

Instructor's Manual and Test Bank

for

Persuasion, Social Influence, and Compliance Gaining

Fifth Edition

Josie A. Hudspeth

California State University, Fullerton

Robert H. Gass

California State University, Fullerton

John S. Seiter

Utah State University

Allyn & Bacon

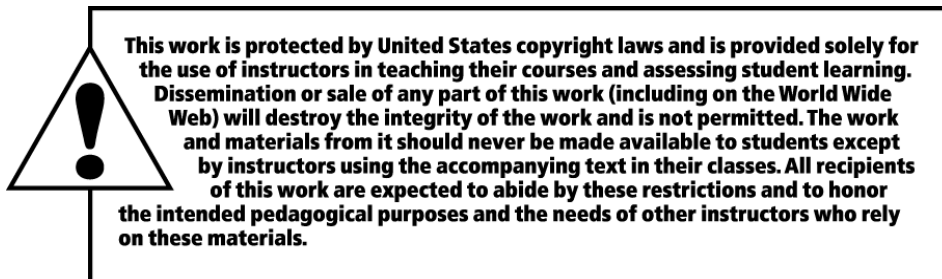
Boston Columbus Indianapolis New York San Francisco Upper Saddle River
Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montreal Toronto
Delhi Mexico City Sao Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo

Copyright © 2014, 2011, 2007, 2003 Pearson Education, Inc., publishing as Allyn & Bacon, 75 Arlington Street, Suite 300, Boston, MA 02116.

All rights reserved. Manufactured in the United States of America. The contents, or parts thereof, may be reproduced with *Persuasion, Social Influence, and Compliance Gaining*, Fourth Edition, by Robert H. Gass and John S. Seiter, provided such reproductions bear copyright notice, but may not be reproduced in any form for any other purpose without written permission from the copyright owner.

To obtain permission(s) to use material from this work, please submit a written request to Pearson Higher Education, Rights and Contracts Department, 501 Boylston Street, Suite 900, Boston, MA 02116 or fax your request to 617-671-3447.

10 9 8 7 6 5 4 3 2 1 13 12 11 10 09



Allyn & Bacon
is an imprint of



www.pearsonhighered.com

ISBN-10: 0-205-91296-6
ISBN-13: 978-0-205-91296-4

Table of Contents

Sample Syllabi..... 1

Instructor's Manual/ Test Bank

Chapter 1: Why Study Persuasion? 8

Chapter 2: What Constitutes Persuasion? 18

Chapter 3: Attitudes and Consistency..... 28

Chapter 4: Credibility 42

Chapter 5: Communicator Characteristics and Persuadability..... 53

Chapter 6: Conformity and Influence in Groups 63

Chapter 7: Language and Persuasion..... 75

Chapter 8: Nonverbal Influence..... 83

Chapter 9: Structuring and Ordering Persuasive Messages 92

Chapter 10: Sequential Persuasion 100

Chapter 11: Compliance Gaining 109

Chapter 12: Deception 117

Chapter 13: Motivational Appeals..... 123

Chapter 14: Visual Persuasion..... 132

Chapter 15: Esoteric Forms of Persuasion..... 141

Chapter 16: The Ethics of Persuasion..... 152

Sample Course Syllabi

General Information

Instructor: Aristotle

Office: Acropolis 210

Office Hours: M 9-11 AM, W 1-3 PM, and by appointment

Office Phone: 399-4321

Text: Gass, R. H., & Seiter, J. S. (2014). *Persuasion, Social Influence, and Compliance Gaining*, 5th ed. Boston, MA: Allyn & Bacon/Pearson.

Goals of the Course

The primary goal of this course is to provide students with a solid grounding in theories, principles, and strategies of social influence as they apply to everyday contexts in which influence attempts take place. Students should gain familiarity with findings from empirical investigations on persuasion, social influence, and compliance gaining, and will learn about strategies and techniques of persuasion relating to a wide variety of real-life communication contexts, situations, and settings.

Graded Assignments (possible options)

1. Exams: (3 on semester system, 2 on quarter system) will consist of true/false, multiple choice, and essay questions. (Each exam will be worth 50 points)

2. Paper #1: Your first paper should examine the ways in which a specific variable affects the process of persuasion (e.g., the effect of physical attractiveness on credibility, or the effect of peer pressure on conformity, or the effect of fear appeals on compliance with health messages). You should analyze and integrate findings of past research that explore the relationship between the variables you select. (worth 15 points)

3. Paper #2: Your second paper should consist of a context-based analysis of compliance gaining. You should select a specific context or setting in which compliance gaining occurs and examine the range of strategies and tactics used both by those seeking to influence and those seeking to resist influence attempts. Some examples of suitable contexts or settings for compliance gaining include:

- adolescent peer influence
- charitable fund-raising and philanthropic giving
- classroom compliance gaining
- cult conversion and deprogramming
- food server-restaurant patron relationships
- intimates and compliance gaining
- intercultural or cross-cultural compliance gaining
- organizational compliance gaining
- physician-patient influence
- police interrogation and custodial interviews
- retail sales transactions
- support groups and self-help organizations
- public health awareness campaigns (D.A.R.E., condom use, Just Say No, etc.)
- product placement, product planting (TV, cinema)
- viral marketing (grassroots, word of mouth)
- shock ads, subvertising
- social movements (pro-choice/pro-life, animal rights, promise-keepers, etc.)
- Web advertising, online marketing

Your task is to identify the primary strategies, tactics, and forms of influence that characterize or typify compliance gaining in the particular context. You should also demonstrate that you have a solid grasp of the literature in the particular context. Your paper should reflect your understanding of theories, concepts, and processes central to the context you've chosen.

You are encouraged to use your own insights, analysis, or perspective on how compliance gaining functions in the context you've chosen, but only after demonstrating a thorough knowledge of the literature. Indeed, if your approach is entirely descriptive in nature (e.g., you just reiterate what the research shows), you probably will not receive an "A." The length of your paper will depend upon the context you select, the amount of previous research, etc. I'll be reading the papers, not weighing them, to determine grades.

Note: Both papers should demonstrate that you possess upper-division writing skills. Your writing should also display your thinking ability; the ability to understand theories, grasp complex concepts, discover interrelationships, and generate your own insights. Naturally, you should proofread your paper for grammatical and syntactical errors. You should pay proper homage to published authors by citing their works whenever you refer to their words, ideas, or data. Your paper should conform to A.P.A. guidelines. (worth 50 points)

4. Group project: In groups you will conduct a study on some topic of persuasion. As a group, you should decide on a topic, generate a hypothesis or research question, carefully research what has been written on the topic, collect data, analyze the data, and write up a report (8-10 pages). Along the way, each member will be required to turn in: 1) a list of 15 academic references on your topic; and 2) an annotated bibliography on 10 of those references. You will also present your findings to the class in a 10-minute session the day before the final. (worth 75 points)

5. Participation: You should be prepared to ask and answer questions, provide thoughtful commentary, and engage in meaningful discussions of the assigned readings by the due dates listed in the syllabus. This will require that you do more than "skim" the reading material. A consistent pattern of a lack of preparation to discuss assigned reading will result in a poor participation grade. You may miss up to 2 class meetings, for any reason, without penalty. Additional absences may result in a reduction in your course grade. (worth 10 points)

Grading Policy

Grades will be assigned according to the following distribution: 90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; 0-59% = F.

General Policies

1. Deadlines: All assignments will be announced sufficiently in advance to allow for thorough preparation and timely completion. All assignments must be turned in ON or BEFORE the due dates. Late assignments will be accepted for full credit only where serious, compelling, and verifiable cause can be shown—such determination to be made by the instructor. Late assignments will be penalized severely.

2. Make-up exams: Make-up exams are strongly discouraged and will be permitted only for the most serious emergencies. Be prepared to document your excuse. Make-up exams are usually more difficult than regularly scheduled exams and will not be graded on a "curve."

3. Attendance: Absences do not excuse students from assignments due on the dates of their absences. If you are tardy and do not sign the roll sheet, you will be counted absent.

4. Writing style: All written assignments should be typed, double-spaced, and carefully proofread for typographical and spelling errors. You should pay proper homage to syntax and grammar. You will be graded on the quality of your writing style as much as on the substance of your ideas since, for me, the meaning and importance of ideas are inseparable from the language through which they are conveyed. A complete reference must be provided whenever you refer to the words, ideas, statistics, or other information provided by an author. Failure to do so counts as plagiarism.

5. Academic Integrity Policy: The department is committed to the highest standards of ethical conduct and academic excellence. Any student found guilty of plagiarism, fabrication, cheating on exams, or purchasing papers or other assignments will receive a failing grade in the course.

Tentative Schedule for Semester System

<u>Week</u>	<u>Topic</u>	<u>Readings</u>
1	Intro to Course/Why Study Persuasion?/What Constitutes Persuasion?	Chapters 1 & 2
2	Attitudes and Consistency	Chapter 3
3	Credibility	Chapter 4
4	Prepare for group projects/Midterm	none
5	Communicator Characteristics	Chapter 5
6	Conformity and Influence in Groups	Chapter 6
7	Language and Persuasion/Nonverbal Influence	Chapters 7 & 8
8	Structuring and Ordering Messages Midterm Review	Chapter 9
9	Midterm	none
10	Sequential Persuasion/Compliance Gaining	Chapters 10 & 11
11	Deception	Chapter 12
12	Motivational Appeals	Chapter 13
13	Visual Persuasion	Chapter 14
14	Esoteric Forms of Persuasion	Chapter 15
15	Ethics Final Review	Chapter 16
16	Wrap up/Final Exam	none

Tentative Schedule for Quarter System

<u>Week</u>	<u>Topic</u>	<u>Readings</u>
1	Intro to Course/Why Study Persuasion?/What Constitutes Persuasion?	Chapters 1 & 2
2	Attitudes and Consistency	Chapter 3
3	Credibility Prepare for Group Projects	Chapter 4
4	Communicator Characteristics Conformity and Influence in Groups	Chapters 5 & 6
5	Review for Midterm Exam Midterm exam	none
6	Language Nonverbal Influence	Chapters 7 & 8
7	Structuring and Ordering Persuasive Messages Sequential Persuasion	Chapters 9 & 10
8	Compliance Gaining Deception	Chapters 11 & 12
9	Motivational Appeals Visual Persuasion	Chapters 13 & 14
10	Esoteric Persuasion Ethics of Persuasion	Chapters 15 & 16
11	Review for Final Exam Wrap up/Final Exam	none

Chapter 1: Why Study Persuasion?

Key Terms and Concepts

persuasion as an art and science
pervasiveness of persuasion
word of mouth (WOM)
buzz marketing
tipping points
“the law of the few”
mavens
connectors
salespeople
context
stickiness
scalability
effortless transfer
gamification

instrumental function
communication competence
knowledge function
habitual persuasion
defensive function
third person effect
debunking function
counter-intuitive finding
manipulation
“tool” analogy of persuasion
meta-analysis
propaganda
indoctrination

Chapter Summary

- I. Persuasion is everywhere; it is ubiquitous.
- II. Persuasion can be thought of as both an art and a science.
 - A. While much is known about processes of social influence, the scientific study of persuasion is still in its infancy.
 - B. Persuasion isn't evil or manipulative. It is an essential, indispensable feature of human interaction.
- III. Persuasion is worth studying because it is pervasive; it is inevitable and unavoidable.
 - A. It is part and parcel of the “people professions.”
 - B. The average person is exposed to hundreds, if not thousands, of ads per day.
 - C. Buzz marketing, also known as word of mouth (WOM) has gained favor because it is cheap, self-perpetuating, and effective.
 - 1) Social media are increasingly important channels for persuasion.
 - 2) Sentiment tracking relies on social media to identify topics, brands, and threads that are trending.
 - D. Support for an idea, a brand, or a phenomenon by the influential “law of the few” creates momentum that ultimately becomes the tipping point, or a self-perpetuating persuasive message.
 - 1) Malcolm Gladwell (2000) suggests that certain people act as mavens, connectors, and salespeople.
 - 2) Context, stickiness, scalability, and effortless transfer are essential for reaching a tipping point
 - 3) There are no guarantees that viral marketing will succeed, just as there are no guarantees that any persuasive campaign will succeed.
 - E. Gamification is designed to increase consumer engagement via active participation.
 - F. Persuasion is found in not-so-obvious places like the natural sciences, the arts, and a variety of other communication contexts.
 - G. Weird persuasion is often aimed at generating controversy or buzz and, hence, free publicity.
 - H. The interpersonal arena is where influence attempts are most prevalent and have their greatest impact.
- IV. Learning about persuasion serves four basic functions:
 - A. Learning about persuasion performs an instrumental function by enhancing the student's ability to use persuasion effectively and appropriately.
 - B. Learning about persuasion fulfills a knowledge function by increasing the student's understanding of how persuasion works.
 - 1) People are often unaware of their own habitual patterns of persuasion.
 - C. Learning about persuasion serves a defensive function by making the student a more discriminating consumer of persuasive messages.
 - 1) People tend to underestimate the influence of advertising on themselves and overestimate its effects on others, a phenomenon known as the third-person effect.
 - D. Learning about persuasion performs a debunking function by alerting the student to false or outdated notions of how persuasion works.
 - 1) Many common sense notions about persuasion are mistaken.

- 2) Persuasion research has yielded insightful, counter-intuitive findings.
- V. Two common criticisms regarding the study of persuasion merit consideration:
- A. Some claim that studying persuasion is tantamount to teaching manipulation.
- 1) Persuasion research focuses on the means of influence, which tend to be amoral, rather than moral or immoral.
 - 2) Persuasion can be likened to a tool, such as a hammer. The tool itself isn't good or bad. The end or purpose for which the tool is used may be good or bad.
 - 3) A persuader's motives, more than the persuasive means, determine how ethical or unethical a given influence attempt is.
 - 4) The study of persuasion performs a defensive function, arming people against unscrupulous influence attempts.
 - 5) People who denounce the study of persuasion are themselves advocating a persuasive position.
- B. Some claim that persuasion findings are overly qualified or contradictory.
- 1) Human behavior is complex, so one should expect a certain amount of complexity in how persuasion operates.
 - 2) A number of meaningful, yet qualified, generalizations have been established through meta-analyses.
- VI. An important part of the process of learning how to persuade involves learning how to persuade ethically.
- VII. (Box 1.1) Persuasion, propaganda, and indoctrination are related terms.
- A. Propaganda and indoctrination have a pejorative meaning and are usually used to refer to persuasion used by the opposition.
- B. Four basic characteristics of propaganda are identified, along with some common propaganda techniques.
- VIII. (Box 1.2) The advice on what to watch out for when buying a car illustrates the defensive function of persuasion.

Exercises and Learning Activities

Exercise 1-A, Pervasiveness of Persuasion Exercise

Principle Illustrated: The ubiquity of persuasion

Purpose: To demonstrate the pervasive, ubiquitous nature of persuasion to students.

Time Required: approximately 10 minutes

Directions: Ask students to look around the classroom and identify as many persuasive stimuli as they can. The instructor might want to divide students up into teams and have the teams compete to see which team can spot the most persuasive stimuli.

Examples of stimuli to look for include:

- official signs (e.g., no smoking, maximum occupancy, please turn lights off when leaving room, etc.)
- posters, flyers, or other announcements on bulletin boards
- slogans, insignia, or logos on students' clothing, backpacks, or notebooks
- graffiti on desks, chairs, or walls
- the physical layout and arrangement of the room; furniture, equipment, space (the layout may signify power or status differences, or encourage or discourage one form of communication over another)
- students' nonverbal cues (seating proximity, body position, eye contact, etc.)
- distractions, such as outside noise, fans, poor acoustics, smells, etc.

In the process of identifying persuasive stimuli, students will gain an appreciation of how many messages are competing for their attention at a given time, even in the rather limited environs of a college classroom. Students will note that some persuasive stimuli are more subtle than others. Students may also disagree about what constitutes a persuasive stimulus, which will get them thinking about some of the definitional issues discussed in Chapter 2.

Exercise 1-B, Ethical or Unethical Persuasion?

Principle Illustrated: Ethical issues surrounding persuasion

Purpose: To get students to reflect on the ethical issues surrounding any choice to persuade. This exercise sets the stage for getting students to appreciate the fact that every persuasive effort is fraught with ethical implications. The

instructor may want to reinforce the authors' perspective, which is amplified in Chapter 16, that it is a persuader's motives that determine primarily how ethical or unethical a given influence attempt is, and only secondarily the means of persuasion which are used.

Time Required: 15-30 minutes

Directions: Box 1.3 in the text (see p. 19) identifies 14 hypothetical scenarios, each of which contains ethical implications for persuasion. Simply ask students to rate how ethical or unethical the strategy used in each scenario is, based on a 5-point scale (1= highly ethical, 5= highly unethical). Call on students and ask them why they evaluated a given strategy as they did. The instructor may also want to ask students which of the 14 strategies they perceive to be the most ethical, and which they perceive as the least ethical.

Scenario 1: This situation entails deception designed to benefit the deceiver, and an appeal to pity. Ask students if it matters whether the student is genuinely crying or not.

Scenario 2: This situation involves deception intended to benefit the receiver. There is also an "ends vs. means" controversy: Ask students if the outcome—giving the patient hope—justifies the use of deception.

Scenario 3: This situation involves adapting a message to the receivers' frame of reference, rather than the persuader's personal convictions.

Scenario 4: The central issue here is the use of *ad hominem* appeals (character attacks, mudslinging). Ask students if it matters whether the scandal is true or not.

Scenario 5: This situation involves deception in the form of withholding or suppressing information rather than an outright falsehood.

Scenario 6: The central issue here is the conflict between a legal duty vs. a moral duty. Ask students if, in the context of a criminal trial, achieving an acquittal is more important than disclosing the truth. From a prosecutor's standpoint, is obtaining a conviction ever more important than the truth?

Scenario 7: This situation involves a potential misuse or abuse of credibility on the part of the minister, as well as the use of *ad hominem* appeals.

Scenario 8: This scenario raises the issue of whether being sincere or genuine is enough, or whether ethical persuasion also entails a responsibility to have one's facts straight and be accurate when attempting to persuade.

Scenario 9: This situation involves the use of nonverbal persuasion and an emotional appeal (*pathos*). Ask students if it makes any difference whether the defendant had seen his wife or children in many years.

Scenario 10: This situation entails the use of deception and ulterior motives in persuasion. Ask students if their answers would be any different if the scenario involved a heterosexual male student asking a heterosexual female student to get together. If so, why?

Scenario 11: This scenario involves the use of fear appeals. Ask students if it matters whether the fear appeal is true, e.g., scaring a child about the potential dangers of talking to strangers.

Scenario 12: This situation entails deception in the form of withholding or suppressing information, as did Scenario 5, but in this case with a more vulnerable target audience.

Scenario 13: This scenario involves the use of threats as a means of gaining compliance. Ask students if it would matter if the wife went to a coffee house instead, or if the husband threatened to go to a bar and play pool.

Scenario 14: This situation involves adapting a message to the receivers' frame of reference, as did Scenario 3. Scenario 3 is more generic, whereas Scenario 14 involves the political arena, a context in which some students may believe "anything goes."

Exercise 1-C, Ice Breaker and Reflection Activity

Principle Illustrated: Functions of studying persuasion

Purpose: To get to know students and reinforce the practical value of the course.

Time Required: 20- 45 minutes, depending on the number of students in the course

Directions: First, ask each student to write down (a) one communicative skill he/she would like to develop or improve on to increase his/her persuasiveness (*instrumentality*), (b) one persuasive context he/she would like to learn more about (*knowledge* and *awareness*), (c) one scenario or context where he/she tends to be an easy mark (*defense*), and (d) one common sense or “homespun” assumption held by the average person about how persuasion works (*debunking*).

Next, have each student identify him/herself, state his/her major (or probable major), and list his/her answers to prompts ‘a’ – ‘d’. When each student has finished speaking, break down the prompts in terms of the four benefits of studying persuasion. Be sure to use the students’ examples during the debriefing. Emphasize that through the text, lectures, assignments, and activities, students will become more skilled and knowledgeable in all four functions.

Exercise 1-D, Are You a Connector?

Principle Illustrated: Malcolm Gladwell’s Tipping Points

Purpose: To illustrate the “law of the few” from Gladwell’s Tipping Points.

Time Required: 20-30 minutes, depending on discussion after activity

After completing the activity, the instructor may want to reinforce the role played by connectors. According to Gladwell, the positions of influence (e.g. maven, connector, salesperson) fall to a selected few, so they should not be disappointed if they find that they are not connectors.

This activity has been adapted from Malcolm Gladwell’s website.

http://www.gladwell.com/tippingpoint/tp_excerpt2.html

First, create a bank of 250 random last names. You can use a random surname generator such as those below, or simply look up names in a phone directory (say, every 100th name on every 12th page, for example).

<http://www.namegenerator.biz/last-name-generator.php>

<http://www.atlantagamer.org/iGM/RandomNames/index.php> (choose by gender or culture)

<http://random-name-generator.info/random/?n=100&g=1&st=2>

<http://www.xtra-rant.com/gennames/>

Next, hand out the list of names to students. Give them approximately 5 minutes to scan the list to see how many individuals they know whose surnames are included in the bank. “Know” means that if the student saw the person at a coffee shop, the mall, or other place, she/he would stop and say “Hi.”

According to Gladwell, the average person in the classroom will likely not know more than 50 people. This activity illustrates that few of us are true “connectors,” thus highlighting the “law of the few.” Keep in mind, students may exaggerate about how many people they know.

Lead a discussion on “the law of the few.” Ask students about their reactions to the phenomenon of viral marketing. Do they agree that social influencers are key to influencing consumers? Who are the connectors in their circle of contacts, e.g., the people who seem to know everybody. Finally, ask students if they want to get to know more people and attempt to achieve the role of a connector.

Web Links

1. Principles Illustrated: The ubiquitous nature of persuasion; practicality of the study of persuasion.

Dr. Kelton Rhoads (a) provides an overview of several disciplines that study persuasive communication (<http://www.workingpsychology.com/persdisc.html>), (b) provides an interesting essay documenting the prevalence of persuasion in our lives (<http://www.workingpsychology.com/evryinfl.html>), and (c) cites examples showing the value of learning about persuasion (<http://www.workingpsychology.com/whatcan.html>).

2.Principle Illustrated: The power of propaganda.

This U.S. National Archives & Records Administration exhibit shows some interesting propaganda posters used during World War II. Good Power Point visuals.
(http://www.archives.gov/exhibits/powers_of_persuasion/powers_of_persuasion_home.html).

3. Principle Illustrated: Positive aspects of persuasion.

This link from the Department of Health and Human Services provides an overview of health communication and outlines some characteristics of effective health communication messages.
(<http://www.healthypeople.gov/Document/HTML/Volume1/11HealthCom.htm>).

Test Questions

Multiple Choice Questions

1. According to Gass & Seiter, persuasion is best thought of as
- a science
 - an art
 - a science and an art
 - a social science

Answer: C

Page 3

2. Which of the following statements best reflects the view of persuasion offered by Gass & Seiter?
- On balance, persuasion probably does more harm than good
 - Persuasion is an essential, desirable feature of human interaction
 - Persuasion emphasizes manipulation, communication emphasizes cooperation
 - Persuasion is a necessary, but unfortunate, fact of life

Answer: B

Page 4

3. To say that persuasion is “pervasive” means
- influence attempts are found everywhere you find people communicating
 - it is difficult to define what is and isn't persuasion
 - persuasion plays a major role in the “people” professions, but a minor or negligible role in the natural sciences
 - influence attempts are usually explicit or overt, rather than subtle or implicit

Answer: A

Pages 4-10

4. The arena in which persuasive attempts enjoy the greatest likelihood of success is
- print media
 - television
 - cinema
 - interpersonal
 - online

Answer: D

Page 11

5. One reason for studying persuasion is to learn more about how and why people respond to persuasive messages.

This is called the

- a. attentiveness function
- b. knowledge function
- c. defensive function
- d. debunking function

Answer: B

Page 12

6. An example of habitual persuasion is

- a. arguing with a friend about an editorial in the newspaper
- b. negotiating with your parents over how much of your tuition they should pay
- c. claiming “the dog ate it” whenever you turn in a late assignment
- d. asking a professor to explain why you got the grade you did on an essay

Answer: C

Page 12

7. The debunking function

- a. helps us defend ourselves against unscrupulous influence attempts.
- b. serves to correct erroneous perceptions about how persuasion works.
- c. assists in making us more discriminating consumers of persuasive messages.
- d. helps us avoid habitual or mindless persuasion.

Answer: B

Page 15

8. When politicians are shown drinking a beer, shopping at Wal-Mart, eating at McDonald's, or going bowling, they are employing which propaganda technique?

- a. testimonials
- b. bandwagon effect
- c. transfer
- d. card-stacking
- e. plain folks appeal

Answer: E

Page 14

9. The debunking function of persuasion helps one to

- a. arm him/herself against influence attempts by unethical persuaders
- b. gain greater awareness about false stereotypes and myths regarding persuasion
- c. identify different elements and features of a persuasive message
- d. design and present a persuasive message on his/her own

Answer: B

Page 15

10. Which of the following best reflects the view of persuasion offered in the text?

- a. People actually aren't all that gullible or easy to persuade
- b. There is a sucker born every minute
- c. Anyone can be persuaded if you know the right button to push
- d. Persuaders know far more about persuading than researchers do about how persuasion works

Answer: A

Page 18

11. Which of the following statements about the relationship of persuasion to the arts is most accurate?

- a. Artists are the most temperamental of all persuaders.
- b. Artists are usually too wrapped up in their work to care about persuading others.
- c. Art is as much about persuasion as it is about creating aesthetic works.
- d. Art is usually created for “art's sake” and not as a means of influencing others.

Answer: C
Page 9

12. Persuasion research often produces “counter-intuitive” findings, e.g., results that are contrary to what common sense would dictate. Such findings highlight the _____ function performed by the study of persuasion.
- a. pragmatic
 - b. empirical
 - c. defensive
 - d. debunking

Answer: D
Page 15

13. In using a tool analogy to describe persuasion, Gass & Seiter wish to show that
- a. a persuader, like a carpenter, is only as good as her/his tools
 - b. it is the poor persuader (or carpenter) who blames his tools
 - c. whether persuasion is good or bad depends on the purpose for which it is used
 - d. specific persuasive situations call for specific persuasive tools

Answer: C
Page 15

14. Which persuasive strategy below is designed to increase consumer engagement through active participation?
- a. online advertising
 - b. sentiment tracking
 - c. product placement
 - d. gamification

Answer D
Page 7

15. A meta-analysis helps persuasion researchers to
- a. determine if a persuasive strategy is ethical or unethical.
 - b. formulate universal generalizations regarding persuasion.
 - c. identify what their persuasive goal or objective should be.
 - d. reconcile previous inconsistencies in the literature.

Answer: D
Page 18

16. Which of the following generalizations drawn from persuasion research is most accurate?
- a. Current studies, from the 1970s through the 1990s, tend to contradict past studies, those from the 1940s through the 60s
 - b. The results of persuasion studies have been remarkably consistent, dating back to the time of Aristotle
 - c. Newly developed statistical techniques have made it possible to resolve a number of previous inconsistencies in the literature
 - d. Research findings are largely consistent, but there are dramatic differences in theories of persuasion

Answer: C
Page 18

17. A reporter asks a politician, “Do you favor or oppose gay adoptions?” The politician responds, “I’m for families. The family unit is the backbone of our society. Family bonds are vital.” The politician’s response best reflects which propaganda technique?

- a. smoke and mirrors
- b. pomp and circumstance
- c. card-stacking
- d. glittering generalities

Answer: D
Page 14

18. Which of the following statements best characterizes persuasion, as opposed to propaganda?

- a. It operates most effectively in the interpersonal arena
- b. It is practiced by organized groups and institutions
- c. It has a strong ideological bent
- d. It tends to rely on ethically suspect methods of influence

Answer: A

Pages 11, 14

19. Which of the following statements about propaganda is most accurate?

- a. Propaganda is a feature of totalitarian regimes, rather than democratic societies
- b. The government uses propaganda frequently, but the private sector rarely does so
- c. The term "propaganda" has a negative connotation, and is usually used in a pejorative sense
- d. Propaganda tends to be political in nature, rather than religious or commercial

Answer: C

Page 14

20. According to Gass & Seiter, persuasion

- a. occurs primarily in the mass media
- b. is rare in the natural or "hard" sciences
- c. is more common in mediated than non-mediated settings
- d. occurs in a variety of non-obvious or even weird contexts

Answer: D

Page 10

21. Which of the following justifications for the study of persuasion do Gass & Seiter identify as most compelling?

- a. Social influence is an interdisciplinary area of scholarly inquiry
- b. Influence is generally manipulative
- c. Persuasion is the cornerstone of many positive, pro-social activities
- d. To be well paid in the "people professions," one must be able to influence others

Answer: C

Page 4

22. Word-of-mouth marketing (WOM) based on social networks is also known as

- a. viral marketing
- b. multi-modal marketing
- c. branding
- d. consumer-centric marketing
- e. decentralized persuasion

Answer: A

Pages 4-5

23. All of the following are reasons why buzzmarketing has become popular **except**

- a. it is more expensive than traditional media advertising
- b. it is becoming harder to reach large audiences via traditional media
- c. TIVO and digital video recorders allow viewers to ignore commercials entirely
- d. it generates its own free publicity

Answer: A

Page 5

24. Which of the following statements about buzz marketing is most accurate?

- a. Buzz marketing relies heavily on TV and print media
- b. Buzz marketing depends upon the selling power of celebrity endorsers
- c. Buzz marketing relies on word-of-mouth recommendations
- d. Buzz marketing is aimed at young, urban consumers

Answer: C

Pages 4-5

25. Buzz marketing has become a pervasive persuasion strategy because

- a. consumers prefer traditional advertisements.
- b. consumers rely on word of mouth in their social circles
- c. consumers enjoy clever advertisements and commercials
- d. consumers are comfortable with corporate-sponsored marketing

Answer: B

Pages 4-5

26. According to the "Tipping Point" theory, people who have lots of expertise and know-how are known as:

- a. connectors
- b. salespeople
- c. mavens
- d. geeks
- e. nerds

Answer: C

Page 6

27. According to Gladwell's concept of Tipping Points, a product or idea can't take off unless it has inherent appeal.

This is known as

- a. gravitational pull
- b. scalability
- c. momentum magic
- d. stickiness
- e. gravitas

Answer: D

Page 6

28. Kiyoko is known by her friends as the fashion expert. She is always ahead of the curve on fashion trends.

According to Malcolm Gladwell, Kiyoko would be termed a

- a. connector
- b. maven
- c. hawker
- d. salesperson
- e. trendspotter

Answer: B

Page 6

29. In regards to ethical communication, it isn't so much what strategies and tactics a persuader uses as

- a. the amount of skill she/he has
- b. the events that take place
- c. whom she/he can influence
- d. why she/he uses them

Answer: D

Page 15

30. Which of the following statements best describes the third person effect? People tend to

- a. overestimate the influence of persuasion on themselves and underestimate its effects on others
- b. underestimate the influence of a group on an individual member
- c. underestimate the influence of persuasion on themselves and overestimate its effects on others
- d. underestimate the influence of the individual member on the group

Answer: C

Page 13

31. People who often provide suggestions to their circle of friends such as, "You should try it," "You have to see this movie," and "You need to buy it, it is the best thing yet!" are termed

- a. connectors
- b. prompters
- c. mavens
- d. salespersons

Answer: D

Page 6

32. Sentiment tracking is most closely associated with

- a. social media
- b. print advertising
- c. television advertisements
- d. word of mouth

Answer: A

Page 5

Essay Questions

1. In what setting or context do influence attempts tend to be most effective? Why?
2. Provide an example of “habitual” persuasion, and explain how such habitual patterns of persuasion can be overcome.
3. What do the authors mean when they say that learning about persuasion performs a “defensive” function?
4. What is the third-person effect? Provide a specific example of how it applies to persuasion.
5. Explain what the “debunking” function is as it applies to persuasion research, and provide an example of an empirical finding that illustrates this function.
6. Identify one of the chief criticisms leveled against the study of persuasion, and explain one of Gass & Seiter’s replies to the criticism.
7. Identify what you believe to be a modern-day example of propaganda, and explain how it satisfies the characteristics associated with propaganda.
8. Use personal examples and anecdotes to defend the statement “Very little of the good that we see in the world could be accomplished without persuasion.”
9. Identify the conditions by which viral marketing is successful. Include how and why viral marketing becomes “hit or miss” in persuading others.