your instructor.

The Academic Success Centre: (1-80 SUB): The [Academic Success Centre](#) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

The Centre for Writers: (1-42 Assiniboia Hall): The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

Health and Wellness Support: There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

Office of the Student Ombuds: The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

Disclaimer: Any typographical errors in this Course Outline are subject to change and will be announced in class. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) section of the University Calendar.

The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.

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Detailed Class Schedule (including due dates):

Note: The instructor reserves the right to make changes to this outline as the course progresses. PCA in this table refers to the pre-class activities on these readings.

Dates	Class #	Topics	Readings; Due dates
Sept. 3 rd	1	Orientation to the course	Cialdini (2005)
Sept. 5 th	2	Introduction to Social Influence & Persuasion	Cialdini Ch.1, & Petty et al (1981)
Sept. 10 th -12 th	3-4	Social Norms & Social Proof	Cialdini Ch. 4, Cialdini & Goldstein (2004), & MacNeil & Sherif (1976); PCA #1 due Sept. 10 th
Sept. 17th	5	In-class Assignment #1	Cialdini (2003), & norm breaking activity before class
Sept. 19 th	6	Conformity & Group Influence	Asch (1951) & Kruglanski (2003); PCA #2 due & Submit research question and matrix on eClass
Sept. 24th	7	Persuasion War #1	-; Complete plagiarism certificate by this date.
Sept. 26 th – Oct. 1 st	8-9	Attitudes & Consistency Ethics Worksheet info session	Festinger & Carlsmith (1959), & Stone & Cooper (2001); PCA #3 due Sept. 26 th
Oct. 3rd	10	In-class Assignment #2	Crandall et al. (2009), & Webber et al. (2013)
Oct. 8 th	11	Authority, Credibility & Obedience	Cialdini Ch. 6, Burger (2009), & Milgram (1965); PCA #4 due
Oct. 10 th	12	Language & Review	Cialdini Ch. 7 and 8 ; Ethics worksheet submitted
Oct. 15th	13	Persuasion War #2	-
Oct. 17th	-	Test #1	Covers classes 1-13
Oct. 22 nd	14	Nonverbal Influence & Liking	Cialdini Ch. 5; PCA #5 due
Oct. 24th	15	In-class Assignment #3	Haidt (2001), & watch Haidt TED talk before class
Oct. 29 th -31 st	16-17	Reciprocity & Sequential Request Techniques Peer Review info session	Cialdini Ch. 2 and 3; PCA #6 due Oct. 29 th
Nov. 5th	18	Persuasion War #3	-
Nov. 7 th	19	Motivational Appeals	Witte (1992); PCA #7 due
Nov. 11th-15th	-	Classes cancelled (Remembrance Day Holiday and Reading Week)	-
Nov. 19 th	20	Visual & Musical Forms of Persuasion	Greenwald et al (1991) & Strahan et al (2002); PCA #8 due
Nov. 21st	21	In-class Assignment #4	Listen to “Petty Tyrant” podcast before class
Nov. 26 th	22	Ethics & Review	Cialdini (1999), Baumrind (1964), & Milgram (1964); Draft of final paper due
Nov. 28 th	-	No class (Complete peer reviews online)	-
Dec. 3rd	23	Persuasion War #4	Peer reviews due
Dec. 5th	-	Test #2	Covers classes 14-23
Dec. 12th	-	Final Research Paper Due	-

Required Course Readings Not from Cialdini's "Influence: Science and Practice"

Links to all of these readings are available to students on the course website.

Class 1:

Cialdini, R.B. (2005). Basic social influence is underestimated. *Psychological Inquiry*, *16*, 158-161.

Class 2:

Petty, R.E., Cacioppo, J.T., & Goldman, R. (1981). Personal involvement as a determinant of argument-based persuasion. *Journal of Personality and Social Psychology*, *41*, 847-855.

Classes 3-4:

Cialdini, R.B. & Goldstein, N. J. (2004). Social influence: Compliance and conformity. *Annual Review of Psychology*, *55*, 591-621.

MacNeil, M.K. & Sherif, M. (1976). Norm change over subject generations as a function of arbitrariness of prescribed norms. *Journal of Personality and Social Psychology*, *34*, 762-773.

Class 5: In-class assignment day

Cialdini, R.B. (2003). Crafting normative messages to protect the environment. *Current Directions in Psychological Science*, *12*, 105-109.

Students will also read the instructions for and complete a norm-breaking activity before class.

Class 6:

Asch, S.E. (1951). Effects of group pressure upon the modification and distortion of judgments. In H. Guetzkow (Ed.) *Groups, Leadership and Men: Research in Human Relations* (pp. 177-190). Oxford, England: Carnegie Press.

Kruglanski, A.W. (April, 2003). *Terrorism as a tactic of minority influence*. Paper presented at F. Buttera and J. Levine (Chairs) Active Minorities: Hoping and Coping. Grenoble, France.

Classes 8-9:

Festinger, L. & Carlsmith, J. M. (1959). Cognitive consequences of forced compliance. *Journal of Abnormal and Social Psychology*, *58*, 203-210.

Stone, J. & Cooper, J. (2001). A self-standards model of cognitive dissonance. *Journal of Experimental Social Psychology*, *37*, 228-243.

Class 10: In-class assignment day

Crandall, C. S., Eidelman, S., Skitka, L. J., & Morgan, G. S. (2009). Status quo framing increases support for torture. *Social Influence*, *4*, 1-10.

Webber, D., Schimel, J., Martens, A., Hayes, J., & Faucher, E. H. (2013). Using a bug-killing paradigm to understand how social validation and invalidation affect the distress of killing. *Personality and Social Psychology Bulletin*, *39*, 470-481.

Class 11:

Burger, J.M. (2009). Replicating Milgram: Would people still obey today? *American Psychologist*, *64*, 1-11.

Milgram, S. (1965). Liberating effects of group pressure. *Journal of Personality and Social Psychology, 1*, 127-134.

Class 15: In-class assignment day

Haidt, J. (2001). The emotional dog and its rational tail: A social intuitionist approach to moral judgment. *Psychological Review, 108*, 814-834.

Students will also watch the Jonathan Haidt TED talk (see link on eClass) before class.

Class 19:

Witte, K. (1992). Putting the fear back into fear appeals: The extended parallel process model. *Communication Monographs, 59*, 329-349.

Class 20:

Greenwald, A.G., Spangenberg, E.R., Pratkanis, A.R., & Eskenazi, J. (1991). Double-blind tests of subliminal self-help audiotapes. *Psychological Science, 2*, 119-122.

Strahan, E.J., Spencer, S.J., & Zanna, M.P. (2002). Subliminal priming and persuasion: Striking while the iron is hot. *Journal of Experimental Social Psychology, 38*, 556-568.

Class 21: In-class assignment day

Students will listen to "The Petty Tyrant" podcast from This American Life (see link on eClass) before class.

Class 22:

Cialdini, R. B. (1999). Of tricks and tumors: Some little-recognized costs of dishonest use of effective social influence. *Psychology & Marketing, 16*, 91-98.

Baumrind, D. (1964). Some thoughts on ethics of research: After reading Milgram's "Behavioral Study of Obedience." *American Psychologist, 19*, 421-423.

Milgram, S. (1964). Issues in the study of obedience: A reply to Baumrind. *American Psychologist, 19*, 848-852.

Example Observations Study Research Questions and Matrices:

Example #1: Personal cups at Starbucks.

Research question: Are women more likely than men to use a personal cup at Starbucks?

Contingency matrix: The #s would represent the count of observations (i.e., people) belonging to that cell.

	Women	Men
Observed using personal cup	#	#
Observed using disposable cup	#	#

Example #2: Use of self-checkout at grocery store.

Research question: Are adults shopping with children less likely than adults shopping without children to use the self-checkout at the grocery store?

Contingency matrix: The #s would represent the count of observations (i.e., people) belonging to that cell.

	Adults shopping with children	Adults shopping without children
Observed using regular checkout	#	#
Observed using self-checkout	#	#

Example #3: Dancing at Comic-Con.

Research question: Are people who attend Comic-Con in cosplay more likely than people who are not in cosplay to dance at the convention?

Contingency matrix: The #s would represent the count of observations (i.e., people) belonging to that cell.

	In cosplay	Not in cosplay
Observed dancing	#	#
Observed not dancing	#	#

Sample Test Questions:

Sample Multiple Choice Questions:

1. The turkey chick's "cheep" sound, the male robin's red breast feathers, and the fire fly's mating blink are all examples of _____. That is, each *is* one tiny aspect of the total stimulus that causes a "click, whirr" response.
 - (a) Fixed-action patterns
 - (b) Trigger features
 - (c) Mimics
 - (d) Judgment heuristics
2. In a study by Langer, Blank, and Chanowitz (1978) a requester asked subjects to allow him to cut in front of them in line to make 5 xerox copies. One group of subject received no reason for the request. A second group received a good reason, "because I'm in a rush." A third group received a trivial (placibic) reason, "because I have to make some copies." What happened?
 - (a) Only the group getting the good reason complied more than the group getting no reason.
 - (b) Only the group getting the trivial reason complied more than the group getting no reason.
 - (c) Both of the groups getting a reason of either sort complied more than the group getting no reason.
 - (d) All of the groups complied about equally.

Sample Short Answer Questions:

1. The "Werther Effect" has been used to contradict the findings that "suicides" increased after a news story highlighting a suicide was published.
 - a. True
 - b. False
2. In class we discussed Social Impact Theory and the Social Influence Model. What does each perspective claim about the relationship between group size and conformity?
3. Examine the coupon printed on the previous page. Discuss how the *scarcity* principle is being used in the coupon.
4. Match the researcher listed on the left to the study, theory, or phenomenon on the right. Indicate your answers by drawing a line from the researcher to the study, theory, or phenomenon.

a) Bibb Latane	i. Elaboration likelihood model
b) Robert Cialdini	ii. "Social norms on littering" studies
c) Muzafer Sherif	iii. Bystander intervention
d) Richard Petty	iv. Autokinetic effect

Sample Long Answer Questions:

1. What is the group polarization phenomenon? List and describe three explanations for why it occurs.
2. In class we discussed deindividuation and social loafing as two outcomes of group influence. What are deindividuation and social loafing? What are their effects and how might they be minimized?