This course is divided into two parts. In the first part, we discuss the concept of public opinion. We explore the history of the concept, and debate ideas about what the ideal role for the public is in a democracy. We conclude the unit on public opinion with a case study in which we apply the normative theories in a debate over the role of referenda, such as Brexit, in contemporary democracies. In the remaining two-thirds of the course we explore the concept of persuasion. We begin by exploring the history of the concept and defining what we mean by it. We then dissect its component parts, starting with what exactly attitudes are, and moving on to a review of research on how attitudes form and change. In the final third of the course we study different persuasive techniques, and practice applying them in persuasive campaigns of our own design.

OBJECTIVES AND SKILLS
- Develop an understanding of how thinking about public opinion, and ways public opinion has been communicated, have evolved over time
- Get to know key issues, concepts, and theories in public opinion and persuasion today, as research and practice
- Become familiar with strategies used in persuasive campaigns
- Develop the ability to use social scientific principles to critically evaluate persuasive approaches, their effectiveness and their impact on society and public opinion.
- Use scholarly, theoretical, and empirical evidence to craft persuasive oral and written arguments.

METHODOLOGY
In this course students learn through in-class lectures, activities, and discussions that take place during class sessions, in combination with reading, writing, and research completed individually outside of class. Class sessions focus on one or two main theories or topics related to public opinion and persuasion, which are introduced in the readings that students complete individually before class. During class these are further explicated and critiqued through interactive lectures, activities, and discussions. Students then practice applying the theories and concepts they have learned in a series of exercises over the course of the semester in which they demonstrate their growing command of the material and ability to use it with increasing independence to analyze issues and questions about public opinion and persuasion that are of particular interest to them.

<table>
<thead>
<tr>
<th>Teaching methodology</th>
<th>Weighting</th>
<th>Estimated time a student should dedicate to prepare for and participate in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>26.67 %</td>
<td>40 hours</td>
</tr>
<tr>
<td>Discussions</td>
<td>20.0 %</td>
<td>30 hours</td>
</tr>
<tr>
<td>Exercises</td>
<td>20.0 %</td>
<td>30 hours</td>
</tr>
<tr>
<td>Group work</td>
<td>13.33 %</td>
<td>20 hours</td>
</tr>
<tr>
<td>Other individual studying</td>
<td>20.0 %</td>
<td>30 hours</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100.0 %</td>
<td>150 hours</td>
</tr>
</tbody>
</table>
PROGRAM

SESSION 1
INTRODUCTION
Topic 1: Discussion of syllabus, and the expectations of students and professor
Topic 2: What is public opinion and why study it?

No readings due.

SESSION 2
A HISTORICAL LOOK AT THE IDEA OF PUBLIC OPINION
Topic: How has public opinion been thought about and communicated over time?

SESSION 3
NORMATIVE THEORIES OF THE PUBLIC SPHERE I: REPRESENTATIVE LIBERALISM
Topic: Can we call it a public sphere if our representatives make our decisions for us?
R.A.: Ferree et. al., “Normative Criteria for the Public Sphere,” in Shaping Abortion Discourse, pp. 205-210 only
R.A.: Excerpts from Lippmann’s Phantom Public, from The Idea of the Public Sphere (Grispud, ed.), pp. 25-42.

SESSION 4
NORMATIVE THEORIES OF THE PUBLIC SPHERE II: PARTICIPATORY LIBERALISM
Topic: Is it realistic to expect all citizens to be actively involved in the public sphere?
R.A.: Ferree et. al., “Normative Criteria for the Public Sphere,” in Shaping Abortion Discourse, pp. 210-215 only
R.A.: Dewey, John. Excerpt from The Public and its Problems,

SESSION 5
NORMATIVE THEORIES OF THE PUBLIC SPHERE III: DISCURSIVE THEORY
Topic: Can’t we all just talk about things rationally and call that a public sphere?

SESSION 6
NORMATIVE THEORIES OF THE PUBLIC SPHERE IV: CONSTRUCTIONIST THEORY
Topic: Is there a more inclusive alternative to rational discourse?
R.A.: Ferree et. al., “Normative Criteria for the Public Sphere,” in Shaping Abortion Discourse, pp. 222-231 only
R.A.: Fraser, Nancy. “Rethinking the Public Sphere,” from The Idea of the Public Sphere (Grispud, ed.), pp. 127-147.

SESSION 7
APPLYING THE NORMATIVE THEORIES TO CURRENT CONCERNS
Topic 1: Debating referendums
TBD article on Brexit (or other recent referendum)

SESSION 8
CATCH UP DAY

SESSION 9
RECENT DEVELOPMENTS IN PARTICIPATION RESEARCH
Topic: Could making democracy more fun increase participation?
***Essay I due between sessions 9 and 10, exact date TBD***

SESSION 10
INTRODUCING PERSUASION
Topic 1: persuasion in the current media environment
Topic 2: basic definitions
Readings: Perloff Chapter 1

SESSION 11
HISTORICAL AND ETHICAL FOUNDATIONS
Topic 1: Rhetoric and its descendants
Topic 2: Is persuasion ethical?
Readings: Perloff Chapter 2

SESSION 12
CASE STUDY APPLYING BASIC IDEAS ABOUT PERSUASION
Topic: applying persuasion concepts we’ve seen so far
Readings: Watch: Jonestown: The Life and Death of Peoples’ Temple

SESSION 13
ATTITUDES: DEFINITION AND STRUCTURE
Topic: What’s the distinction between attitudes, beliefs and values? How do attitudes work?
Readings: Perloff Chapter 3

SESSION 14
PASSIONS AND STRONG ATTITUDES
Topic: Theory and research on strong attitudes
Readings:
- Perloff chapter 4, Part I (pages 111-131)
- Case study on strong attitudes: Listen to the prologue and Part I, “Hollaback Girl” in this episode of the radio show This American Life.

SESSION 15
SUBCONSCIOUS ATTITUDES AND IMPLICIT BIAS
Topic: Theory and research on implicit bias
Readings:
- Perloff Chapter 4, Part II (pages 131-138)
- Case study on strong attitudes: Watch this 30-minute documentary, and read over the article and photo gallery about Americans’ attitudes on guns, which was published in the British newspaper the Guardian.
- Case study on implicit bias: Listen to this one-hour episode of the radio show This American Life, which is about racial tensions between primarily white police officers and primarily black communities.

SESSION 16
FUNCTIONS AND CONSEQUENCES OF ATTITUDES
Topic: What are attitudes for? How do they affect our behavior?
Readings: Perloff Chapter 5, pp. 146-164

SESSION 17
FUNCTIONS AND CONSEQUENCES OF ATTITUDES, CONTINUED
Topic: What are attitudes for? How do they affect our behavior?
Readings: Perloff chapter 5, pp. 164-185

SESSION 18
MIDTERM EXAM

SESSION 19
PROCESSING PERSUASIVE COMMUNICATIONS PART I
Topic 1: Elaboration Likelihood Model: Peripheral Processing
Readings: Perloff chapter 7, pp. 221-244

19th November 2018
SESSION 20
PROCESSING PERSUASIVE COMMUNICATIONS PART II
Topic: Elaboration Likelihood Model: Central Processing
Readings: Perloff chapter 7, pp. 244-270

SESSION 21
SOURCES AND PERSUASION
Topics: How characteristics of the source affect persuasiveness
Readings: Perloff chapter 8

SESSION 22
FUNDAMENTALS OF THE MESSAGE: NARRATIVE AND FRAMING
Topic: How a good story and the right frame affect persuasiveness
Readings:
   - Perloff chapter 9, pp. 332-351
   - Case study: Watch the Werner Herzog short film "From One Second to the Next"
**Persuasion Case Study Due**

SESSION 23
FUNDAMENTALS OF THE MESSAGE: LANGUAGE
Topic: How language choices affect persuasiveness
Readings:
   - Perloff chapter 9, pp. 352-377
   - Podcast 1: "Too Sweet or Too Shrill?"
   - Podcast 2: "From Upspeak to Vocal Fry"

SESSION 24
EMOTIONAL MESSAGE APPEALS
Topic: How fear and guilt appeals can have persuasive effects (or not)
Readings:
   - Perloff chapter 10

SESSION 25
ADVERTISING MARKETING AND PERSUASION
Topic: We often pay little attention to ads. How do advertisers actually use that to persuade us?
Readings:
   - Perloff Chapter 13
   - ***final project proposal due.***

19th November 2018
SESSION 26
FINAL EXAM
Topic: An in-class exam

SESSION 27
PRESENTATIONS (OR IN-CLASS FINAL PROJECT WORKSHOPS)
Topic 1: Students present final projects OR
Topic 2: Coachings on final projects with media lab instructors
What we do in this class will depend on how many presentations we will have in the final sessions. If they can all fit into the last 3 sessions then we will dedicate this session to an in-class coaching session with the media lab instructors.

SESSION 28
PRESENTATIONS
Topic 1: Students present their final projects.

SESSION 29
PRESENTATIONS
Topic 1: Students present their final projects.

SESSION 30
PRESENTATIONS
Topic 1: Students present their final projects.
BIBLIOGRAPHY

COMPULSORY TEXTBOOK:
Title: The Dynamics of Persuasion: Communication and Attitudes in the 21st Century
Author: Richard M. Perloff
Publisher / Edition / Year: Routledge/ Sixth Edition / 2017
ISBN / ISSN: 978-1138100336
Medium: PRINT

EVALUATION CRITERIA

Evaluation is based on a student’s attendance and informed participation in the sessions; two short essays; a mid-term exam; and a final project, for which students must also submit a proposal. Evaluation for each component is described below and will be discussed in greater detail in class prior to each assignment.

**Please note that for all assignments with a deadline, 2 points will be automatically deducted for each day the assignment is late.**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percentage</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Work</td>
<td>45 %</td>
<td></td>
</tr>
<tr>
<td>Intermediate Tests</td>
<td>15 %</td>
<td></td>
</tr>
<tr>
<td>Final project</td>
<td>25 %</td>
<td></td>
</tr>
<tr>
<td>Class Participation</td>
<td>15 %</td>
<td></td>
</tr>
</tbody>
</table>

Attendance, Informed Participation, and Contribution to the Learning Atmosphere (15%)

You are expected to come to class. It is mandatory to attend 70% of the classes. Students who do not comply with this percentage of attendance lose the 1st and 2nd exams and go directly to the 3rd one.

Beyond simply showing up, participation in class discussions and activities is an important component of this course. Recall that listening carefully is as important a component of participation as speaking. Please be aware of your own style of participation: if you find it difficult to speak up in class, push yourself to do so. If you realize you tend to dominate discussions, make a point of listening to others.

Your participation grade at the end of the semester will be based cumulatively on your contributions over the course of the semester. Participation is graded using the criteria below. It looks complicated, but in practice it comes down to this: you should expect to receive below a 7 if you miss more than 4 sessions; come to class consistently unprepared; are disruptive (this includes having to be repeatedly asked to put away devices or pay attention); do not participate at all or do not do so in a positive, thoughtful, and considerate way; or in any other way do not contribute positively to the learning atmosphere. To receive a 7 or above you must come to class consistently prepared and contribute thoughtfully and positively to class activities and discussions. The difference between a 7 and a 10 is based on the level of analysis, thoughtfulness, responsiveness, and originality in your contributions, as well as your respect for the contributions of others. The average level of participation usually satisfies the criteria for a “7”, which would correspond to a “B”.[1]
Grade
Criteria
0-4.9
When present, not disruptive.
Tries to respond when called on, but does not offer much.
Demonstrates very infrequent involvement in discussion.
5.0-6.9
Demonstrates adequate preparation: knows basic reading facts, but does not show evidence of trying to interpret or analyze them.
Offers straightforward information (e.g., straight from the reading), without elaboration or very infrequently (perhaps once a class).
Does not offer to contribute to discussion, but contributes to a moderate degree when called on.
Demonstrates sporadic involvement.
7-8.9
Demonstrates good preparation: knows reading facts well, has thought through implications of them.
Offers interpretations and analysis of reading material (more than just facts) to class.
Contributes well to discussion in an ongoing way: responds thoughtfully to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.
Demonstrates consistent ongoing involvement.
9.0-10.0
Demonstrates excellent preparation: has analyzed readings exceptionally well, relating it to other material (e.g., other readings, course material, discussions, experiences, etc.).
Offers analysis, synthesis, and evaluation of class material (e.g., puts together pieces of the discussion to develop new approaches that take the class further).
Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.
Demonstrates ongoing very active involvement.

1 public opinion essay – 15%
Short essay 1: Take any idea about, or approach to, public opinion that we have learned about up until this point in the course and write an argumentative essay in which you make an original claim about the idea and support it. This is an opportunity to focus your attention on any of the ideas that have come up so far about public opinion that are of particular interest to you. Evaluation criteria for the essay will be handed out and discussed in class.

1 persuasion case study essay – 15%
Students will be required to pick a pictorial advertisement (not video) and analyze its persuasive strategy by applying theories from class. The paper must explain the theory, explain why it is appropriate for analyzing this advertisement, and then analyze the ad using the theory. Evaluation criteria and further instructions will be handed out and discussed in class.

1 midterm exam – 15%
An in-class exam will be given a little more than half-way through the semester. It will cover the materials we have learned about up until that point in the semester.

1 final exam – 15%
An in-class exam will be given near the end of the semester. It will cover everything we have done since the midterm exam.
Final Persuasion Campaign project (20%) and presentation (5%) – 25% total

More detailed instructions and evaluation criteria for the final project will be handed out and discussed in class. Evaluation criteria and further instructions will be handed out and discussed in class. You have the option of choosing to write a traditional research paper, or creating a multimedia project that will include a written analysis/explication of that media project. Whichever choice you make you will also present the project in class in a formal presentation.

Option 1. Research paper: Analyze how any non-profit organization (an NGO, community, etc) has used, or failed to use, concepts from class to attempt to influence behaviors, opinions, or attitudes. This project must be done individually.

Option 2. Media project plus written analysis: This project is a simulation of part of a persuasive campaign for social change, in which you apply concepts from class to design the basic outline of the campaign and create one or more of the media elements (e.g. a public service announcement, social media propaganda, print ads, flyers and posters, etc.) for that campaign. The written analysis must explain the overall persuasive campaign strategy, how the media element(s) you have created fit into it, and how the campaign applies (or deliberately chooses not to apply) concepts we have covered in class. You may choose to do this project in pairs or groups of three, but each person must hand in their own written analysis.

RETAKE POLICY

Each student has 4 chances to pass any given course distributed in two consecutive academic years (regular period and July period).

Students who do not comply with the 70% attendance rule will lose their 1st and 2nd chance, and go directly to the 3rd one (they will need to enrol again in this course next academic year).

Grading for retakes will be subject to the following rules:

Students failing the course in the first regular period will have to do a retake in July (except those not complying with the attendance rules, which are banned from this possibility).

Dates and location of the July retakes will be posted in advance and will not be changed. Please take this into consideration when planning your summer.

The maximum grade that a student may obtain in any type of retake will be 8 out of 10.

Course-specific procedures for the second evaluation period:

- You will be required to hand in (by the scheduled date of the exam) any and all work on major writing assignments that you have not previously submitted. You must complete all major written assignments in order to pass the course. In the case of written work for which you did not receive a passing grade, you are expected to hand in extensively revised work. Any missing or failed group work will be replaced by a written assignment meeting the same course objectives. In addition, you may be required to sit for an in-person written and/or oral exam to be administered in Segovia on the scheduled day and time of the summer examination.

STUDENTS RETAKING THE COURSE (en la “tercera convocatoria”)

The students in their third attempt must do: Two short essays (20% each) and one final exam consisting of an in-class exam and a take-home essay (30% each).

PLAGIARISM

It is your responsibility to follow IE’s policies regarding academic honesty. Plagiarism is, in all cases, a serious academic offence which can result in failing an assignment, failing the course, or even expulsion from the University.

GRADING

Grades will be distributed on the following scale:

10,0—9,0 Sobresaliente (Outstanding)
8,9 – 7,0 Notable (Good)
6,9 – 5,0 Aprobado (Pass)
4,9 – 0 Suspenso (Fail)

PROFESSOR BIO

Professor: RUTH PALMER
E-mail: rpalmer@faculty.ie.edu

Ruth Palmer is a full-time Assistant Professor of Communication at IE University, where her current and past courses include Communication Foundations; Public Opinion, Persuasion, and Engagement; Political Communication; Media Relations (in the Master of Corporate Communication); and Negotiation and Public Speaking. She has also taught in the IE-Brown University Summer Program, and co-directed the IE Communications Lab. Dr. Palmer’s research explores how people think about and relate to the news media. Her book *Becoming the News: How Ordinary People Respond to the Media Spotlight* (Columbia University Press, 2018) explores how it feels for private citizens to interact with journalists and become the subject of a news story. Her articles have appeared in the academic journals *Journalism*, *Journalism Studies*, and *Literary Journalism Studies*, as well as in publications aimed at the journalism community and general public, including the *Columbia Journalism Review*, *Nieman Reports*, and *Zócalo Public Square*. She received her PhD in Communication from Columbia University in 2013. Before pursuing her doctorate she earned a B.A. in Comparative Literature from Bryn Mawr College, and worked in the Artistic Administration Department at the Metropolitan Opera.

**IE University bio:** http://www.ie.edu/university/faculty/ruth-palmer/

**Email:** rpalmer@faculty.ie.edu

OTHER INFORMATION

USE OF LAPTOP IN CLASS

Use of laptops in class is not permitted unless explicit instructions have been given by the professor that they should be used for specific activities. This means you should bring your laptop to class in case we use them for a specific purpose, but all readings must be printed out in advance and brought to class on paper. Use of laptops when not explicitly instructed, or use of cell phones in class, will have a negative effect on students’ participation grades.

CODE OF CONDUCT IN CLASS

1. **Be on time:** Students arriving more than 5 minutes late will be marked as “Absent”.
   Only students that notify in advance in writing that they will be late for a specific session may be granted an exception (at the discretion of the professor).

2. **If applicable, bring your name card and strictly follow the seating chart.** It helps faculty members and fellow students learn your names.

3. **Do not leave the room during the lecture:** Students are not allowed to leave the room during lectures. If a student leaves the room during lectures, he/she will not be allowed to re-enter and, therefore, will be marked as “Absent”.
   Only students that notify that they have a special reason to leave the session early will be granted an exception (at the discretion of the professor).

19th November 2018
4. **Do not engage in side conversation.** As a sign of respect toward the person presenting the lecture (the teacher as well as fellow students), side conversations are not allowed. If you have a question, raise your hand and ask it. If you do not want to ask it during the lecture, feel free to approach your teacher after class.

If a student is disrupting the flow of the lecture, he/she will be asked to leave the classroom and, consequently, will be marked as “Absent”.

5. **Use your laptop for course-related purposes only.** The use of laptops during lectures must be authorized by the professor. The use of Social Media or accessing any type of content not related to the lecture is penalized. The student will be asked to leave the room and, consequently, will be marked as “Absent”.

6. **No cellular phones:** IE University implements a “Phone-free Classroom” policy and, therefore, the use of phones, tablets, etc. is forbidden inside the classroom. Failing to abide by this rule entails expulsion from the room and will be counted as one absence.

7. **Escalation policy: 1/3/5.** Items 4, 5, and 6 above entail expulsion from the classroom and the consequent marking of the student as “Absent.” IE University implements an “escalation policy”: The first time a student is asked to leave the room for disciplinary reasons (as per items 4, 5, and 6 above), the student will incur one absence, the second time it will count as three absences, and from the third time onward, any expulsion from the classroom due to disciplinary issues will entail 5 absences.