



# EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL  
*and* CONTINUING STUDIES

## COMM 5453-103: Social Influence

### Course Description:

This course is designed to introduce you to the classic and current theories pertaining to the nature of social influence. We will take a broad perspective, considering issues typically included under the rubric of “persuasion,” as well as influence via nonverbal channels, and influence in the contexts of mass media. Because this seminar functions as an introduction to an extensive literature, the discussions and readings associated with each of the theories will necessarily be abbreviated. However, the expectation is that students will read beyond the required articles and book chapters in their areas of special interest.

**Our Primary Goal** is to comprehend a detailed picture of both the traditional and contemporary thinking in this field. We will investigate how people think of, feel about, and respond to a range of social influence approaches. Our analysis will include many of the methods influence sources employ to manipulate their targets in various contexts, along with the means by which the targets of influence may choose to respond to such manipulation. In conjunction with social influence theories, we will also be studying several related theories dealing with various cognitive, affective, and motivational processes.

### Class Dates, Location and Hours:

Dates: June 4 – 10, 2018

Location: Washington, D.C. Liaison Office - 2189 Crystal Plaza Arcade, Arlington, VA, 22202.

Hours: Monday - Friday 6:00 p.m.-9:30 p.m.; Saturday 8:00 a.m.-4:30 p.m.; Sunday 8:00 a.m.-12:00 p.m.

Last day to enroll or drop without penalty: May 6, 2018

### Site Director:

Email: [apwashington@ou.edu](mailto:apwashington@ou.edu). Phone: 703-418-4800.

### Professor Contact Information:

Course Professor: Claude, Miller, Ph.D.

Mailing Address: Department of Communication  
University of Oklahoma  
Norman, OK 73019

Telephone Number: (405) 325-0861

Cell Number (405) 234-0455

Fax Number (405) 325-7625

Email Address: [chmiller@ou.edu](mailto:chmiller@ou.edu)

Professor availability: The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

**Instructional Materials:**

There is no single text; however, a collection of readings will be provided by the course professor at no charge. These readings will be made available electronically via e-mail or posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

**Course Objectives:**

A primary goal of this course is to present a detailed picture of the traditional and current thinking in the field of social influence, in an attempt to understand how people's thought processes, emotions, mood states, feelings, and interactive behaviors function in various influence contexts.

**Course Outline and Schedule:**

For the most part, this class will be conducted as a seminar with the expectation that all members will participate actively in class discussion. Participants are therefore expected to come to each class having thoroughly prepared for that class session. The following is a guide and may be modified as the seminar progresses.

**Readings provided electronically via Canvas.**

<b>Date</b>	<b>Content</b>	<b>Readings</b>
Monday 6/4	Introductions, Orientation; Intro to social influence Feeling & thinking; Comm & emotion; Hedonic relevance.	Dillard & Pfau, (2002); Miller, (1980) Zajonc (1980); Dillard (1998); Miller (2016)
Tuesday 6/5	Functions of attitudes & social judgment Process theories: The ELM, & the HSM Vested interest	Shavitt & Nelson, (2002) Eagly & Chaiken, (1993); Todorov, et al., (2002) Crano (1995); Miller & Adame (2016)
Wednesday 6/6	Cognitive dissonance & self-perception Dissonance & political affiliation	Festinger (1954); Festinger & Allyn (1961) Bem (1965); Miller (1995) Harmon-Jones (2002); Acharya et al. (2017)
Thursday 6/7	Intrinsic Motivation; Self-efficacy; Psychological reactance	Miller, et al. (2001) Bandura (1977); Brehm (1966); Miller (2015)
Friday 6/8	Source & receiver variables; Compliance gaining	Raven, (1992); Stiff, (2003); Gass & Seiter, (2003)
Saturday 6/9	Affect and persuasion; Inoculation & reactance theory; Sensation seeking & reactance; Fear, Disgust, & Guilt appeals Learning; Agenda setting; Media & Cultivation	Dillard & Meijnders (2002); Miller et al. (2014); Ivanov et al. (2015) Miller & Quick (2010); Dillard (1994); Witte (1992); Miller (2003); O'Keefe (2002) Bandura, (2001); Shanahan & Morgan, (1999) Eveland, (2002)
Sunday 6/10	Language expectancy theory; Expectancy violation theory; Nonverbal influence; Deception Final Exam (if needed)	Burgoon, M., et al., (2002); Burgoon, J.K., et al., (1995) Burgoon J.K. et al. (2002); Buller & Burgoon, (1998)

## **Assignments, Grading and Due Dates:**

### **Pre-class Readings:**

Students should have read the bulk of the readings before the course begins and should be prepared to discuss the assigned readings each class session. This seminar will be conducted at a graduate level; the course professor will act more as a facilitator than a lecturer. This means participants are responsible for providing considered, informed, and active contributions to the discussion.

### **Written Assignment:**

The following written assignment will be due on the first day of class and may be utilized for class discussion on that day. Students should write a double-spaced, typewritten essay of seven to ten pages of text (in APA format w/separate title page, abstract page, and reference section). The essay should provide a lit review of a social influence theory w/supporting research in an area of personal interest to the student. Each student should come to class prepared to act as a guest lecturer (see below), ready to discuss his or her paper in a 15-20 minute PPT assisted oral presentation. A handout on APA format is available on the course Canvas site. Papers should address and cover *each* of the points laid out below.

- Based on the course readings, supplemented by other relevant sources, you will select a theory or paradigmatic model related to human motivation and/or social influence and begin your paper by introducing the theory with a description of how it relates to social influence (i.e., in which contexts does it apply), and briefly list its key terms and propositions.
- You should provide a brief critique of the theory's validity based on existing empirical evidence gathered from the academic literature (peer-reviewed journals and edited scholarly texts).
- You do not necessarily have to choose a theory you agree with, you may choose to take a critical approach. In any case, you will need to buttress your position with research reported in the course readings or related literature.
- Social influence is often times characterized as a contentious subject, so you should anticipate and address exceptions or possible objections to your position.
- To illustrate your points, you may use examples from your own life, either that you have experienced, or that you have observed in others.
- Formulate five discussion questions about the theory (not included in the seven to ten page limit).
- See Miller (1995) (on Canvas) for an example of a paper w/discussion questions in this format.
- You will submit a copy of this paper to the professor on the first day of class and provide copies to your colleagues at least one day prior to the class meeting in which the theory will be discussed. Your colleagues are expected to review this paper before attending your guest lecture appearance.

### **Daily Reflection:**

Each day, beginning with the first day of class, you will prepare a brief reflection, speculation, comment, or question concerning an aspect of the currently assigned reading (see above). You may take one or more concepts from the assigned reading and relate them to an incident you have either experienced or observed in your own everyday life. Your reflections must be typed, double-spaced, and no more than one page in length (see attached samples). Reflections must be turned in (attached) via e-mail two hours prior to the beginning of the relevant class.

### **Oral Presentation:**

As mentioned above, each student will act as a guest lecturer, assigned to give a brief oral presentation based on—and scheduled to coincide with—a specific portion of the course content (see below). Prepare a PPT presentation to aid in leading class discussion by delving beyond the assigned readings in one specific area. You should highlight important aspects of your featured theory, provide information on the empirical evidence supporting the theory, and discuss key conceptual debates and criticisms in the literature, as well as in your mind.

### Wikipedia Featured Article:

Teams will prepare a scholarly research article on ONE topic related to interpersonal communication to be submitted for publication on Wikipedia. The goal of the project is to further examine a specific topic and integrate research from scholarly books and communication journals into a polished collaborative effort worthy of the thorough review process conducted by Wikipedia editors to ensure the entry meets their highest standards. Topics are to be approved by the professor. For details visit Wikipedia at: [http://en.wikipedia.org/wiki/Wikipedia:Featured\\_content](http://en.wikipedia.org/wiki/Wikipedia:Featured_content). **This project is due 3 weeks after the last class date, July 1, 2018.**

### Final Exam:

If necessary, a final exam in the form of multiple choice, short answer, and essay questions will be given at the final class meeting. The exam will cover content from the texts, supplemental readings, and class discussions. If students demonstrate by their engagement of the material—through their participation in lively, informed discussion during class—there will be no need for a final exam (in which case, all remaining assignments will count proportionally higher—see grade criteria below).

### Grading:

This is a letter-graded course: A, B, C, D, or F.

Assignment	Due Date	Percent of Grade	Percent of Grade without Final
Written Assignment	First class session	15%	20%
Reflections	1 hour before each subsequent class	15%	20%
Oral Presentations	During class sessions	20%	25%
Class Discussion	During class sessions	15%	15%
Wikipedia Article	3 weeks after final class, <b>July 1, 2018</b>	15%	20%
Final Exam (if necessary)	Last class session	20%	NA

**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

**Sample Reflection:**

Darren Linvill, Comm 529, 4/16/2002

**Reflection #6; Terror Management Theory**

Generally, I agree with the basic premises of TMT. Having our own mortality as a salient concept puts humankind in a very unique position. I am quite sure the idea of our own mortality does have a overwhelming affect on our actions and motivation. For instance, if I knew I did not need to worry about my growth as a student and my impending graduation as a prerequisite to getting a job that will put money in my pocket and food on my table for the remainder of my life, I doubt very much I would be very concerned with writing this reaction right now. It is just as likely I would be sitting on a beach in the sunny South Pacific right now taking lots of hallucinogenic drugs and swimming with maco sharks. Okay, maybe that is a bad example, but the point is I certainly wouldn't be greatly worried about the future and whether or not I was prepared for it without the fear of my own mortality.

I do have one critique of Terror Management Theory, however. I believe it should broaden it's conceptualization of the "self-preservation" to objects, ideas, or others that the self holds dear. Human beings are capable of remarkable actions that fly in the face of their own mortality when what they know or what they love is threatened. Mothers and Fathers die for their children, patriots die for their country, even some altruists die for complete strangers. Though, granted, in almost any instance I'm sure any parent, patriot, or altruist would prefer to live, they still put themselves in dangerous situations for a cause that they see as higher than their own life. If Terror Management Theory could broaden to include these actions I would find it a more convincing theory.

## **POLICIES AND NOTICES**

### **Attendance/Grade Policy**

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

### **Academic Integrity and Student Conduct**

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at [http://integrity.ou.edu/students\\_guide.html](http://integrity.ou.edu/students_guide.html)

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

### **Accommodation Statement**

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

### **Adjustment for Pregnancy/Childbirth-Related Issues**

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

## **Title IX Resources**

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at [smo@ou.edu](mailto:smo@ou.edu) or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

## **Course Policies**

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

## **INSTRUCTOR VITA**

**Claude H. Miller, Ph.D.**

### **Education**

- 2000 Ph.D. The University of Arizona, Major: Communication; Minor: Psychology
- 1986 M.A. American University, Major: Film & Video
- 1978 B.A. The University of Florida, Major: Photography

### **Current Position**

- Associate Professor, Department of Communication, University of Oklahoma, Norman, OK.
- Advanced Programs Professor since 2003
- Director of Graduate Studies, Department of Communication since 2016

### **Frequently Taught Advanced Programs Courses**

- COMM 5113 Nonverbal Communication
- COMM 5553 Persuasive Campaigns
- COMM 5213 Interpersonal Communication
- COMM 5453 Social Influence
- COMM 5253 Cross Cultural Communication
- COMM 6970 Seminar in Relational Communication
- COMM 6970 Seminar in Social Influence
- COMM 6970 Seminar in Affective Processes

### **Major Areas of Teaching and Research Interest**

Application of emotion, motivation, and social influence theories as they apply to a range of crisis and health communication settings, including mass media campaigns targeting adolescent health risk behaviors.

### **Representative Publications and Presentations**

- Adame, B., & Miller, C. H. (in press). Risk perception and earthquake preparedness motivation: Predicting responses to a Cascadia Subduction Zone catastrophic event. In V. Fletcher & J. Lovejoy (Eds.), *The really big one: Risk, health, and environmental communication*. New York: Rowman & Littlefield.
- Miller, C. H., & Massey, Z. B. (in press). Meaning-making, communication, and terror management processes. In C. Routledge & M. Vess (Eds.), *Handbook of terror management*. San Diego: Elsevier.
- Averbek, J.M., & Miller, C. H. (in press). Expanding language expectancy theory: The suasory effects of lexical complexity and syntactic complexity on effective message design (*Communication Studies*).
- Bessarabova, E., & Miller, C. H., Russell, J. (2017). A further exploration of the effects of restoration postscripts on reactance, *Western Journal of Communication*, 81, 385-403.
- Miller, C. H., & Cortes Quantip, R. J. (2017). Anger in health and risk messaging. In R. Perrott (Ed.) *Encyclopedia of health and risk message design and processing*, NY: Oxford (pp. 117-128).
- Miller, C. H., (2016). Sensation seeking scales for adolescents and emerging adults. In D. K. Kim & J. Dearing (Eds.) *Health Communication Measures*. New York: Peter Lang. pp. 213-222.
- Miller, C. H., & Adame, B.J. (2016). Scales for measuring the dimensions of vested interest. In D. K. Kim & J. Dearing (Eds.) *Health Communication Measures*. New York: Peter Lang. pp. 265-278
- Miller, C. H., (2015). Persuasion and psychological reactance: The effects of explicit, high-controlling language. In R. Shulze & H. Pishwa (Eds.), *The exercise of power in communication: Devices, reception and reaction*. London: Palgrave McMillan. pp 269-286.
- Miller, C. H., Adame, B. J., & Moore, S. D. (2013). The role of vested interest in disaster preparedness. *Disasters*, 37, 1-27.
- Miller, C. H., & Averbek, J.M., (2013). Hedonic relevance and outcome relevant involvement. (*Electronic Journal of Communication*).

- Miller, C. H., Ivanov, B, Compton, J., Averbek, J. Robertson, K.J., Sims, J.D., Parker, K. A., & Parker, J.L. (2013). Boosting the Potency of Resistance: Combining the Motivational Forces of Inoculation and Psychological Reactance. *Human Communication Research*, 39, 127-155
- Miller, C. H. & Quick, B. (2010) Sensation seeking and psychological reactance as health risk predictors for an emerging adult population. *Health Communication*, 25, 266-75.

### **Representative Honors and Awards Received**

- 2001 Gerald R. Miller Outstanding Dissertation Award, National Communication Association
- 2013 Adaptive Force Award (Office of the Secretary of Defense) for Serious Game MACBETH (Mitigating Analyst Cognitive Bias by Eliminating Task Heuristics) (Dunbar & Miller, et al.)
- 2016 Kinney-Sugg Outstanding Professor Award, College of Arts & Sciences, University of Oklahoma