

University of Amsterdam
Persuasion & Resistance
Semester 2, Block 1

Dr. Marieke Fransen

M.L.Fransen@uva.nl

Bushuis/ Oost Indisch Huis

Office D2.07b

Office Hours: by appointment

WG 1: Mondays 09:00 – 13:00, OIH D3.06
(Dutch)

Dr. Jessica Taylor Piotrowski

j.piotrowski@uva.nl

Bushuis/ Oost Indisch Huis

Office E 1.14

Office Hours: by appointment

WG 2: Mondays 09:00 – 13:00, REC-P 1.25
(English)

COURSE DESCRIPTION

Many people think that advertising, health and public information campaigns are a strong force to persuade audiences. However, increasingly, people avoid campaign messages. When confronted with a persuasion attempt in media, audiences experience a certain amount of resistance, often referred to as ‘resistance towards persuasion’. In this seminar, we study resistance from the perspective of both audiences and advertisers. We examine the strategies that audiences use to guard themselves from influence of persuasive messages, for example counter arguing, avoidance, inoculation, source derogation, social validation, selective exposure, and attitude bolstering. In addition, the development and use of persuasion knowledge and ad literacy are discussed. We also study the strategies that advertisers use to decrease receivers’ reluctance and hence foster persuasion, such as using newer advertising formats (e.g., advergaming, entertainment-education, online advertising), addressing resistance directly (e.g., two-sided messages), addressing resistance indirectly (e.g., self-affirmation), and consuming resistance (e.g., depletion).

COURSE GOALS

Upon completion of this course, students should:

- have knowledge of the principles of persuasion and resistance strategies
- be able to recognize resistance strategies in persuasive messages
- have the skills to integrate resistance theories from different research domains
- be able to apply the principles of persuasion and resistance strategies
- have the skills to design an empirical study to measure resistance

COURSE MATERIALS

All readings will be made available on the course Blackboard page. A list of the assigned readings, along with their associated course dates, follows.

COURSE POLICIES

Attendance

Students are expected to attend all classes, be prepared to discuss assigned readings, and participate fully in class activities. Attendance will be considered in the determination of overall achievement of class learning objectives.

Updated: January 24, 2013

Class Participation & Expectations

Classroom learning is a group activity that depends upon everyone's full participation in order to succeed. Students are expected to: be prepared to begin class on time, silence cell-phones and refrain from texting during class, read and be prepared to discuss assigned readings, submit assignments on time, participate fully in class activities, and assist your classmates.

Electronic Communication

This course has an accompanying Blackboard website. Please check this website frequently as all announcements, assignments, lectures, and additional readings will be posted here.

In addition to posting all course information on the class website, primary means of communication outside of regular class hours is email. It is important that you check your UvA email account regularly. If you do not use your UvA email address as your primary email account, please arrange to you have UvA email forwarded to your preferred account.

Readings and Assignments Submission

All assignments and due dates can be found under the Course Schedule section of your syllabus. Make/keep a copy of anything that you submit. The attached course calendar indicates an approximate timeline, but the exact due dates may change as per our progress. Any changes will be announced in class and on blackboard.

Late Assignments. Late assignments will not be accepted.

UvA Policy on Academic Integrity

Evidence of fraud or plagiarism will be taken seriously. UvA defines the following as examples of fraud and plagiarism: copying someone else's answers during examinations (cheating), cutting and pasting text from another source and presenting it as if it were your own work, or using someone else's text without proper acknowledgement of the source. UvA students are required to follow standard academic practices regarding citation and referencing. Students are expected to be familiar with the University of Amsterdam's regulations governing fraud and plagiarism, which can be found at <http://www.student.uva.nl/preventfraud-plagiarism>.

COURSE GRADING

Your final course grade will be based on a percentage score reflecting your performance on the mini-lecture, the campaign paper and pitch, and the final exam.

Group Assignment: Mini-Lecture

This group assignment consists of preparing part of the class meeting . You will select your group members during the first session of the course. *(These group members will also work with you on the final group assignment.)* The group mini-lecture assignment is worth 10% of your final course grade. More details about this assignment are available on Blackboard. To pass this class, this assignment should be graded with a 5.5 minimum.

Group Assignment: Campaign Paper & Pitch

This group assignment consists of writing a campaign paper which details how to use a resistance-reducing (omega) strategy in a realistic campaign. In addition to the campaign paper, you will present the proposed campaign in a pitch during the last meeting. The group campaign paper and pitch presentation is worth 20% of your final course grade. More details about this assignment are available on Blackboard. To pass this class, this assignment should be graded with a 5.5 minimum.

Final Individual Exam

There will be an individual final exam at the end of the semester. Please note: the in-class final examination will be held in Week 7 from 11:00 to 13:00. Room number to be announced. The exam is cumulative. Material is based on lectures, readings, and assignments. The individual final exam is worth 70% of your final course grade. To pass this class, the final individual exam should be graded with a 5.5 minimum.

Re-sit Policy

Students who do not pass one of the assignments must complete an alternative practice assignment that will cover the key goals of the group assignments. The grade for this alternative assignment replaces both original grades for the mini-lecture and campaign paper & pitch (30%). The alternative assignment will be graded with a 6 maximum.

Students who do not pass the exam must re-sit the individual final exam. The original grade for the exam will be replaced with the grade for the re-sit exam (70%). The re-examination will be graded with a 6 maximum.

The re-sits will be organized within 6 weeks after the original exam.

Course Schedule

Week	Date	Topic	Preparation
Week 1	M: Feb. 4	Introduction to Persuasion and Resistance	Read Week 1 Literature
Week 2	M: Feb. 11	Reasons for Resistance	- Read Week 2 Literature - Group Lecture 1
Week 3	M: Feb. 18	Receiver Strategies to Resistance	- Read Week 3 Literature - Group Lecture 2
Week 4	M: Feb. 25	Helping Receivers to Resist Persuasion	- Read Week 4 Literature - Group Lecture 3
Week 5	M: March 4	Sender Strategies to Reduce Resistance, Part 1	- Read Week 5 Literature - Group Lecture 4
Week 6	M: March 11	Sender Strategies to Reduce Resistance, Part 2	- Read Week 6 Literature - Group Lecture 5
Week 7	M: March 18 <u>11:00 – 13:00</u>	Individual Exam <i>in IWO Blauw</i>	Prepare for Final Exam
Week 8	M: March 25	Group Presentations Wrap up & Evaluation	Prepare for Final Group Presentation

Note: Schedule may change depending upon course needs. All changes will be announced in class, via email, and on Blackboard. M= Monday

Reading List

Week 1 Literature: Introduction to Persuasion and Resistance

Knowles, E. S., & Linn, J. A. (2004). The importance of resistance to persuasion. In E. S. Knowles & J. A. Linn (Eds.), *Resistance and Persuasion* (read pp. 3-9). Mahwah, New Jersey: Lawrence Erlbaum Associates.
<http://www.xageconsulting.com/HR%20Library/Resistance%20and%20Persuasion.pdf>

Week 2 Literature: Reasons for Resistance

Friestad, M., & Wright, P. (1994). The persuasion knowledge model: How people cope with persuasion attempts. *Journal of Consumer Research*, 21(1), 1-31.
(read pp. 1-15)

Laran, J., Dalton, A. N., & Andrade, E. B. (2011). The curious case of behavioral backlash: Why brands produce priming effects and slogans produce reverse priming effects. *Journal of Consumer Research*, 37, 999-1014.

Darke, P.R., Ritchie, R.J.B. (2007). The defensive consumer: Advertising deception, defensive processing, and distrust. *Journal of Marketing Research*, 44(1), 114-127.*

Burgoon, M., Alvara, E., Grandpre, J., & Voulodakis, M. (2002). Revisiting the theory of psychological reactance: Communicating threats to attitudinal freedom. In J.P. Dillard & M. Pfau (Eds.), *The Persuasion Handbook: Developments in Theory and Practice* (read pp. 213-232). California, Sage Publications.

Week 3 Literature: Receiver Strategies to Resistance

Zuwerink Jacks, J. & Cameron, K. A. (2003), Strategies for resisting persuasion. *Basic and Applied Social Psychology*, 25(2), 145-161.

Drèze, X., & Hussherr, F. (2003). Internet advertising: Is anybody watching? *Journal of Interactive Marketing*, 17(4), 8-23. doi: 10.1002/dir.10063 *

Ahluwalia, R. (2000). Examination of psychological processes underlying resistance to persuasion. *Journal of Consumer Research*, 27, 217-232

Brock, T. C., & Balloun, J. L. (1967). Behavioral receptivity to dissonant information. *Journal of Personality and Social Psychology*, 6, 413-428. (read Study 1 only).

Week 4 Literature: Helping Receivers to Resist Persuasion

Pfau, M., van Bockern, S., & Kang, J. G. (1992). Use of inoculation to promote resistance to smoking initiation among adolescents. *Communication Monographs*, 59(3), 213.*

Wood, W. & Quinn, J. (2003). Forewarned and Forearmed? Two Meta-Analytic Syntheses of Forewarnings of Influence Appeals. *Psychological Bulletin*, 129(1), 119-138.

Sagarin, B. J., Cialdini, R. B., Rice, W. E., & Serna, S. B. (2002). Dispelling the illusion of invulnerability: The motivations and mechanisms of resistance to persuasion. *Journal of Personality and Social Psychology*, 83, 526-541.

Updated: January 24, 2013

Week 5 Literature: Sender Strategies to Reduce Resistance, Part 1

Knowles, E. & Linn, J.A. (2004), Approach-avoidance model of persuasion: Alpha and omega strategies for change. In E. Knowles & J.A. Linn, *Resistance and Persuasion*. Lawrence Erlbaum Associates Publishers (pp. 117-148).

<http://www.xageconsulting.com/HR%20Library/Resistance%20and%20Persuasion.pdf>

Suwelack, T., Hogreve, J., & Hoyer, W. D. (2011). Understanding money-back guarantees: Cognitive, affective, and behavioral outcomes. *Journal of Retailing*, 87(4), 462-478. doi: 10.1016/j.jretai.2011.09.002 *

Fennis, B.M., Das, E.H.F.J., & Pruyn, A.T.H. (2004). If you can't dazzle them with brilliance, baffle them with nonsense: Extending the impact of the disrupt-then-reframe technique of social influence. *Journal of Consumer Psychology*, 14(3), 280-290.

Reichert, T., Heckler, S.E., & Jackson S. (2001). The effects of sexual social marketing appeals on cognitive processing and persuasion. *Journal of Advertising*, 30(1), 13-27

Week 6 Literature: Sender Strategies to Reduce Resistance, Part 2

Matthes, J. Schemer, C., & Wirth, W. (2007). More than meets the eye: Investigating the hidden impact of brand placements in television magazines. *International Journal of Advertising*, 26(4), 477-503.

Van Reijmersdal, E. A., Rozendaal, E., & Buijzen, M. (2012). Effects of prominence, involvement, and persuasion knowledge on children's cognitive and affective responses to advergames. *Journal of Interactive Marketing*, 26(1), 33-42. Doi: 0.1016/j.intmar.2011.04.005

Van Noort, G., Antheunis, M. L., & Van Reijmersdal, E. A. (2012). Social connections and the persuasiveness of viral campaigns in social network sites: Persuasive intent as the underlying mechanism. *Journal of Marketing Communications*, 18(1), 39-53. Doi: 10.1080/13527266.2011.620764

Moyer-Guse, E. & Nabi, R. (2010). Explaining the effects of narrative in an entertainment television program: Overcoming resistance to persuasion. *Human Communication Research*, 36, 26-52.*

Note: * indicates article for group lecture