

PSYC 145 – Social Influence

Mon/Wed 1:00PM – 4:30PM, Cowell Com 134

Dennis Estrada, M.A.

Summer, 2024

COURSE INFORMATION

An advanced course for upper-division undergraduates interested in the study of the persuasion process. The course investigates common influence tactics and how those tactics are used in various settings.

Class Meeting:

This course meets from July 29th – August 30th, Monday/Wednesday from 1 – 4:30PM, In-Person (Cowell Com, Rm 134).

Student Hours:

Monday 11AM – 12PM in Social Sciences 2, Room 329, or by appointment via Zoom.

Important Summer Session 2 Deadlines

Add/Swap: Thursday, August 1st

Drop: Monday, August 5th (tuition reversed)

Request for “W”: Sunday, August 25th (no tuition reversal)

Change grade option: Sunday, August 25th

Summer is unique. You will not be dropped for non-attendance or non-payment. You must drop yourself. Dropping before the deadline results in a full-tuition reversal/refund. Withdraw posts a W for the grade and full tuition is charged (no refund). For all dates and deadlines, including ‘change of grade option’ (P/NP) and grades due, see the summer academic calendar at <https://summer.ucsc.edu/studentlife/index.html>. For questions about dropping, requesting a W grade for a course, or withdrawing from the summer quarter, email summer@ucsc.edu.

CATALOG DESCRIPTION

An advanced course for upper-division undergraduates interested in the study of the persuasion process. The course investigates common influence tactics and how those tactics are used in various settings.

DETAILED DESCRIPTION

PSYC 145 is a course that will expose you to the nature of social influence and persuasion, through 1) an understanding of social psychological research, 2) engagement in social influence and persuasion tactics, and 3) a critical examination of past and current sociopolitical events. Through hands-on assignments and activities, real-world examples, and applied research, this course aims to bestow you with the knowledge and experience necessary to be an effective, influential, and persuasive figure in your endeavors and your community.

LEARNING OUTCOMES

1. An understanding of social influence and persuasion theories, ethics, and tactics, with a specific emphasis on social justice.
2. An understanding of social psychological theories and studies on social influence and persuasion.
3. An understanding of how social influence and persuasion intersects with specific cultural, social, and/or political moments in history.
4. An understanding of how social influence is created and emerges in various levels of our lives and society.
5. Written and oral communication skills to nurture your role as a scholar.

PREREQUISITES/COREQUISITES

Prerequisites: PSYC 100.

MATERIALS, TEXTBOOKS AND TECHNOLOGY

Required Textbook: Gass, R. H., & Seiter, J. S. (2023). *Persuasion: Social influence and compliance gaining*, 7th edition. Routledge.

Note: This book is also available to borrow for 2 -hour increments, through the Library Reserves at the McHenry Library.

Other Readings: There may be additional readings assigned to you. These readings will be made available to you, in advance, on CANVAS.

COURSE POLICIES

ATTENDANCE AND ENGAGEMENT

This course will be held in-person and will consist of lectures that feature engaging and interactive activities and discussions. As such, your attendance and participation will be required through this course. Failing to attend class will limit your understanding of the course material and limit your engagement with your fellow students. If attending class or participating in activities becomes an issue, please reach out to me ASAP.

ACADEMIC INTEGRITY

You are expected to embody academic integrity when engaging with this class, your fellow students, and any course materials. This means that any work that you submit must be your own and must be produced for the sole purpose of this class. The use of outside information, ideas, etc. is allowed, but must be properly acknowledged and cited (in APA format).

Passing off someone else's work as your own is considered plagiarism and will be taken seriously. The consequences of plagiarism are far reaching and can significantly disrupt your academic standing and progress. You can learn more about academic dishonesty here: <https://ue.ucsc.edu/academic-misconduct.html>. If you are confused or concerned about plagiarism or other academic misconduct, please reach out to me as soon as possible.

LATE AND MISSED ASSIGNMENTS

Deadlines are presented here in order to maintain a timeline on when you can expect to receive feedback, and a grade, from the teaching team. Failing to adhere to the deadlines established in this course can result in delays of feedback and grades from the teaching team. **Please note:** Late assignments will not be accepted without prior approval or proper documentation. Any assignment that is submitted after the deadline without prior permission may result in a penalty-per-day late, or a grade of zero, depending on the assignment or degree of lateness. I recognize that life happens and many of us are striving to be the best students that we can be. As such, if you believe you will not be able to meet the deadline for any assignment in the course for any reason, please reach out to me ASAP so we can work something out!

INSTRUCTOR COMMUNICATION GUIDELINES

You are always welcome to send me an email or to drop by my office hours. I respond to emails Monday through Friday, 8AM – 5PM. Please anticipate a 24 - 48 hour delay, excluding weekends or major holidays. Please be mindful of these guidelines when planning your correspondence with me. If you'd like support with the course, try to stop by during office hours throughout the course or reach out to me for an alternative time!

COURSE ASSIGNMENTS

Face Card (5 points)

For this assignment, you are asked to design a "Face Card" that introduces yourself. This will include a picture of yourself, your name/pronouns, why you are taking this class, and more.

In-Class Exercises (45 points)

For each lecture, there will be questions or prompts that are designed to have you reflect upon or refine your understanding of the course material. There will be 9 In-Class Exercises, worth 5 points each, totaling 45 points.

Discussion Board Posts (25 points)

Each week, you are responsible for responding to a prompt or question(s) that are based on the material we reviewed that week. Some discussion posts will require you to respond to multiple questions/prompts. You must respond to each part/question in order to get full credit. You will need to provide an in-depth response that integrates the class material, outside readings, or personal experiences

that you believe are relevant. As such, you need to write approximately 5 - 7 sentences (~ 1 paragraph) per question/prompt.

Group Topic Selection (5 points)

For this assignment, you will pair up with 2 classmates and decide on a topic, event, figure, etc. in contemporary society that you would like to analyze *or* influence using the course materials.

Group Concept Selection(s) (10 points)

For this assignment, you and your group will decide on a concept, process, model, or theory(s) that you will use to analyze or to influence the topic you've selected.

Group Literature Review (15 points)

For this assignment, you and your group will select 3 research articles that provides examples and/or rationales for the theories and/or topic that you've selected. You will then briefly review and synthesize an argument using these three articles.

Final Group Paper (20 points)

For this assignment, you and your group will complete a final synthesis of the work you've done thus far.

Final Presentation (25 points)

For this assignment, you and your group will present your work during the last week of class in a (approximately) 10 minute presentation. You will discuss the background of your topic, the theory(s) you've selected, the research you've selected, and any future directions.

READING ASSIGNMENTS

This course features required readings in the form of the Textbook and additional research articles. The Textbook readings should be read in advanced, in order to expose you to the material we will be lecturing in class. The supplementary articles are not required to be read before class, though you will greatly supplement your understanding of the course material if you do. These readings constitute a significant amount of time that you need to be prepared for. As a 5 unit Summer course, it is required that students engage in approximately 6 hours of work per unit, per week. As such, you should expect to put in 30 hours of work towards this class in order to meet the necessary requirements. Therefore, you should plan to allow time to complete your reading, as your enjoyment of the course, and the extended knowledge that comes with it, may suffer as a result. Try to download your readings a week in advance and read in chunks, as opposed to all at once. This will allow you the time and opportunity to sit with the material and critically examine it.

GRADING POLICY

The course grade is based on the final score out of 150 possible points. In order to demonstrate comprehension of the course material, you must be prepared to attend each lecture, complete the readings, and complete all the assignments. Remember to carefully proofread your assignments before submitting. Finally, be mindful of the deadlines for assignments:

Grade	Points Range	Percentage Range
A+	147 - 150	98% - 100%
A	141 - 146	94% - 97%
A-	135 - 140	90% - 93%
B+	130 - 134	87% - 89%
B	124 - 129	83% - 86%
B-	118 - 123	79% - 82%
C+	114 - 117	76% - 78%
C	109 - 113	73% - 75%
C-	102 - 108	68% - 72%
D+	97 - 101	65% - 67%
D	93 - 96	62% - 64%
D-	90 - 92	60% - 61%
F	Below 90	Below 60%

COURSE SCHEDULE

Week	Monday	Required Readings (Mon)	Wednesday	Required Readings (Wed)	Assignments due by Friday at 11:59PM.
Week 1 M:07/29 W:07/31	Lecture Topics: <ul style="list-style-type: none"> • What is Social Influence? • Why study Social Influence? 	Textbook Ch. 1 – 2 Koch et al. (2023)	Lecture Topics: <ul style="list-style-type: none"> • Attitudes & Influence • Credibility & Influence • Groups & Research Project 	Textbook Ch. 3 - 4	<ul style="list-style-type: none"> • Discussion Post #1 • In-Class Exercise #1 & #2
Week 2 M:08/05 W:08/07	Lecture Topics: <ul style="list-style-type: none"> • Characteristics & Persuasion • Groups & Influence 	Textbook Ch. 5 – 6 Moscovici (1980) Gaffney et al. (2013)	Lecture Topics: <ul style="list-style-type: none"> • Language & Persuasion • Nonverbal Influence 	Textbook Ch. 7 - 8	<ul style="list-style-type: none"> • Discussion Post #2 • In-Class Exercise #3 & #4 • Group Topic Selection
Week 3 M:08/12 W:08/14	Lecture Topics: <ul style="list-style-type: none"> • Structuring Persuasion • Gaining Compliance 	Textbook Ch. 9 – 10 Pascual et al. (2013) Tesi et al. (2019)	Lecture Topics: <ul style="list-style-type: none"> • Sequential Persuasion • Deception 	Textbook Ch. 11 - 12	<ul style="list-style-type: none"> • Discussion Post #3 • In-Class Exercise #5 & #6 • Group Theory Selection
Week 4 M:08/19 W:08/21	Lecture Topics: <ul style="list-style-type: none"> • Motivation Appeals • Visual Persuasion 	Textbook Ch. 13 – 14 Shteynberg et al. (2016)	Lecture Topics: <ul style="list-style-type: none"> • Esoteric Persuasion • Ethics of Persuasion 	Textbook Ch. 15 - 16	<ul style="list-style-type: none"> • Discussion Post #4 • In-Class Exercise #7 & #8 • Group Literature Review
Week 5 M:08/26 W:08/28	Lecture Topics: <ul style="list-style-type: none"> • Presentation Workshop • Influential Pasts • Influencing Futures 	Hailes et al. (2020) Roberts (2023) Kakkad (2005)	Lecture Topics: <ul style="list-style-type: none"> • Presentations 		<ul style="list-style-type: none"> • Discussion Post #5 • In-Class Exercise #9 • Final Group Paper

ACCESSIBILITY

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please affiliate with the DRC. I encourage all students to benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu. For students already affiliated, make sure that you have requested Academic Access Letters, where you intend to use accommodations. You can also request to meet privately with me during my office hours or by appointment, as soon as possible. I would like us to discuss how we can implement your accommodations in this course to ensure your access and full engagement in this course.

TITLE IX/CARE ADVISORY

UC Santa Cruz is committed to providing a safe learning environment that is free of all forms of gender discrimination and sexual harassment, which are explicitly prohibited under Title IX. If you have experienced any form of sexual harassment, sexual assault, domestic violence, dating violence, or stalking, know that you are not alone. The Title IX Office, the Campus Advocacy, Resources & Education (CARE) office, and Counseling & Psychological Services (CAPS) are all resources that you can rely on for support.

Please be aware that if you tell me about a situation involving Title IX misconduct, I am required to share this information with the Title IX Coordinator. This reporting responsibility also applies to course TAs and tutors (as well to all UCSC employees who are not designated as “confidential” employees, which is a special designation granted to counselors and CARE advocates). Although I have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. The goal is to make sure that you are aware of the range of options available to you and that you have access to the resources you need.

Confidential resources are available through [CARE](#). Confidentiality means CARE advocates will not share any information with Title IX, the police, parents, or anyone else without explicit permission. CARE advocates are trained to support you in understanding your rights and options, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. You can contact CARE at (831) 502-2273 or care@ucsc.edu.

In addition to CARE, these resources are available to you:

- If you need help figuring out what resources you or someone else might need, visit the [Sexual Violence Prevention & Response \(SAFE\) website](#), which provides information and resources for different situations.
- [Counseling & Psychological Services \(CAPS\)](#) can provide confidential counseling support. Call them at (831) 459-2628.
- You can report gender discrimination and sexual harassment and violence directly to the University’s [Title IX Office](#) by calling (831) 459-2462 or by using their [online reporting tool](#).

- Reports to law enforcement can be made to the UC Police Department, (831) 459-2231 ext. 1.
- For emergencies, call 911.

ACADEMIC INTEGRITY

All members of the UCSC community benefit from an environment of trust, honesty, fairness, respect, and responsibility. You are expected to present your own work and acknowledge the work of others in order to preserve the integrity of scholarship.

Academic integrity includes:

- Following exam rules
- Using only permitted materials during an exam
- Viewing exam materials only when permitted by your instructor
- Keeping what you know about an exam to yourself
- Incorporating proper citation of all sources of information
- Submitting your own original work

Academic misconduct includes, but is not limited to, the following:

- Disclosing exam content during or after you have taken an exam
- Accessing exam materials without permission
- Copying/purchasing any material from another student, or from another source, that is submitted for grading as your own
- Plagiarism, including use of Internet material without proper citation
- Submitting work that was produced by artificial intelligence (e.g., ChatGPT)
- Using cell phones or other electronics to obtain outside information during an exam without explicit permission from the instructor
- Submitting your own work in one class that was completed for another class (self-plagiarism) without prior permission from the instructor.
- Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript. For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Misconduct page](#) at the [Division of Undergraduate Education](#).

GENERATIVE ARTIFICIAL INTELLIGENCE

A Word About Integrity

Integrity—other people's perception of your word as true—is one of the most valuable assets you can cultivate in life. Being attentive to integrity in academic settings allows others to trust that you have completed work for which you are taking credit. This is symbolic of the public trust from which you will benefit in your future occupation and activism after you graduate from UCSC.

The creativity of your words, expression, understanding, and knowledge matters a great deal in your work as a sociologist, and it matters to me. My AI policy reflects the emphasis our discipline places on original thought and scholarship.

AI Policy

In this class, I ask that you complete your work without using AI-generated sources to augment, think through, or write your assignments.

There is one exception: you are welcome to use AI tools for pre-submission editing (spell-check and grammar-check) as long as you do not use them for thinking or drafting. On rare occasions, I may create an assignment in which I ask you to critique content generated by AI; if this occurs, I will provide clear assignment-specific AI-use guidelines within the prompt.

If you submit work that appears to have been written using AI sources, I will ask you to meet with me to discuss your thinking and writing process. If, after our conversation, I conclude it's more likely than not that you did not personally complete an assignment you submitted under your name, I may refer you to your college provost for further conversation.

If you have questions about AI use and/or proper attribution of other people's work, please come ask me! Scholarly citing is not particularly intuitive, and part of my role is to help you learn those conventions.

INTELLECTUAL PROPERTY

The materials in this course are the intellectual property of their creators. As a student, you have access to many of the materials in the course for the purpose of learning, engaging with your peers in the course, completing assignments, and so on. You have a moral and legal obligation to respect the rights of others by only using course materials for purposes associated with the course. For instance, you are not permitted to share, upload, stream, sell, republish, share the login information for, or otherwise disseminate any of the course materials, such as: video and audio files, assignment prompts, slides, notes, syllabus, simulations, datasets, discussion threads. Conversely, any materials created solely by you (for example, your videos, essays, images, audio files, annotations, notes) are your intellectual property and you may use them as you wish.

RELIGIOUS ACCOMMODATION

UC Santa Cruz welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic requirement conflicts with religious observances and practices. If that happens, students may request reasonable accommodation for religious practices. The instructor will review the situation in an effort to provide a reasonable accommodation without penalty. You should first discuss the conflict and your requested accommodation with your instructor early in the term. You or your instructor may also seek assistance from the [Dean of Students office](#).

ALL-GENDER RESTROOMS

UC Santa Cruz is committed to the well-being of all students and cares about all students feeling safe and welcome, regardless of their gender identity, expression, and/or embodiment. The [Lionel Cantú Queer Center](#) has worked with students and campus staff to create more safe and accessible restrooms for transgender and genderqueer students, staff, faculty, alumni, and UCSC visitors. A [complete list of all-gender restrooms](#) on campus was compiled and is maintained by the Cantú Queer Center.

PRINCIPLES OF COMMUNITY

The University of California, Santa Cruz expressly prohibits students from engaging in conduct constituting unlawful discrimination, harassment or bias. [More here](#). I am committed to providing an atmosphere for learning that respects diversity and supports

inclusivity. We need to work together to build this community of learning. I ask all members of this class to:

- be open to and interested in the views of others
- consider the possibility that your views may change over the course of the term
- be aware that this course asks you to reconsider some “common sense” notions you may hold
- honor the unique life experiences of your colleagues
- appreciate the opportunity that we have to learn from each other
- listen to each other’s opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- ground your comments in the texts we are studying. Refer frequently to the texts and make them the focus of your questions, comments, and arguments. This is the single most effective way to ensure respectful discussion and to create a space where we are all learning together.

DIFFICULT CONVERSATIONS

In our in-class and online discussions and dialogues, we will have the opportunity to explore challenging, high-stakes issues and increase our understanding of different perspectives. Our conversations may not always be easy. We sometimes will make mistakes in our speaking and our listening. Sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. We will always need respect for others. Thus, an important aim of our classroom interactions will be for us to increase our facility with difficult conversations that arise inside issues of social justice, politics, economics, morality, religion, and other issues where reasonable people often hold diverse perspectives. This effort will ultimately deepen our understanding and allow us to make the most of being in a community with people of many backgrounds, experiences, and positions.

STUDENT SERVICES

[Counseling and Psychological Services](#)

Many students at UC Santa Cruz face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings.

[Campus Mobile Crisis Team](#)

If you are concerned about yourself or someone around you and feel they may be having a behavioral health crisis, do not hesitate to call our team. Behavioral Health concerns can include mental health or substance use related situations where you or someone around you may be a danger to self or others. Dial [831-502-9988](tel:831-502-9988) to reach the team.

[Reporting and Support Services](#)

A resource to help students, faculty, staff and others report acts of bias as well as discrimination and harassment.

[Student Success and Engagement Hub](#)

The Division of Student Success provides campus-wide coordination and leadership for student success programs and activities across departments, divisions, the colleges, and administrative units.

[Tutoring and Learning Support](#)

At Learning Support Services (LSS), undergraduate students build a strong foundation for success and cultivate a sense of belonging in our Community of Learners. LSS partners with faculty and staff to advance educational equity by designing inclusive learning environments in Modified Supplemental Instruction, Small Group Tutoring, and Writing Support. When students fully engage in our programs, they gain transformative experiences that empower them at the university and beyond.

[Slug Support Program](#)

College can be a challenging time for students and during times of stress it is not always easy to find the help you need. Slug Support can give help with everything from basic needs (housing, food, or financial insecurity) to getting the technology you need during remote instruction.

To get started with SLUG Support, please contact the [Dean of Students](#) Office at 831-459-4446 or you may send us an email at deanofstudents@ucsc.edu.

[Slug Help/Technology](#)

The ITS Support Center is your single point of contact for all issues, problems or questions related to technology services and computing at UC Santa Cruz. To get technological help, simply email help@ucsc.edu.

[On-Campus Emergency Contacts](#)

For all other help and support, including the health center and emergency services, Click here to go to UCSC's [Emergency Services](#) page. **Always dial 9-1-1 in the case of an emergency.**