

M&C 9707: Social Influence¹

Fall 2022

Fridays: 12:30pm to 3:00pm.

Annenberg Hall, Room 301

Professor: Bruce Hardy

Office Hours: Fridays: 3:00pm to 4:00pm Weiss Hall, Room 323

Email: bruce.hardy@temple.edu

COURSE OVERVIEW

This course will survey theories of social influence, focusing on those theories that are most relevant to communication. In addition to reviewing the “classic” works, we will examine contemporary research applying persuasion theories in contexts such as health and politics. Students are expected to develop an in-depth understanding of the theories discussed in the course, including their assumptions, causal mechanisms, scope, and limitations.

PROFESSOR BIO

Dr. Bruce Hardy is an Associate Professor in the Department of Communication and Social Influence at Temple University. His research focuses on political, science, and health communication; knowledge acquisition, opinion formation, and behavior; emergent technologies and society; and advanced research methods. Dr. Hardy’s research has been published in numerous academic journals including *Science*, *Proceedings of the National Academy of Science*, *American Behavioral Scientist*, *Science Communication*, *Public Opinion Quarterly*, *Journal of Communication*, *Communication Theory*, and *Political Communication*. His research has won national and international scholarly awards from the American Publishers Association, the International Communication Association, and the National Communication Association. Dr. Hardy is also a Distinguished Research Fellow with the University of Pennsylvania’s Annenberg Public Policy Center.

HOW THIS COURSE WILL BE TAUGHT

This course is taught **in person** Fridays from 12:30 to 3:00 in Annenberg Hall, Room 301.

ATTENDANCE AND YOUR HEALTH

To achieve course learning goals, students must attend and participate in classes, according to your instructors’ requirements. However, if you feel unwell or if you are under quarantine or in isolation because you have been exposed to Covid-19 or tested positive for it, you should not come to campus or attend in-person classes or activities. It is the student’s responsibility to contact their instructors to create a plan for participation and engagement in the course as soon as they are able to do so, and to make a plan to complete all assignments in a timely fashion, when illness delays their completion.

COURSE REQUIREMENTS

You are required to write an original theoretically driven scholarly manuscript that could be submitted for review to an academic conference and/or to an academic journal. This must be original work for this class and cannot be an extension of work you have previously completed. A prospectus is due **September 16 in class**, a half-draft is due **October 21 in class**, a full draft is

^{1 1} This syllabus is subject to change at the instructor’s discretion and progress of the class.

due **November 11** in class, and your final paper is due **December 2 in class**. You are required to give a 15-minute presentation of your paper on **December 2 in class**. You are required to attend and actively participate in every class. Each student will be required to lead discussion for classes this semester.

Grading:

Attendance/Participation	10%
Discussion leading	15%
Prospectus	15%
Paper Draft	10%
Final Paper	35%
Presentation	15%

COURSE CALENDER

1. August 26: Introduction to course

2. September 2: Gabriel Tarde's Public and Tajfel and Turner's Social Identity Theory

Readings:

Clark, T. N. (Ed.). (1969). *Gabriel Tarde on communication and social influence*. Chicago: University of Chicago Press. (Chapters 16-17).

Tajfel, H., & Turner, J. C. (2004). The social identity theory of intergroup behavior. In *Political Psychology* (pp. 276-293). Psychology Press.

Hardy, B. W. (2019). Public Opinion and Journalism. *Oxford Research Encyclopedia of Communication*. Oxford University Press. doi: 10.1093/acrefore/9780190228613.013.865

Discussion Leaders:

3. September 9: Affective polarization and social sorting

Readings:

Iyengar, S., & Krupenkin, M. (2018). Partisanship as Social Identity; Implications for the Study of Party Polarization. In *The Forum* (Vol. 16, No. 1, pp. 23-45).

Mason, L. (2016). A cross-cutting calm: How social sorting drives affective polarization. *Public Opinion Quarterly*, 80(S1), 351-377.

Hardy, B. W., & Tallapragada, M. (2021). The moderating role of interest in politics and news consumption in the relationship between political ideology and beliefs about science and scientists in the United States. *Group Processes & Intergroup Relations*, 24, 783-796.

Zeng, C. (2021). A Relational Identity-based solution to group polarization: can priming parental identity reduce the partisan gap in attitudes toward the COVID-19 pandemic. *Science Communication*, 43(6), 687-718.

Discussion leaders:

4. September 16: Attitude Consistency Theory, Motivated Reasoning, and Identity Protective Cognition

***** Prospectus due*****

Readings:

Heider, F. (1946). Attitudes and cognitive organization. *The Journal of Psychology*, 21(1), 107-112.

Kunda, Z. (1990). The case for motivated reasoning. *Psychological Bulletin*, 108(3), 480.

Kahan, D. M., Peters, E., Dawson, E. C., & Slovic, P. (2017). Motivated numeracy and enlightened self-government. *Behavioural Public Policy*, 1(1), 54-86.

Akin, H., Hardy, B. W., & Jamieson, K. H. (2020). Countering identity protective responses to climate change. *Environmental Communication*, 14, 1111-1126.

<https://doi.org/10.1080/17524032.2020.1776359>

Discussion leaders:

5. September 23: Mass media, diffusion, and the flow of communication through communities.

Readings:

Lazarsfeld, P. F., & Merton R. K., (1948). Mass Communication, popular tastes, organized social action. In L. Bryson (ed.). *The Communication of Ideas*. New York: The Institute for Religious and Social Studies.

Katz, E. (1957). The two-step flow of communication: An up-to-date report on a hypothesis. *Public Opinion Quarterly*, 21(1), 61-78.

Milgram, S. (1967). The small world problem. *Psychology Today*, 2(1), 60-67.

Jackson, S. J., Bailey, M., & Foucault Welles, B. (2018). # GirlsLikeUs: Trans advocacy and community building online. *New Media & Society*, 20(5), 1868-1888.

Discussion Leader:

6: September 30: Cultivation, the opinion climate, and spiral of silence.

Readings:

Gerbner, G., Gross, L., Morgan, M., & Signorielli, N. (1980). The “mainstreaming” of America: Violence profile no. 11. *Journal of Communication*, 30(3), 10-29.

Ma, R., & Ma, Z. (2022). How are we going to treat Chinese people during the pandemic? Media cultivation of intergroup threat and blame. *Group Processes & Intergroup Relations*, 13684302221075695.

Noelle-Neumann, E. (1974). The spiral of silence: A theory of public opinion. *Journal of Communication*, 24(2), 43-51.

Kushin, M. J., Yamamoto, M., & Dalisay, F. (2019). Societal majority, Facebook, and the spiral of silence in the 2016 US presidential election. *Social Media+ Society*, 5(2), 2056305119855139.

Discussion leaders:

7: October 7. Dual-processing models

Readings:

Petty, R. E., & Cacioppo, J. T. (1986). The elaboration likelihood model of persuasion. In *Communication and persuasion* (pp. 1-24). Springer, New York, NY.

Chen, S., & Chaiken, S. (1999). The heuristic-systematic model in its broader context. In S. Chaiken & Y. Trope (Eds.), *Dual-process theories in social psychology* (pp. 73–96). The Guilford Press.

Kahneman, D. (2011). *Thinking, fast and slow*. Macmillan. (Part 1: Two Systems).

Discussion leaders:

8. October 14: **No Class. Fall Wellness Day!**

Seriously, take the time you would for this class and do something that is not work or chore or task related but fun and enjoyable.

9. October 21: The Integrative Behavior Model

*****Half Draft Due*****

Readings:

Fishbein, M., & Yzer, M. C. (2003). Using theory to design effective health behavior interventions. *Communication theory*, 13(2), 164-183.

Scott, R. K., Hull, S. J., Huang, J. C., Coleman, M., Ye, P., Lotke, P., ... & Visconti, A. (2022). Factors Associated with Intention to Initiate Pre-exposure Prophylaxis in Cisgender Women at High Behavioral Risk for HIV in Washington, DC. *Archives of Sexual Behavior*, 1-12.

Holbert, R. L., Dias, N., Hardy, B. W., Jamieson, K. H., Levendusky, M. S., Renninger, A. S., Romer, D., Winneg, K. M., & Pasek, J. (2021) Exploring the role of media use within an integrated behavioral model (IBM) approach to vote likelihood. *American Behavioral Scientist*, 65, 412-431. <https://doi.org/10.1177/0002764220975054>

Hagger, M. S., Smith, S. R., Keech, J. J., Moyers, S. A., & Hamilton, K. (2020). Predicting social distancing intention and behavior during the COVID-19 pandemic: An integrated social cognition model. *Annals of Behavioral Medicine*, 54(10), 713-727.

Discussion leaders:

10. October 28. Agenda Setting, Priming, and (the Death of) Framing

Readings:

McCombs, M. E., & Shaw, D. L. (1972). The agenda-setting function of mass media. *Public Opinion Quarterly*, 36(2), 176-187.

Price, V., & Tewksbury, D. (1997). News values and public opinion: A theoretical account of media priming and framing. *Progress in Communication Sciences*, pp. 173-212.

Cacciatore, M. A., Scheufele, D. A., & Iyengar, S. (2016). The end of framing as we know it... and the future of media effects. *Mass communication and society*, 19(1), 7-23.

Hardy, B. W., Tallapragada, M., Besley, J. C., & Yuan, S. (2019). The effects of the “war on science” frame on scientists’ credibility. *Science Communication*, 41(1), 90-112.

Discussion leaders:

11. November 4: Risk, fear appeals, and the EPPM

Readings:

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

Cummings, C. L., Rosenthal, S., & Kong, W. Y. (2021). Secondary risk theory: validation of a novel model of protection motivation. *Risk Analysis*, 41(1), 204-220.

Tallapragada, M., Hardy, B. W., Lybrand, E., & Hallman, W. K. (2021). Impact of abstract versus concrete conceptualization of genetic modification (GM) technology on public perceptions. *Risk Analysis*, 41, 976-991. <https://doi.org/10.1111/risa.13591>

#Ivermectin chapter from upcoming book#

Discussion leaders:

12. November 11: Uses and gratifications and social origins of media use

*****Final Draft Due*****

Readings:

Katz, E., Blumler, J. G., & Gurevitch, M. (1973). Uses and gratifications research. *Public opinion quarterly*, 509-523.

Blumler, J. G. (1979). The role of theory in uses and gratifications studies. *Communication Research*, 6(1), 9-36.

Lin, J. S. E. (2022). Exploring uses and gratifications and psychological outcomes of engagement with Instagram Stories. *Computers in Human Behavior Reports*, 6, 100198.

Soto-Vásquez, A. D., Vilceanu, M. O., & Johnson, K. C. (2022). “Just hanging with my friends”: US Latina/o/x perspectives on parasocial relationships in podcast listening during COVID-19. *Popular Communication*, 1-14.

Discussion Leader:

13. November 14: Embodied cognition for persuasion and psychophysiological media research

Readings:

Hardy, B. W. (2021) Embodied cognition in communication science. *Communication Theory*, 31, 633-635. <https://doi.org/10.1093/ct/qtaa003>

Bergen, B. K. (2012). *Louder than words: The new science of how the mind makes meaning*. Basic Books. (Chapters 1 & 2)

Potter, R. F., & Bolls, P. (2012). *Psychophysiological measurement and meaning: Cognitive and emotional processing of media*. Routledge. (Chapters 1 & 2)

Discussion leaders:

14. November 25: **No Class:** Thanksgiving Break

15. December 2: **Final paper presentations.**

*****Final Paper Due*****

APPENDIX

Students with Disabilities. It is Temple University's policy to provide reasonable accommodations to students with disabilities under the American Disabilities Act (ADA). At the beginning of each semester, any student with a disability should inform the course instructor if instructional accommodations or academic adjustments will be needed. For more information about the ADA and academic accommodations or adjustments, contact the Office of Disability Resources and Services (<http://www.temple.edu/disability>; 215-204-1280; hellodrs@astro.temple.edu).

Academic Rights: Freedom to teach and freedom to learn are inseparable facts of academic freedom. The University has adopted a policy on student and faculty academic rights and responsibilities (Policy # 03.70.02) which can be accessed through the following link: http://policies.temple.edu/getdoc.asp?policy_no=03.70.02

Honesty and Professional Ethics. Cheating and plagiarism on any examination or assignment will result in automatic failure of the course and recommendation to the University Disciplinary Committee for further disciplinary action.

Plagiarism is the unacknowledged use of another person's labor, another person's ideas, another person's words, and another person's assistance. All work done for courses -- papers, examinations, homework exercises, laboratory reports, oral presentations -- is expected to be the individual effort of the student presenting the work. Any assistance must be reported to the instructor. If the work has entailed consulting other resources -- journals, books, or other media - these resources must be cited in a manner appropriate to the course. It is the instructor's responsibility to indicate the appropriate manner of citation. Everything used from other sources -- suggestions for organization of ideas, ideas themselves, or actual language -- must be cited. Failure to cite borrowed material constitutes plagiarism.

Academic cheating is, generally, the thwarting or breaking of the general rules of academic work or the specific rules of the individual courses. It includes falsifying data; submitting, without the instructor's approval, work in one course which was done for another; helping others to plagiarize or cheat from one's own or another's work; or actually doing the work of another person. The penalty for academic dishonesty can vary from receiving a reprimand and a failing grade for a particular assignment, to a failing grade in the course, to suspension or expulsion from the University. The penalty varies with the nature of the offense, the individual instructor, the department, and the school or college. (Source/further details: Temple Undergraduate Bulletin 2007-2008)

http://www.temple.edu/bulletin/Responsibilities_rights/responsibilities/responsibilities.shtm

Course and Teaching Evaluations. Temple University is committed to high quality instruction in graduate, undergraduate and professional programs. Student feedback regarding instruction is an integral part of assuring quality in the University's educational programs. Student evaluations of faculty occur toward the end of semester. This is your opportunity to voice your opinion regarding my effectiveness and the course overall. Also, this process allows you to assist Temple University as it strives to constantly improve upon efforts and make this a better

experience for Temple University's students. For more information about student evaluations of courses and teaching, please refer to Policy #02.78.14 which can be found on the University's Policy & Procedures website at <http://policies.temple.edu>.

School of Media and Communications Grievance/Grade Appeal Policy. STRC 4859 follows the School of Media and Communication grievance policy which can be found on the SMC website. A grade appeal may only be pursued after the completion of the semester in which the alleged improper, unfair, or arbitrary academic action took place.

University Writing Center for Students. The University Writing Center provides services to students across the University. These services include tutoring, technology, a computer classroom, a resource library, workshops, and seminars. Many of these services, including tutoring, are accessible online through the Center's Website at <http://www.temple.edu/writingctr/>. All services are free-of-charge. Tutoring services are offered on a drop-in basis or by appointment. After reviewing some of your writing efforts, I may recommend some of you take advantage of this center and this service.

Civil Behavior in Class. Students are expected to behave civilly toward professor, teaching assistants, and guest lecturers, as well as other students. If one-on-one conversations between a disruptive student and the professor or TA are not fruitful, the matter will be turned over to the University Disciplinary Committee and/or other judicial bodies. In recent years many college and university professors, administrators, and mental health professionals report a growing number of students on campus that become disruptive to the educational mission of the institution. The disruptive student is one who persistently makes inordinate demands for time and attention from faculty and staff, habitually interferes with the learning environment by disruptive verbal or behavioral expressions, verbally threatens or abuses college personnel, willfully damages college property, misuses drugs or alcohol on college premises, or physically threatens or assaults others. The result is the disruption of academic, administrative, social, or recreational activities on campus.

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