

Instructor's Handbook and Sample Test File

for

Power Persuasion: Moving an Ancient Art into the Media Age (3rd edition)

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INTRODUCTION

This handbook is intended to provide some fundamental advice and test materials for instructor use with the textbook, *Power Persuasion*, 3rd edition (The Educational Video Group; 2001). Accompanying the text is a professionally developed video for use with the textbook. This video contains numerous and varied examples of materials designed to assist you in teaching each chapter. The video is also available at a very reasonable price to students. If you have adopted the text, you should contact The Educational Video Group to secure the video. Another video is available to instructors which provides additional examples not specifically mentioned in the text.

Included in this handbook are some tips for dealing with various practical problems likely to confront instructors, suggestions for focusing on each of the chapters, a sample outline for the course, and a pool of quiz/test questions designed for use and modification as needs arise. The quiz materials have been pretested in my classroom, although as with any kind of sample quiz, your own changes will be important as you are confronted with the daily rigors of teaching.

In no way will this handbook tell you how to teach, for that art is not really available in any book. However, the handbook may offer some insight to stimulate your teaching!

A number of constraints are important to the teaching situation: your attitude towards teaching and students, the expectations from your institution regarding the teaching process, your preparedness to teach the course, the physical attributes of the classroom, and most importantly, the clientele we serve—the students. They are a valuable resource; and with your patient instruction, you will be helping them and yourself. Students teach us, perhaps as much as we teach them!

Hopefully, this handbook will be helpful to the beginning teaching assistant, the novice and the experienced instructor working through the textbook the first time. Later, with teaching experience and greater knowledge of the text, you will be able to pass this handbook on to someone else.

My objectives in this handbook are few in number. First, to provide a valuable supplement to the textbook chapters, so that you can enhance your teaching effectiveness. Second, to provide you with suggestions which will help your students learn a bit easier and better. Third, to promote instructional creativity as you think and plan with your students and co-teachers. According to the publisher, this text is most frequently used for classes stressing theories of persuasion and communication.

Finally, because this publication is intended to be instructional, rather than a scholarly document, I have written it in the first person, with commentary in brackets accompanying the sample syllabus.

SOME FEATURES OF THE TEXTBOOK HELPFUL TO THE TEACHING PROCESS

As you begin to plan your teaching, page through the textbook and notice its features. Most semester courses require 15 to 16 weeks. The book has 14 chapters. Consequently, the book allows for a measure of personal adaptation to changing course plans and to opportunities for testing without harming the progressive structure of the text. Each chapter has a corresponding video example, designed to supplement and expand upon the chapter material. Notice that each chapter outline in the text table of contents also highlights the critical questions and the notes section. Later, I will offer a teaching plan for moving through the chapters.

Each chapter begins with a Focus section on the opening page. Notice that the summary outline before each chapter is nearly the same as in the Table of Contents. This duplication should help the student to retain a sense of structural unity about the text. The outline is quite usable for dividing chapter reading assignments and helping you keep track of your progress through each of the chapters. My students have also found the Focus section a handy guide for quiz review.

At the end of each chapter, you will notice the Critical Focus section. The Critical Focus functions as a summary for each of the chapters, but it does more. These pages are designed to reinforce

the chapter reading, something which most text chapter summaries do. However, you will also find a list of key questions designed to stimulate the student to think beyond the scope of the reading. The Critical Focus section in each chapter may provide you with excellent essay questions and discussion ideas for small group work in class!

The Note section is extensive and constitutes a relatively recent review of the professional (and some popular) literature from the journals, books, and magazines. The Note section will serve your students (and you) with additional resources for the literature review so helpful to the development of essays, extra readings and term paper research. Since the authors of the text have developed these notes as an annotated bibliography of sources, their commentary may also be helpful for building term paper research.

The Notes are also helpful in developing comparative points of view between you and the text to promote alternative viewpoints in class discussion. Perspective building is desirable as a classroom exercise to help students extend their ideas! For example, you may wish to contrast your viewpoint with the authors' ideas as expressed in note number 3, page 21, regarding the definition of persuasion. Or, see note 17, page 104, for an intriguing idea that might well promote strenuous discussion about the role of assertions as an aid to persuasion. Note 15, page 153, offers an excellent stimulus to discussion on language manipulation and ethics, particularly in light of recent discussions on Capitol Hill regarding political campaign reform.

Finally, the publishing company has made extensive use of bold print in the chapters, indented lists of important items strategically placed in the middle of the page, and internal chapter headings. All of these techniques should be valuable to professor and student alike, whether for study or for quiz preparation.

THE SYLLABUS: A VALUABLE TOOL FOR STUDENT AND FACULTY

Why have a syllabus? First, communication is essential between student and teacher about course plans, and a syllabus helps establish a framework of dialogue. In that sense, the syllabus helps determine the "ambiance" of the course for the students, for it offers them their first opportunity to understand a bit of your teaching philosophy. Thus, the syllabus provides a distinct clue regarding instructional tone. Second, the syllabus contains all the class rules and expectations which are important to the administrative and pedagogical operations of the course. When students know your rules, they can make better choices (which means they might drop your course, but then that is the risk all faculty take!) Third, the syllabus may contain regulations dictated by the department or college or university administration. Placing the rules on paper helps clarify them for you and the student, for then they are no longer mysterious, hidden from view only to be dragged up at an inopportune time.

In the syllabus below, I have focused on some of the usual items which I have included in my own course plans. Often a semester is 14 or 15 weeks; mine is 16 weeks. In this sample plan, some items are quite typical: your name, the name of the course, the date/semester of the course, your office phone number (although you may not want to include your home number on the syllabus, students can readily get it from university information anyway), and your office hours. Including the phrase "and by appointment" is an important indicator for it discloses that you are quite willing to be in your office more than the stated times.

Some departments now encourage faculty to place their entire syllabus on the school/departmental home page, a handy tool which saves on the cost of paper.

A final point to consider: is your class an elective or is it required by the department, college, or university? Your syllabus will likely be read by other faculty and administrators; consequently, be careful about what you write. In addition, according to my informal poll of our faculty, what you do and don't include in your syllabus may be directly related to the success of the course. For example, include your grading and attendance policies. They are crucial to avoiding potential difficulties, and it may be wise to be as specific as possible.

Furthermore, a clear syllabus helps establish good rapport with your students immediately, since they know what is expected of them very quickly. If students feel they can complete your course satisfactorily after they have read the syllabus, all the better for them to know that early in the semester.

In the sample syllabus, I have placed [bracket] signs within the text to add explanatory information.

SAMPLE COURSE SYLLABUS & SCHEDULE

Communication 201: Introduction to Persuasion Theory
Fall Term, 2002 Dr. Camp Phone: (919) 515-9747
Office Hours: Monday through Thursday, 11:00-Noon, and by appointment
Office: 226 Winston Hall

Required Textbook: *Power Persuasion: Moving an Ancient Art Into the Media Age* (3rd edition, paperback), Mary Rose Williams & Martha D. Cooper.

[Failing to add the word **required** to the syllabus may encourage the student to think the text is optional. If it is optional, say so on the page. Adding the edition number and other publishing data helps the student and your bookstore secure the right editions, something which helps make the purchase a little less stressful.]

Course Description: This course focuses on the study of persuasion as an influencing agent upon human behavior. In class, we will utilize the critical method to evaluate persuasion. In this course, we will **not** practice the delivery of persuasive speeches in the classroom.

[The description above parallels the one in the published university catalog of our departmental curriculum. Your departmental administration or institutional curriculum committee may also require you to place the course description in your syllabus. Such a duplication may seem reassuringly helpful to the student. Finally, students seem to find it helpful to know what the course does **not** emphasize. Especially so, since our department has an advanced speaking course where some of the principles and theories stressed in the textbook are used.]

Course Objectives: You will be expected to become familiar with persuasion objectives and theories, the results of various important studies in persuasion, and the names of key theorists and critics. As a result of successfully completing this course, you should be able to: 1) understand how persuasion affects you as an individual consumer of messages and as a participant in varying kinds of rhetorical situations in our contemporary and fast-changing society; 2) analyze and evaluate various perspectives about persuasion as presented in the text; and, 3) become a much more critical and skeptical thinker and a much better listener.

[The course objectives above are generalized, which encourages me to adapt them to individual classes once I know their composition. Since our Persuasion course is required, such an adaptation is vital.]

Classroom Atmosphere: Respect for your fellow students and the professor in your classroom communication is paramount to the success of the course; remember that the persons in this class are of differing races, religions, ethnic backgrounds, and creeds. Demeaning remarks to your colleagues are unnecessary and detrimental to the learning process. Should your communication behaviors violate the student code of conduct, I will not hesitate to refer those incidents to the appropriate campus judicial authorities. The campus code of conduct specifically includes provisions for

the regulation of inappropriate behaviors, including sexual harassment. If you have questions on these matters, please discuss them with me.

[Thirty-nine years ago, when I first started my teaching career, the statement above seemed unnecessary. But, the academic world has changed; and, more so than outsiders seem to recognize, the campus reflects the world and its divisions and unity. The nature of your campus and class population dynamics will help you determine whether you need to include the material above (or some modification of it). If only for your own protection, the paragraph (modified to fit your needs) is helpful.]

SAMPLE COURSE OUTLINE OF STUDY

Week 1

- I. Introduction: Definitions [Chapter 1]
 - A. Defining persuasion from a contemporary and classical viewpoint: the role of choice-making
 - B. The analysis of persuasive messages and the necessity for critical skills
 - C. The four dimensions of persuasion and their study
 - D. Example: “A President with a Purpose” and some study questions, 17-21.

Week 2

- II. The Classical Perspective
 - A. Strategies and audiences: predispositions
 - B. Aristotle: the means of persuasion, *ethos*, *pathos*, *logos*
 - C. Qualities of the perspective and contemporary research conclusions
 - D. The controversial issue of ethics
 - E. Example: the NRA and some study questions, 35-40.

Week 3

- III. The Rational Human and Reasonable Argument: *Logos*
 - A. The role of *logos* and the audience
 - B. Toulmin: an analytical framework for the analysis of arguments
 - C. Testing ethics and evidence in reasoning
 - D. Example: President Reagan’s address and some study questions, 55-60.

Week 4

- IV. Motivation Theory and The Passions: *Pathos*
 - A. The role of motivation and the audience; the emotional appeal
 - B. Aristotle: the analysis of the emotions
 - C. Contemporary research: equilibrium and personal growth
 - D. Example: Public Service Announcements, AIDS, and some study questions, 77-82.

Week 5

- V. Credibility and Image Management: *Ethos*
 - A. The interactive role of *ethos* and personal influence
 - B. Conger: the issue of charisma
 - C. Credibility and competence, good will, character, dynamism
 - D. Example: KFC and “The Colonel’s Way” and some study questions, 99-103.

Week 6

- VI. The Symbolist Perspective
 - A. Realities: empirical and symbolic
 - B. Burke: symbols and identification
 - C. Characteristics of the Symbolist Perspective
 - D. Example: Oldsmobile and Melanie Shatner and some study questions, 123-126.

Week 7

- VII. Language and Persuasion
 - A. The importance of naming and the uses of language
 - B. The linguistic relativity principle, denotation and connotation
 - C. Weaver: language associations, “god terms” and “devil terms”
 - D. Franklin D. Roosevelt’s 1941 War Message and some study questions, 148-152.

Week 8

- VIII. Nonverbal Symbols and Persuasion
 - A. The importance of nonverbal symbols & human relationships
 - B. Knapp, Mehrabian and Leathers: contemporary research conclusions
 - C. Fisher: the “fictions” of the real world
 - D. The “Daisy” political ad and the 1964 presidential political campaign and some study questions, 173-177.

Week 9

- IX. Form and Structure
 - A. Form and structure; their inter-relationship and value
 - B. Exposition, narrative, and message sidedness
 - C. Maxwell & Schmidt, Burke: compliance gaining
 - D. Example: “Herding Cats” and some study questions, 201-203.

Week 10

- X. Institutional Perspective
 - A. Definitions and characteristics of institutional persuasion
 - B. The problem of audience conformity; media relationships with persuaders
 - C. Sproule: ethical concerns, diffusion of information
 - D. The traditional electronic media, politics and GOPTV, and some study questions, 233-238.

Week 11

- XI. Persuasive Campaigns
 - A. Characteristics of product campaigns, public relations campaigns, political campaigns
 - B. Katz, Trent and Friedenber: campaign models and cycles
 - C. Ethical concerns in campaigning
 - D. The necessity for codes of ethical conduct: should each person develop a written code of ethical conduct?
 - E. Example: “Tourette Syndrome Association Awareness Campaign” and some study questions, 259-263.

Week 12

- XII. Persuasion and Social Movements
 - A. The nature of social movements; what they accomplish
 - B. Stewart, Smith and Denton: phases of social movements
 - C. Issues of ethics and audiences: the “no grapes” movement and some study questions,

Week 13

XIII. Ideology: Advertising and Images

- A. Definitions and characteristics of ideology
- B. Kilbourne and Gillette: gender matters
- C. How ideologies develop
- D. Ethical concerns, advertising, and the critical audience
- E. Masculinity and the razor: questions about the Gillette campaign, 314-318.

Week 14

XIV. Propaganda and Persuasion

- A. Theories and characteristics of propaganda
- B. Sproule: some approaches to the study of propaganda
- C. Ellul: political propaganda and sociological propaganda
- D. Ethics, propaganda, and skeptical audiences
- E. Propaganda movies, *Triumph of the Will*, and some study questions, 342-348.

[The course outline above is intended to cover several points. First, *Power Persuasion* is a “survey” book. It has a wide approach, containing various theories and the presentation of ideas from a number of theorists and critics. Students often want to know which theorists you will stress the most; let them know in the syllabus, which removes the guesswork on their part. Obviously, your syllabus is not intended to be exclusive, so you will want to add theories and names from your own reading as you explore the chapters in class. Second, the syllabus above allows you time for quizzes and exams. Many faculty members give a traditional “midterm” and “final” exam, and you can insert that wherever is best for you. The text certainly provides the material for essay and objective types of testing. Third, as any experienced faculty person knows, course outlines sometimes require changes, fine tuning, even total reorganization. Consequently, the plan above for 14 weeks allows leeway for necessary changes.]

CHAPTER STUDY GUIDES

Mary Rose Williams

I have found chapter study guides to be useful in helping students keep up with the assigned readings, as well as to motivate them to do more than cursory reading. My students strongly are advised to make use of the study guides to facilitate comprehension of the text, and the majority of them do use the guides. Initially, I handed these out one class period prior to the beginning of a new chapter. However, students began to ask for them farther ahead of time. For everyone’s convenience, I now have all chapter study guides printed and ready to hand out in the first week of classes.

In general, I find that the students are much more likely to come to class prepared to discuss text material, having had the benefit of the guides to motivate them. Consequently, classroom discussion is more productive, with students providing informed and thoughtful observations and analyses rather than uninformed opinion. I do not collect the guides or grade them; for some students this is reason enough not to bother with them. Typically, after the first exam, however, they quickly recognize the fallacy of their ways. The guides easily could be modified to serve as chapter quizzes.

Note that the guides do not include information about the critical focus pieces in each chapter. Since each of these sections already contain discussion questions, I thought it redundant to include more in the guides. Students know they are responsible for all critical focus information, both for class discussion and for exams.

CHAPTER ONE STUDY GUIDE

1. Why is persuasion and the power to persuade so significant?
2. Explain the 4 assumptions contained in the broad definition of persuasion offered by the authors.
3. How is “message” defined?
4. What is Intentional vs. Unintentional Persuasion? (hint: you may want to use authors’ examples and your own as part of the explanation. Be careful, however, as an example by itself is NOT the same as an explanation. Examples support explanations.)
5. Explain Implicit and Explicit persuasion (a brief explanation of examples provided by authors, along with some of your own would be helpful to include here.)
6. In the sender/receiver dimension of persuasion, who has more power to influence persuasion, the sender or the receiver?
7. To what do the two terms, “public” and “nonpublic” refer with regard to persuasion?
8. What does the “myth of objectivity” mean, and how does it relate to persuasion?
9. Explain the 3 implications of the “myth of objectivity.”
10. What is the nature of the relationship between persuasion and power?
11. What is the nature of the relationship between persuasion and ethics?

CHAPTER TWO STUDY GUIDE

1. What did persuasion involve during the Classical period?
2. What is meant by “an instrumental view” of persuasion?
3. Explain the difference between dialectic and rhetoric, according to Aristotle.
4. What was Aristotle’s definition of rhetoric and what are its implications?
5. Explain the 3 types of oratory Aristotle observed and what distinguishes them from one another.
6. Explain the 3 means of persuasion Aristotle identified.
7. What is an enthymeme and what is its role in the persuasion process?
8. How do examples function to persuade, according to Aristotle?
9. Explain the five characteristics that are fundamental to the Classical Perspective of persuasion.

CHAPTER THREE STUDY GUIDE

1. In your own words, define the 6 parts of Toulmin's model of argument. (Note: try applying the model to an argument of your own, or to one that you've recently heard).
2. Explain the 3 categories of evidence, and provide specific examples of your own of each type of evidence.
3. Discuss the 4 patterns of thinking identified as being the most common: define each and explain how they're typically used to persuade—providing examples of your own for each.
4. For each of the patterns of reasoning, some ethical concerns were raised. Also some “tests” the audience may employ to determine if the argument a speaker makes is valid are provided. Discuss the ethical issues raised and explain each of the tests and their corresponding pattern of reasoning.

CHAPTER FOUR STUDY GUIDE

1. Explain the two assumptions that underlie the Classical perspective of motivation and passions in the persuasive process.

2. For each of the following pairs of emotions (see fig 4.1) briefly relate an example from your own experience that illustrates the nature of the experience, toward whom the emotion was directed, and the inclination the emotion created in you or your audience.

ANGER/PATIENCE

FRIENDSHIP/ENMITY

FEAR/CONFIDENCE

SHAME/SHAMELESSNESS

EMULATION/CONTEMPT

KINDNESS/PITY

INDIGNATION/ENVY

3. Using an experience of your own, explain the cognitive balance theory.

4. How does cognitive dissonance theory differ from cognitive balance theory?

5. What does Maslow's Humanistic Growth theory suggest about how to be an effective persuader?

6. Explain: Rest Theories, Homeostasis Theories, Growth Theories.

7. What ethical concerns are raised regarding the use of emotional appeals?

CHAPTER FIVE STUDY GUIDE

1. How is *ethos* related to *pathos* and *logos*?
2. Explain how Congruity theory differs from Cognitive Balance theory and Cognitive Dissonance theories.
3. Briefly explain the 4 components of source credibility.
4. From where does the charismatic persuader gain power?
5. What characterizes the charismatic persuader?
6. What tactics do they employ? (it would be helpful if you could supply some of your own specific examples here)
7. What may cause a charismatic persuader to lose the power to persuade?
8. What is the difference between a “celebrity” and a “notable?”
9. What are the principles of “manufactured celebrity?”
10. What are the differences between the classical concept of credibility and image management?
11. Why is the concept of image management ethically troubling?
12. Why is the concept of charisma ethically troubling?

CHAPTER SIX STUDY GUIDE

1. Briefly explain characteristics of the symbolist perspective that are similar and those that are different from the Classical perspective of persuasion.
2. What are “symbols”? How do they function to persuade?
3. Explain the characteristics of discursive language.
4. How do non-discursive elements in the message function to persuade?
5. What are “codes” and what is their significance to the persuasion process?
6. Briefly explain the 5 characteristics of the symbolist perspective.
7. Explain the concept of “identification” and how the president of Southern Oregon State College created it in his speech.
8. Explain the two environments in which humans reside.
9. What are the ethical standards to which persuaders are or should be held accountable?

CHAPTER SEVEN STUDY GUIDE

1. What is meant by the “strategic and instrumental” use of language?
2. Why is “naming” powerful?
3. What are the two ways the power to denote is evidenced?
4. Explain the principle of “linguistic relativity.”
5. What does the linguistic relativity principle suggest about form and structure of a message?
6. What does the linguistic relativity principle suggest about what our language does NOT allow?
7. How do connotative meanings influence persuasion?
8. How was the case of “nukespeak” an example of the power of naming to confuse and conceal?
9. What are “god” and “devil” terms?
10. What do god and devil terms allow us to conclude about the persuasive dimension of naming?
11. Explain the difference between “figures of speech” and “figures of thought.”
12. Briefly explain how metaphors and irony alter the meaning of words from their denotative sense.
13. What constitutes the “frame” and “focus” of a metaphor? Provide a metaphor of your own and designate its frame and focus.
14. What is meant by “metaphorical force”?
15. Provide an example of your own of: Hyperbole and Oxymoron.
16. What are the three general ethical principles that can be discerned from the Symbolist Perspective?
17. How might ethical principles concerning language come into conflict?

CHAPTER EIGHT STUDY GUIDE

1. Explain how emblematic nonverbal symbols operate similarly to language.
2. Explain how emblematic nonverbal symbols differ from language.
3. How do the emblematic nonverbal symbols that resemble their referent function to persuade?
4. How do Icons differ from emblematic nonverbal symbols?
5. How did Aristotle feel about the element of “delivery?”
6. What are the most frequently identified classes of nonverbal behaviors?
7. How do nonverbal behaviors relate to the verbal content of communication?
8. Explain the “immediacy, power, and responsiveness” dimensions of nonverbal behaviors.
9. What is meant by “polyvocal” and how do polyvocal messages function to persuade?
10. Explain how constructed images can be sensory and concrete at the same time they are conceptual and ambiguous?
11. Why is it significant (to the study of persuasion) to know that “when our senses are engaged, we experience it first and think about it only afterwards?”
12. Discuss the 5 persuasive effects of constructed images.
13. What are “real-fictions” and how do they influence the persuasion process?

CHAPTER NINE STUDY GUIDE

In order to complete this study guide, you should choose a film or an episode of a television program to use as your data for the questions.

1. What **expectations** are being aroused in the beginning of the message and how are those expectations satisfied?
2. Explain what is meant by **structure**, and **form**? Explain **exposition** and **narrative** structures. Then identify the structure used in the film or program under analysis. Be sure to provide your rationale/argument for the structure you assigned to the data.
3. What **structural choices** (patterns) are used within the overall structure of the message?
4. Explain each of **Burke's forms**, and identify which of these the audience is likely to use in making sense of the message. Be sure to use specific examples from your data to support your claims.
5. What **characteristics of human perception** are encouraged by the structure of the message? (be sure to explain the characteristics of human perception when discussing specific examples from the data)
6. Explain "**compliance-gaining techniques**" and provide examples of some in your data.
7. What **ethical considerations** are important for the **persuader** to consider about the structure of the message(s) in your data?
8. What **ethical considerations** should an **audience** make about their responses to the structure of the message(s) in your data?

CHAPTER TEN STUDY GUIDE

1. What characterizes an institution?
2. Explain the 4 characteristics of institutions, providing an example of your own as part of each explanation.
3. What are the distinguishing features of the different forms of institutional persuasion?
4. Identify a specific presidential political campaign and use it to explain the characteristics of the institutional perspective.
5. Explain the various tensions between public service and private profit.
6. How do these tensions impact the media?
7. Explain the Gate Keeper principle.
8. Explain the Agenda Setting Function of the Media.
9. What are the various means by which persuaders obtain “free media” coverage?
10. Explain the following terms—in your own words—and their relevance to the institutional perspective of persuasion: market Segmentation, Reference Groups, Rhetorical Vision, “the masses,” and “crowd mentality.”
11. Explain the theories, discussed by the authors, regarding how persuasive messages reach audiences.
12. What are the additional ethical challenges posed by institutional persuasion?

CHAPTER ELEVEN STUDY GUIDE

1. Explain the distinguishing characteristics of persuasive campaigns.
2. Explain the two different conceptual schemes for persuasive campaigns.
3. Discuss the factors that encourage audience segmentation.
4. What is the difference between a formal and an informal communication network/channel? What are some of the advantages of each?
5. Explain how and why campaigns adapt their messages as they progress.
6. Explain the two primary ethical concerns regarding persuasive campaigns as discussed in the text.

CHAPTER TWELVE STUDY GUIDE

1. Discuss the characteristics of a social movement and what distinguishes them from other campaigns.
2. Explains the stages of a social movement and the communication that characterizes each stage.
3. Explain the ethical concerns that are unique to social movements.
4. By what ethical standard(s) should we judge the ethics of a social movement?

CHAPTER THIRTEEN STUDY GUIDE

1. Discuss the characteristics of ideology. Explain how these compare and contrast to the characteristics of institutional persuasion in general.
2. Explain how ideology helps us to make sense of the world.
3. Ideology is composed of 3 parts: explain these.
4. Explain the 4 cultural myths that Robert Reich discovered are common in American morality tales, which help to perpetuate ideology.
5. What is “hegemony?”
6. Explain the stages of ideology formation, including a discussion of the type(s) of persuasive communication that occurs in each stage.
7. Explain the various ways by which ideology can cope with anomalies.
8. Discuss how the development and dissemination of an ideology is assisted by formal communication systems.
9. Discuss the four ethical concerns about ideology, and the persuasion that creates and sustains them.

CHAPTER FOURTEEN STUDY GUIDE

1. What distinguishes propaganda from ideology?
2. Discuss the 6 characteristics of propaganda.
3. Explain the stages of propaganda campaigns.
4. Discuss how each of the 4 rules of propaganda campaigns identified by Adolph Hitler in his book, *Mein Kampf*, incorporates a number of assumptions about the audience and the objective of propaganda.
5. In this chapter, several classical techniques of propagandistic messages are discussed. Provide some of your own examples of these. Also, explain how each technique functions in the propaganda campaign.
6. Theorist Jacques Ellul draws distinctions between the type of propaganda as explained by classical propaganda theories and contemporary theories. He discusses the types of propaganda according to four characteristics: political propaganda and sociological; agitative and integrative propaganda; vertical and horizontal propaganda; and rational and irrational propaganda. Discuss the characteristics of each type of propaganda.
7. Explain “white, gray, and black” propaganda, and the ethical implications of each.

GENERAL ORIENTATION POINTS FOR THE COURSE

1. CLASS ATTENDANCE POLICIES: You are expected to attend class each day; absences will be noted in my class roll book. Chronic latecomers to class will also be noted in my class roll book. If you must miss class for a valid reason as outlined in the campus student handbook, please provide me with appropriate written documentation as specified. Whenever possible, please consult with me in advance of your planned absence. If you fail to attend class without reason as specified in the campus handbook, you should expect me to ask you for explanations. If your unexcused absences fit a pattern, I reserve the right to provide an appropriate penalty. In general, students who skip class also score the poorest quiz grades, especially when “pop” quizzes are given and your absence is unexcused. No “make-up” opportunity will be provided.

2. THE TEXT: You are required to read the textbook chapters as assigned for three reasons. First, because the knowledge gained from the textbook will maximize your understanding of how persuasion affects human behavior. Second, doing the reading assignments will help you become a knowledgeable discussant each class day. Third, a failure to read the text literally ensures you will fail the quizzes, and probably the final exam.

3. CLASS DISCUSSION: Fifteen percent of your class grade is based upon class participation. My assessment of your class participation is based upon three points. First, your willing contribution to the class from the various sources of material and other in-class contributions from your colleagues. Second, your willingness to help stimulate, develop, and evaluate ideas in class. Third, my practiced evaluation of the quality and quantity of your class contributions to the progress of the class. If you disagree with this system of evaluation, this class is not for you.

4. GRADING SYSTEM: The university has an authorized grade percentage system fully described in the student handbook, and all students should understand that I use the authorized plus/minus system. I assign the following percentage value to each assignment: Quiz No. 1 (essay assignment), 15%; Quiz No. 2 (objective quiz), 15%; Final Examination, 30% (Note to students: if your pre-exam grade average through the course is 90% or better, you are exempt from the final exam.); Class Discussion, 15%; Term Paper, 25%. My final examination is cumulative, i.e., I will include questions from all the text chapters, lectures, and library reserve material. I reserve the right to change the point allocation total on any of the categories above upon giving appropriate and due notice.

[Note: As a substitute category for the term paper, try adding a “Short Papers” category which allows for the assignment of short topical essays, or out-of-class observations based upon classroom needs. On occasion, I have also used the category for adding an extra quiz. In any event, the category allows you freedom to adapt your teaching strategy to the particular class.]

5. PLAGIARISM: According to the university student code of conduct, plagiarism may offer grounds for suspension or expulsion from the university. Copying material without appropriate citation, looking on someone else’s test paper during a quiz or exam, and submitting a term paper purchased from an internet source are only a few of the examples which will earn you charges before the student judicial court. If you are in any doubt about the definitions of plagiarism, please consult the instructor.

[Only once in my teaching career of 34 years have I felt the necessity to bring a cheating charge to the student judicial court, and that was one too many. Making your position clear in the syllabus is important to prevent plagiarism issues from arising in the first place.]

QUIZ 1: THE ESSAY ASSIGNMENT

Mechanics: Grade Value, 15%. Essay length: minimum, 1,250 words/maximum, 1500 words. Please do not use any font less than ten point. Each page must be numbered, and the paper must be typewritten or word-processed only. Handwritten papers are not accepted! Late work is typically unacceptable.

[Note: Proclaiming that late work is never acceptable in a syllabus often causes distress to faculty and student alike. When you are confronted with late requests, cite your position based upon your college/university statutes. In general, it is wise to advise students of your position as you are giving the assignment.]

Objectives: This essay is intended to be a capstone of our efforts to explore the Classical Perspective, although you are quite free to cite any part of the book. Your prose should be clear, coherent, unified and provide a sense of originality.

Topic: Using Persuasion to Solve A Problem

Using Chapters 1-5 as the necessary reading background, complete your essay by answering the questions below. It will help your grade if you reveal your reading of the material in the essay. In-text citations are recommended; you may answer the questions as they are listed or answer them within the context of the essay itself within an integrated whole. Do not include a bibliography or appendices with the paper.

[You may wish to consult the dynamics of the class to determine the structure of the assignment. Advanced classes might be encouraged to write the integrated essay; beginning students might be encouraged to follow the more structured “answer the question” approach. Furthermore, although I find the essay assignment helpful as a prelude to writing the term paper for diagnostic purposes, the topic might well be adapted anywhere within the semester as an essay assignment.]

In essay fashion, and with the help of the text, explore the following points:

1. Clearly explain a recent life **problem** which required persuasion from you to resolve. For example, did you need to persuade someone else to allow you to buy (or finance) a car, resolve an academic difficulty or establish how, when, or where to secure a part-time job to finance your education? Any of these problems or ones of similar vintage are usual and typical for students.
2. Clearly explain the nature of the listeners/readers/audiences of your messages, the nature of the occasion(s) or setting(s), and other appropriate background factors. When you finish this question, I should have a firm understanding of the persuasion situation and some of the constraints which you faced.
3. Clearly explain how you resolved (or failed to resolve) the persuasion problem (you might want to consult Chapters 3, 4, & 5). What strategies did you use? Why did you choose them? In advance, did you analyze the key decision-makers regarding your messages? Since listeners require that messages have content, where did you find your best evidence—friends, library, relatives, the internet? Did you discuss your strategies with others before your attempts to resolve the problem?
4. What were the short-term and long-term results of your attempts? If you could do it all over again, would you use the same strategies? Would you advise others to use the same persuasion

strategies? Under what conditions? Did you analyze your key decision-makers reasonably well? Lastly, what about your personal credibility—did you enhance your “trust quotient” with other decision-makers? If so, how do you account for it?

[To nudge students along when I hand out this assignment, I frequently divide the class into four or five groups and ask each group to discuss the four sets of questions above. You may wish to advise them to focus on a particular chapter (or a section within the chapter) in their discussions. For example, in reference to question four and the issue of credibility, I usually ask my students to focus on pages 87-91. In reference to question two, ask them to examine pages 47-55, since that material gets into strategies. In any case, an advance discussion about the assignment with my role as an observer and resource person seems to take the edge away from the assignment.]

MOTIVATING YOUR STUDENTS

Classroom faculty are often at our best when we see and hear students motivated enough to participate in class discussion without prompting them. An energetic participatory spirit is desirable, yet often difficult to achieve in a class devoted to the exegesis and learning of theory. Consequently, enabling the student to learn through a balance of teaching methods is valuable. My own philosophy focuses on getting the students to teach themselves based around establishing a conducive climate to learning, being personally motivated in the classroom, and making my teaching objectives well-known at the beginning of the semester. It seems reasonable that we should be energizers of truth, as well as being knowledgeable about the subject matter we teach.

Your motivation will become clear to the students, no matter what you do; consequently, some brief ideas about motivation seem reasonable.

Students find their textbooks helpful when studying for tests. They are more often motivated when they find textbooks applicable to life, beyond the classroom. *Power Persuasion* is such a text. The examples are real, drawn from life itself (the classical period to the present), and they are connected to the realities of student discussion. For example, the material on classic myth on pages 191-193 grabbed my students' interest and served as a helpful guide for in-class small group discussion. The topics of myth and religion and film are powerfully vibrant to contemporary students.

Today's students respond to nonverbal symbols. The text provides plenty of provoking examples to reinforce theory. The ideas of Tony Schwartz, for example, may be old (see page 176). Yet the Budweiser commercials of 1995 (page 169) were easy enough to build upon for my classes to brainstorm through a whole historical array of post-1995 commercials exemplifying Schwartz's ideas.

You will save yourself lots of grief and your students will thank you many times over, if you promote a spirit of adaptability in the classroom. The text promotes this in a number of ways, most specifically in the presentation of the chapters. Rather than starkly spelling out the theories and definitions at the front of the chapter, the authors begin with a discussion of a real-world example, which at the end is expanded upon and linked to the video example and appropriate theory material from the chapter. Once into the chapter, the authors have carefully drawn their objectives. Thus, the structure of the chapters promotes contact with the world of persuasion application before it provides the exegesis of theory. Such a chapter presentational style is conducive to the pragmatic nature of persuasion in its many and varied applications.

Students take your persuasion course because they have a need to do so. Apart from satisfying a curriculum need, you may be able to help them use the textbook to satisfy other needs, such as developing the knowledge to prepare for an upper division course, or even a career objective. The text is helpful to these objectives, since it promotes the use of critical tools to evaluate public and interpersonal persuasion applications. Chapter 3, for example, which is focused on the **rational human**, clearly lines out the genuine dilemmas even trained critics of discourse have with

a presidential speech. Yet, the key questions on page 55 are bedrock to almost any analysis of purposive human discourse.

Finally, get interested in your students. First, they are fully human, subject to the same stresses and strains which come your way. They are often in need of a good listener, a translator of school/department policies, even an “ombudsman” to resolve difficulties. Second, students will sense your interest if you show a knowledge of campus life. Read the school newspaper, listen to the campus radio station now and then (top 40 rock and roll isn’t my bag either, but I still try to know what’s hot), and follow the varsity sports scores and team efforts. Attend a student play or musical. Go to the student bookstore and hang out over a lunch hour. None of these activities cost you much money, only a little time.

SAMPLE TEST FILE
(Power Persuasion: 3rd edition; 2002)

[The following questions have been developed from the 2nd and 3rd editions. You will note that some questions use prose directly from the book, while others have been developed by students from class discussion. Although I create five possible options for each question, I have not used any of the distracters often common to an older style of testing, e.g., the inclusion of “none of the above” or “all of the below.” In general, I avoid the use of the word not in testing because I believe it often invites confusion in the test taker’s mind. Also, notice that each option is written in lower case, but prefaced by a capital letter. According to some critics, this is helpful to some people with reading disabilities. Finally, notice that the length of the questions varies greatly. Rarely, however, do I have students who are unfinished at the end of an hour with a 45-question quiz.]

Some suggestions for testing using *Power Persuasion*

Getting at what is essential in testing is rarely a clear-cut decision. It will help if you plan the questions so that they achieve your fundamental objectives. According to Charles Walker, in “Classroom Assessment for Literacy: Searching the Course Content Worth Teaching and Learning,” *Educational Forum*, 2 (1991), 105-116, there are several major goals for objective testing. Students should be tested on content which is a **foundation** to the course, therefore, important terms and key names are valuable. Chapter 1 (Definitions), Chapter 2 (Classical Perspective), Chapter 6 (Symbolist Perspective), and Chapter 10 (Institutional Perspective) have an abundance of material which fits this criterion.

Presuming the course is key to the students’ curriculum or to their major/minor in communication, then it is entirely fitting to ask questions about key theories, key research studies, and key researchers. Frequently, psychology, sociology and political science majors take our course in Persuasion; and many times these names and theories seem familiar, although they are differently presented, discussed and analyzed.

Another major criterion is that testing should be **representative** of the text itself and appropriate for the course. The writing of Aristotle, Kenneth Burke, Richard Weaver, Richard Johannesen, Abraham Maslow, Jacques Ellul, Everett Rogers, Elihu Katz, Judith Trent, Robert Friedenberg and Victoria O’Donnell, for example, are important within the book. The authors cite these writers to develop the text (and to support their own viewpoints). It can also be argued that many, perhaps all, of these researchers are important for communication study. Similarly, the authors devote particular emphasis to a number of theories which are important to both the text and the field, e.g., the ideas of Aristotle and Cicero, balance theory, cognitive dissonance, compliance gaining, credibility, ethics, equilibrium theories, concepts of identification, logic (a topic throughout the entire textbook), social movements and propaganda analysis.

Students expect to be tested, and they expect the questions to be **fair, challenging** and **comprehensive**. They expect test questions to reflect the text, your lectures, the discussion sessions in class, your use of the chalkboard and other learning materials, such as the video which accompanies the textbook. In general, my experience has been that those students who score the poorest grades do so because of determinable reasons, e.g., they skip class, fail to read the material, fail to take notes at all (or notes of only marginal quality), simply do not study for the tests, or the instructor hasn’t prepared the class for the quiz.

You may want to try asking the students to help you design the quiz—a procedure I use quite often. In advance, with enough time for class discussion and to take a sample practice quiz, I ask my students to create several quiz questions for each chapter, such as those below. In their drafts to me, the contributors must place their names on the sample questions, must disclose where the question and answer came from, and provide questions only from material covered in the unit to be tested. The format of the quiz must look like the ones that follow. To assist them in developing

the questions, I generally divide the students into teams so they can focus their efforts on particular chapters or problems. Once I collect these test materials, I devise a sample practice quiz of ten or fifteen questions from the ones submitted and then administer it.

I maintain control over the test process, reviewing the questions and answers, changing the style and grammar, and selecting the final questions and answers from the material submitted, and, of course, adding some of my own material. Class discussion follows the quiz, and we evaluate the questions and the answers on clarity, coverage, style, fairness and grammar.

The names of the student contributors are not used on either the sample quiz or on the test itself; but during the pre-quiz discussion session, each contributor is called upon to present, explain and defend his/her questions and answers. This allows the student to justify and clarify ideas and concepts; and when necessary, students are strongly encouraged by the class to rewrite the question or answer.

While some faculty members will surely reject the approach above because it may seem rather like abdicating professorial power, I have found it to be invigorating. In general, with proper instruction about testing theory (which most students seem to find intriguing) prior to the formulation of the questions, students will do a very good job of creating questions which cover the chapter material. The fact is that writing a good test question is an art, not a science; and students can (and do) master it. Explaining and discussing these procedures in class focuses their attention on the quiz or test.

There are other advantages to this participatory approach. Principally, fairness concerns seldom arise after the test is completed, graded and returned to the student. Students seem to feel strengthened and motivated by the thought that they will very likely get a good grade on the quiz, even though I am unable to find empirical support for such an assertion. Since I may change the questions (and the answers) from the material they provide, there is no guarantee at all that the questions selected will be identical to their questions. Yet, they understand that my revision process is appropriate and necessary. Most of all, the process seems to lessen tension in the classroom, which is a valuable advantage.

QUIZ 1: CLASSICAL PERSPECTIVE
[Chapters 1-5]

Sample Instructions: Please read the questions completely before you answer them. Don't bother your neighbor during the exam; don't cheat. If you do, I will process charges against you before the student judicial board.

[Students need to know your feelings about cheating and what you will do if it occurs. Construct your own paragraph about the matter and place it at the top of page one of the quiz.]

__1. In class, we have stressed that persuasion and coercion are different. Coercion emphasizes: A. message confusion B. physical force or the use of threats C. the use of unreliable sources of communication D. the use of false evidence E. failing to use evidence in a speech [B, page 21, see note three. This distinction may be in an end note, but the definition is important.]

__2. The latest research on *ethos* cited in the book has consistently identified audience perceptions of a persuader's _____ as a major contributor to effective persuasion with others. A. dynamism B. good will C. trustworthiness D. rationality E. competence [A, page 91. This is important because it bears upon audience judgments.]

__3. By definition, Aristotle's concept of *ethos* is focused on receiver perceptions of: A. education, character, dynamism B. good sense, good character, good will C. dynamism, credibility, good will D. good character, good sense, dynamism E. trustworthiness, competence, expertise [B, page 87. Contrast this with contemporary research on *ethos*.]

__4. According to Maslow's hierarchical system, self-actualization needs involve: A. respect and status in our social world B. opportunities to realize one's own potential C. food, rest, safety D. freedom from physical danger or harm E. affection, companionship, inclusion [B, page 73. Maslow is a popular source in a number of communication theory courses.]

__5. The "Gettysburg Address" was delivered by: A. John Kennedy B. Franklin D Roosevelt C. Abraham Lincoln D. George Bush E. William McKinley [C. The first major reference to the "Gettysburg Address" is not in the first five chapters; nevertheless, I have included this question in the Classical Perspective to determine the historical literacy of the class. It is unlikely every student will know the correct answer to this question.]

__6. According to _____, charismatic leaders have always personified the forces of change. A. Heider B. Maslow C. Festinger D. Conger E. Rokeach [D, pages 92-93.]

__7. According to the text, persuasion involves _____ for it is the result of a complex interaction of many factors working together, with the various elements and factors both _____ influencing one another and shaping the final outcome. A. motivation B. intent C. two-way communication D. process E. decision-making [D, page 4.]

__8. By definition of function, analogies are the same as: A. definitions B. a causal relationship C. comparisons D. philosophical speculations E. same as testimony [C, page 49.]

__9. A popular psychology of motivation theory maintains that affection, companionship, and inclusion are: A. self-actualization needs B. ego needs C. social needs D. physiological needs E. safety needs [C, page 73.]

__10. Finding analogies is often easier when you look for some kind of cue, such as: A. obviously B. always C. if D. probably E. like [E, page 49.]

__11. Congruity theory is often linked to what contemporary researcher(s)? A. Osgood/Tannenbaum B. Heider C. Festinger D. Rokeach E. Conger [A, page 88. Remember that these names are sometimes difficult to recall, so be sure to outline them in class before the quiz!]

__12. Recent persuasion research has stressed listener states of behavior, the electronic media and the nature of “objectivity.” The NRA “documentary” seems to imply that this lobbying group regards its public viewing audience as: A. essentially knowledgeable about assault weapons B. slightly interested in political issues involving gun control C. generally ignorant or misled regarding the “correct” knowledge about assault weapons D. generally unconcerned about the topic E. mildly unconcerned about the topic [C, pages 12-13. Also see the video excerpt of the NRA material which is very helpful.]

__13. An informal system of argument was developed by: A. Cicero B. Toulmin C. Fisher D. Lincoln E. Bailey [B, page 44. Toulmin is a definitive part of the Classical Perspective in the text.]

__14. Aristotle is concerned about the matter of “good character” which focuses on: A. enthymemes B. *logos* C. *pathos* D. *ethos* E. syllogisms [D, page 26. This is a student generated question, and the rationale focuses on the issue of character which they contend is important in our society.]

__15. Political discourse, according to the Classical Perspective, might specifically involve persuasive attempts to achieve persuasion in: A. Congressional debating B. a fraternity home-coming party C. a classroom test such as this one D. a high school class reunion E. criminal trial proceedings [A, page 26. This is another student generated question although the specific example in A is not in the textbook.]

__16. _____ refers to the soundness of arguments or the confidence with which one may accept the conclusion of an argument as true. A. dynamism B. validity C. reliability D. accuracy E. truthfulness [B, page 30. The matter of material validity and formal validity, however important, seems best used for clarification in teaching, rather than on a test.]

__17. Although a number of classical rhetoricians have explained *logos*, *ethos*, and *pathos*, what Greek theorist should most likely receive the most credit for the most extensive discussion of these concepts? A. Aristotle B. Plato C. Corax D. Diogenes E. Demosthenes [A, page 87. My students have noticed that Aristotle is very important to the study of persuasion.]

__18. In a speech designed for a typical college student audience, *pathos* might best be used with listeners in a speech as: A. statistical evidence developed to expand the listener’s knowledge B. factual appeals intended to influence the listener’s ideas C. value oriented appeals intended to sway the listener’s feelings D. the use of logic so as to increase the listener’s rational abilities E. the presentation of structured conclusions designed to influence the listener’s awareness of the organization of the message [C, pages 26-27. This question and the answers were designed by my students.]

__19. Of the three classical modes of discourse, the descriptive label **forensic** refers best to what contemporary example? A. after-dinner banquet speeches B. Congressional committee meetings C. a state legislature committee hearing D. the Montana “freemen” courtroom trial E. family reunion story-telling session [D, page 26. This is another student designed example.]

__20. _____ delivered a series of lectures, later entitled *Rhetoric*, which describe various concepts about persuasion upon which our text authors often rely for their discussion about the Classical Perspective. A. Quintilian B. Cicero C. Aristotle D. Corax E. Demosthenes [C, see Chapter 1.]

__21. According to Aristotle, one means of persuasion centers on _____ which can be defined as the “substance of a message.” A. *pathos* B. syllogism C. *ethos* D. *logos* E. language [D, page 26.]

__22. The authors suggest that President Reagan’s “Facts are Stubborn Things” speech: A. is full of indisputable facts B. contains lies C. contains questionable reasoning D. provides excellent examples of statistical evidence E. provides examples of superior reasoning [C, page 60. The authors offer an excellent example of traditional analysis, and the cite to Johannesen is worthy of reading.]

__23. The classical concept of ceremonial rhetoric focuses on: A. adversarial debate B. the oratory of display C. social/community values D. deliberative discourse E. discourse of a dialectical nature [B, page 26. Note the authors’ justification for ceremonial (“epideictic”) discourse.]

__24. According to the authors, contemporary scholarship suggests four components of source credibility: A. moral character, dynamism, rationality, competence B. good will, moral character, dynamism, competence C. good will, rationality, competence, evidence D. competence, moral character, rationality, dynamism E. evidence, moral character, good will, competence [B, page 91. Note the contrast between contemporary scholarship and the classicist position.]

__25. In the Classical Perspective, the authors indicate in their definition of persuasion that _____ is profoundly important. A. the sender of the message B. the evidence in the message C. the nature of the rhetorical situation D. the role of choice-making E. the clarity of the language in the message [D, pages 4-5. Note that the authors fully accept that persuasion is ultimately audience-centered (page 9).]

__26. The definitions of persuasion which we have positively emphasized in our class focus on: A. coercion B. choice C. combativeness D. deception E. sound ideas [B, pages 4-5.]

__27. The Yale studies have been instrumental in investigating a number of aspects regarding persuasion: source credibility, message comprehensibility, order of arguments, etc. Identify the well-known researcher associated most prominently with these studies. A. Heider B. Hovland C. Toulmin D. Festinger E. Maslow [B, page 32. These studies are seminal to the field.]

__28. Cicero and Quintilian were in agreement that any ethical communicator must be trained: A. in the uses of appropriate language B. how to use evidence C. in nonverbal communication D. in the virtues as well as the art of rhetoric E. in the use of rational appeals [D, page 97. Also see page 26. The authors address this question several times in the text.]

__29. The exploration of *pathos* related concepts, i.e., cognitive dissonance, is currently a topic of behavioral research. _____ is probably one of the best-known researchers on that subject. A. Abraham Maslow B. Chaim Perelman C. Leon Festinger D. Stephen Toulmin E. Walter Fisher [C, pages 72-73. Festinger has been given credit for hundreds of studies.]

__30. In general, numerical collections of examples are called: A. narratives B. testimonials C. illustrations D. statistics E. percentages [D, page 47]

- __31. Today, an entire industry is devoted to the altering and construction of the _____ of individuals or corporate entities. A. *pathos* B. *logos* C. *ethos* D. nature E. rationality [C, page 94]
- __32. Aristotle endorsed the enthymeme as the preferred form of argument. The easy definition of an enthymeme is: A. a deductive argument B. a major premise C. a rhetorical syllogism D. an inductive argument E. a classical syllogism [C, page 27]
- __33. In the NRA “documentary”, at least one spokesman for the NRA blamed what part of our society for misinformation about gun control? A. gun buyers for museums B. the anti-gun lobby C. gun sellers D. the press/media E. the politicians in Washington [D, page 36]
- __34. Typically, enthymemes are: A. completed by the sender of the message B. completed by the receiver of the message C. completed within the context of the communication situation D. completed by senders emphasizing message creativity E. completed within formal logical thinking [B, page 27]
- __35. A classical viewpoint: If the preferred form of argument within a message is an enthymeme, then what should be a second form of proof in our persuasion? A. analogies B. arguments C. clear language D. examples E. claims [D, page 28. The authors place significant emphasis on the enthymeme, and they draw from Bitzer’s classic study in QJS. See note 11, page 41.]
- __36. Of the five canons of classical rhetoric, _____ refers to the discovery and selection of the means of persuasion. A. invention B. arrangement C. memory D. delivery E. style of language [A, page 28]
- __37. Various classical rhetorical theorists believed that in the final analysis, the most effective means to use in persuading listeners was: A. through the development of reasoned ideas B. through the development of clear language C. through the use of goodwill and friendly nonverbal communication D. through the speaker’s moral character E. through the application of clearly structured appeals [D, page 26. This question is but a restatement of number 28 above.]
- __38. According to Toulmin’s argument model _____ is the support for the claim. A. claim B. data C. warrant D. backing E. qualifier [B, page 45. Be sure to read Toulmin’s book, see note 3.]
- __39. In informal argumentation, the _____ explains why the claim is true if the data is accepted as true. A. data B. warrant C. backing D. rebuttal E. qualifier [B, page 45]
- __40. According to the text, Maslow argues that we are motivated by: A. a reduction of tension B. the preservation of our personal equilibrium C. the dynamics of *pathos* D. enlightened self-interest E. the human need to grow [E, pages 73-74. The authors’ clear explanation of Maslow’s limitations is helpful.]
- __41. We have encountered a number of definitions of persuasion. The authors’ definition states that “Persuasion is the process by which _____ influence(s) choice-making by others.” A. language and reasoning B. evidence and rationality C. language and action D. symbolic actions and nonverbal communication E. rational ideas [C, page 4. This definition is so fundamental that it always appears on my final exams.]
- __42. The contemporary theorist who developed a system of evaluating arguments is: A. Osgood

B. Heider C. Hovland D. Rokeach E. Toulmin [E, pages 44-46]

__43. The text authors identify what item below as the “point that an advocate is trying to make?”

A. backing B. data C. warrant D. claim E. rebuttal [D, page 44]

__44. Aristotle’s ideas on the communication dynamics of the enthymeme are centered on what point? A. that the audience participates in the building of the argument B. that the sender of the message must be especially rational in the delivery of the message C. that enthymemes must be organized to promote clarity of the message D. that the enthymeme is necessary in persuasive messages E. that enthymemes must be phrased properly by the speaker for maximum listener effectiveness [A, page 27. This question is actually a restatement of question 34 above.]

__45. The most fundamental and representative of balance theories is based upon a model by:

A. Osgood B. Heider C. Hovland D. Rokeach E. Toulmin [B, page 69]

__46. According to Toulmin, _____ is anything that an audience accepts as support for a claim. A. backing B. data C. warrant D. claim E. rebuttal [B, page 45. My students have argued that this question gets at an operative understanding of the data step.]

__47. The two television ads on AIDS which we viewed in class are noteworthy for students of persuasion because of their reliance upon: A. the use of high fear arousal techniques B. emphasis on informal reasoning C. interesting visual graphics D. presentations from knowledgeable medical authorities E. clearly understandable descriptions of AIDS problems with ordinary people [E, page 78]

__48. The Classical Perspective on persuasion is marked by its emphasis on _____ persuasion.

A. interpersonal B. self C. institutional D. public E. conversational [D, pages 23-24]

__49. “_____ is a bridge between the data and claim.” A. claim B. data C. warrant D. backing E. rebuttal [C, page 45]

__50. Aristotle’s definition of *pathos* refers to: A. the psychological state(s) of the audience B. the personal character of the speaker C. the substance of a message D. the arguments presented

QUIZ 2: SYMBOLIST PERSPECTIVE [Chapters 6-9]

[This next set of 50 questions is designed to cover the Symbolist Perspective, including Chapters 6-9. If you build your quizzes cumulatively, you may want to redraft important questions from the first quiz into this one. Such a procedure helps build up to the final exam, preparing the student for both the style of the exam and the questions.]

- __1. From Newt Gingrich's understanding of connotation and political language, what word below best represents a "devil word?" A. courage B. reform C. liberty D. liberal E. freedom [D, pages 135-139. This question was generated by my students whose definition of a "devil word" is time-bound. In time, the word liberal may acquire a different connotation.]
- __2. The _____ Perspective investigates the ways in which persuasion is really "self-persuasion." A. Institutional B. campaigns C. Classical D. Symbolist E. ritualistic [D, page 108]
- __3. According to Lance Bennett, attorneys frequently engage in _____ with juries as a persuasive tool. A. structured arguments B. story-telling C. the utilization of *pathos* D. stressing the evidence in the case E. the development of legal precedent [B, page 188. Given the number of recent and prominent criminal trials, Bennett's observation was quickly noticed by my students.]
- __4. According to the text, all symbols are potentially: A. helpful B. understandable C. explicit D. clear E. persuasive [E, page 109]
- __5. A _____ has been defined within a Symbolist Perspective as "language leading an audience to experience one kind of thing...in language appropriate to a different kind of thing." A. antithesis B. hyperbole C. oxymoron D. anaphora E. metaphor [E, page 140]
- __6. Wayne Thompson's research focuses on message sidedness in persuasive discourse. His conclusions endorse the notion that: A. effective messages are not necessarily structured B. message structure is incidental to persuasion C. message structures are difficult for listeners to perceive D. effectively structured messages contain a number of sides E. two-sided messages are more effective when listeners are reasonably educated, and when the evidence clearly is on one side [E, page 190]
- __7. The use of _____ juxtaposes contrasting ideas in balanced phrases. A. irony B. rhetorical question C. antithesis D. oxymoron E. anaphora [C, page 143]
- __8. The phrase "devil words" could refer to: A. words difficult to pronounce B. foreign expressions often used as if they were English C. a strongly loaded label applied to a person or idea D. phrases which the dictionary has defined as out of date or seldom used E. words which listeners might disregard [C, pages 138-139]
- __9. The word intolerance might well be described as a "devil word" because it represents: A. inclusion B. division C. lenience D. community E. neutrality [B, pages 138-139. This question was student generated. It came up during a discussion of the O.J. Simpson trial.]
- __10. The authors continuously emphasize what variable the most in persuasion? A. the message sender B. the message receiver C. the delivery of the message D. the evidence in the message E. message clarity [B, see Chapter 1, *ad infinitum* throughout the text!]

- __11. Two important classical rhetorical theorists cited for their position that it was beneficial to study the strategic importance of the arrangement of arguments with a persuasive speech were: A. Aristotle and Plato B. Cicero and Quintilian C. Caesar and Socrates D. Isocrates and Corax E. Quintilian and Isocrates [B, page 188. Note that references to the classicists occur throughout the book.]
- __12. A key language figure in the Rainbow Coalition speech is _____. A. antithesis B. hyperbole C. parallelism D. irony E. oxymoron [C, page 144]
- __13. Chapter 9 in our text emphasizes form and structure. According to the text authors, _____ is the intangible, psychological meanings we assign to the substance and structure of a message. A. language B. delivery C. persuasion D. content E. form [E, page 181]
- __14. Receivers must decode and interpret meanings to provide sense and structure to human communication. Consequently, connotative meanings are best: A. provided by scholars of language B. determined by a precise number of meanings given the nature of the language C. usually fixed by agreed upon meanings D. presented in the dictionary as a result of past experiences with words E. usually are determined by the receiver [E, page 135]
- __15. According to _____ “humans [are] symbol using animals that are inclined by their very nature to cooperate through the sharing of symbols.” Identify the author: A. Birdwhistell B. Burke C. Watzlawick, et al. D. Fisher E. Mehrabian [B, page 130. Burke’s position is explained throughout the book.]
- __16. We have studied the nature of denotative and connotative definitions. Correctly identify the earliest major contributor to the study of denotative analysis, according to our textbook: A. Socrates B. Cicero C. Plato D. Quintilian E. Aristotle [E, page 132]
- __17. Denotation is the _____ basis of a word. A. associational B. slang C. referential D. logical E. intentional [C, page 131]
- __18. The authors specifically focus their attention on the use of parallelism in reference to what well-known speaker and one-time presidential candidate? A. John F. Kennedy B. Winston Churchill C. Jesse Jackson D. Ross Perot E. Franklin D Roosevelt [C, page 144]
- __19. Franklin D. Roosevelt’s 1941 “War Message” was designed as: A. a political speech, for election purposes B. a State-of-the-Union address C. an Inaugural address D. a Congressional Declaration of War address E. a speech for an interested organization, such as a labor union [D, pages 129-130]
- __20. According to critic Hermann Stelzner, the purpose of language by presidents in a time of crisis is to: A. create a sense of hysteria B. defuse panic among the citizenry C. create a “climate” D. tell the facts to the population E. call for an election [C, page 130. It is intriguing that, although the USA has been in a number of wars, we rarely have a formal declaration of war. FDR’s address is one of the few we have for study.]
- __21. Easily one of the most effective contemporary rhetoricians in the use of metaphor in his discourses was: A. William Clinton B. Douglas MacArthur C. Richard Nixon D. Martin Luther King, Jr. E. Malcolm X [D, pages 140-141]

- __22. Identify the following stylistic use of language: “But one hundred years later, the Negro is still not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination.” A. irony B. metaphor C. antithesis D. parallelism E. hyperbole [B, page 138]
- __23. Central to the modern Symbolist Perspective is the concept of _____. A. non-discursive language B. metaphor C. reframing D. identification E. evidence [D, page 114]
- __24. The study of nonverbal elements in human communication was emphasized in the _____ classical period. The greatest of Greek orators identified what element as significant: A. language B. delivery C. evidence D. argument E. structure [B, page 162]
- __25. Ordinarily, nonverbal symbols are structured and function _____. A. nondiscursively B. linguistically C. logically D. rationally E. discursively [A, page 159]
- __26. The Lyndon Johnson political campaign “Daisy” spot with the bomb explosion was _____ removed from television advertising after one nationwide showing. Why? A. the Johnson campaign couldn’t afford to show it more than once B. Lyndon Johnson was an exceptionally persuasive political campaigner C. the spoken messages were unclear D. it was too difficult to understand E. it achieved its persuasive purpose for the Johnson campaign [E, page 158]
- __27. “_____” are those which label a person, statement or position as repulsive or undesirable. A. “god terms” B. specific terms C. “devil terms” D. linearity terms E. denotative terms [C, pages 138-139. The answer to the question arises from student discussions and from commentary in the first edition of the text.]
- __28. According to Weaver’s definition, the word **progress** could be classified as a: A. “god term” B. scholarly term C. vague term D. political term E. “devil term” [A, page 138. From the authors’ discussion, get your students to draw up their own list of “god terms” from campus discourse.]
- __29. Compliance gaining can be likened to: A. giving something to get something B. manipulation of others C. coercion of audiences D. telling others what they want to hear E. avoiding the truth [A, pages 195-197. This is a student generated question from classroom discussions.]
- __30. In the text, the authors cite what prominently known speaker as a model for the use of antithesis? A. John F. Kennedy B. Douglas MacArthur C. Richard Nixon D. Martin Luther King, Jr. E. Jesse Jackson [A, page 143]
- __31. According to _____, most, perhaps the majority, of our total shared meanings in communication are nonverbal. A. Rokeach B. Mehrabian C. Birdwhistell D. Knapp E. Fisher [C, page 159]
- __32. Burke provides a useful list of the types of form that many different messages embody. _____ A pattern that advances step by step so that a particular ending is required is: A. incidental form B. repetitive form C. syllogistic progression D. qualitative progression E. conventional form [C, page 186]
- __33. The use of irony in an expression _____ the meaning of the critical words. A. interchanges B. reverses C. analogizes D. represents E. condenses [B, page 142]
- __34. Language which demeans or degrades others is, by definition: A. ethically irresponsible

B. ambiguous C. nonunderstandable D. alien to our language culture E. denotative [A, page 145. My students contend that while answers other than A might apply, A is the very best answer of the lot. I agree.]

__35. By definition, icons are _____. A. symptoms B. emblems C. ideas D. ambiguous E. unclear [B, page 161]

__36. What perspective/approach is: “humans live in two very different worlds at the same time—an empirical world of sights and sounds and a symbolic world which is equally real?” A. Institutional B. campaigns C. Classical D. Symbolist E. ritualistic [D, page 108]

__37. _____ are words, objects or actions that come to represent something else. A. guesses B. media communications C. symbols D. theories E. ideas [C, page 109]

__38. According to the text authors, the “Daisy” spot illustrates Kenneth Burke’s concept of _____. A. reframing B. identification C. positioning D. linearity E. translatability [B, page 158]

__39. Read the speech excerpt below and identify the principal style device: “The white, the Hispanic, the black, the Arab, the Jew, the woman, the Native American, the small farmer, the business person, the environmentalist, the peace activist, the young, the old, the gay, the lesbian, and the disabled make up the American quilt.” A. irony B. metaphor C. antithesis D. parallelism E. hyperbole [D, not in the text. Parallelism dominates Jesse Jackson’s Rainbow Coalition speech, and this excerpt is from his speech.]

__40. The creator of the controversial “Daisy” ad was: A. Bill Moyers B. Lyndon Johnson C. Tony Schwartz D. Barry Goldwater E. Bill Nichols [C, page 157]

__41. In his study, what major theorist of nonverbal communication estimates that most of our communication is more likely to be nonverbal than verbal? A. Mehrabian B. Burke C. Fisher D. Schwartz E. Birdwhistell [E, page 159. This study has been quoted so often that it now appears to be accepted as an icon of sorts.]

__42. What word below best represents a “devil term,” according to Richard Weaver’s definitions? A. peace B. truth C. freedom D. liberty E. liar [E, pages 138-139. The answers to this question are student generated.]

__43. The most important structure for messages to inform or persuade us about important moral and public policy questions occurs in what form? A. nonverbal communications B. narratives C. persuasive speeches D. dialectical inquiry E. informative speeches [B, page 190-191. Fisher’s important work is cited often in the textbook.]

__44. Correctly identify the figure of speech in the example below: “...we cannot dedicate, we cannot consecrate, we cannot hallow this ground.” A. hyperbole B. parallelism C. anaphora D. irony E. oxymoron [C, page 143. For the justification for this question see number 46 that follows.]

__45. Icons such as the Star of David, the crucifix, and the American flag are _____. A. symptoms B. emblems C. ideas D. ambiguous E. unclear [D, pages 161-162. Students may argue that the answer is B.]

__46. Correctly identify the figure of speech in the example below. “And so, my fellow Ameri-

cans, ask not what your country can do for you: Ask what you can do for your country.” A. hyperbole B. parallelism C. antithesis D. irony E. oxymoron [C, page 143. Students often dislike this kind of question because they dislike memorization of most any kind. Since this “signature” of JFK is permanently embedded in our discourse of the century, the question is entirely appropriate.]

__47. The metaphor of the “rainbow coalition” is attributed to: A. Martin Luther King, Jr. B. Stokely Carmichael C. Malcolm X D. Jesse Jackson E. Louis Lomax [D, pages 143 and 276]

__48. By definition, _____ is the meaning of the critical words. A. irony B. metaphor C. antithesis D. parallelism E. hyperbole [B, page 141]

__49. Identify the prominently known speaker: “But one hundred one years later, the Negro is still not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination.” A. Jesse Jackson B. Stokely Carmichael C. Martin Luther King, Jr. D. Malcolm X E. Ralph Bunche [C, page 140. This question is a “historical” literacy question.]

QUIZ 3: INSTITUTIONAL PERSPECTIVE
[Chapters 10-14]

- __1. According to the authors, ideology can be defined as _____ persuasion. A. explicit B. existential C. philosophical D. helpful E. implicit [E, page 292, a key definition.]
- __2. The mosaic model was formulated by: A. Balthrop B. Berlo C. Geertz D. Becker E. Brummett [D, page 292. A key author whom Cooper & Nothstine refer to rather often in the textbook.]
- __3. Identify the principal researcher of information diffusion theory: A. Burke B. Fisher C. Rogers D. Schwartz E. O'Donnell [C, page 246. The key theorist for information diffusion, although others have expanded upon it.]
- __4. The notion that each of us builds a world view based on multiple messages which might or might not be connected together, is called the _____. A. belief model B. mosaic model C. information diffusion model D. attribution theory model E. social role model [E, page 292. The mosaic model is cited so often in the research literature that it seems imperative for communication majors to know about it!]
- __5. Supply the missing word from this definition-oriented question: "Persuasion encompasses the processes by which language and actions influence the _____ of ourselves and others." A. decisions B. choice-making C. conduct D. behavior E. demeanor [B, page 4. The authors' definition, which they build upon throughout the text.]
- __6. Brummett and Becker's models seem to help us: A. formulate our logic B. construct our language C. form our understanding of world events and social issues D. explain why we communicate with others E. explain why we communicate with ourselves [C, page 293. This question adds purpose for knowing the Becker model and Brummett's expansion of it.]
- __7. In our text, charismatic speakers are presented as a special genre of communicators because they typically exemplify what in their messages? A. appeals urging that listeners accept things as they are B. appeals to tradition as a principal value C. appeals to the future as an inevitable challenge D. appeals to a type of visionary dream of change E. appeals which urge listeners to understand that change is customary, usual [D, pages 270-272, and see Chapter 5.]
- __8. From our study of persuasion, an institution is a large scale entity. More importantly, it: A. is well known to most people B. is often very private C. is dominant over some view of our social life D. is wealthy E. is made up of eminent persons [C, page 210. The issue of dominance is important to students of persuasion since the nature of influence is at the heart of what we study!]
- __9. In a persuasive campaign involving politics, the initial stage focuses on: A. primaries B. surfacing C. nominating convention D. general election E. news conferences, held early in campaign [B, page 249. Surfacing may be ritualistic, but it is at this stage when we begin to learn about candidates for public office.]
- __10. When we investigate the persuasive efforts of particular organizations such as governments, political parties, or interest groups, we are dealing with what persuasion perspective according to the authors? A. Classical B. Institutional C. Symbolist D. humanistic E. mediated [B, page 210. This question may seem too elemental, but it is appropriate.]

- __11. Gatekeeping theory is often applied to studies of the mass media in the _____ perspective. A. Classical B. Institutional C. Symbolist D. coercive E. subjective [B, pages 217-220, another major theory!]
- __12. For students of persuasion, a central characteristic of campaigns is that: A. they seem to be so informal B. they are always very long C. they are so complicated to understand D. they unfold over a period of time E. few people pay attention to them [D, page 245. This is a major facet of the authors' explanation of the stages of the campaign cycle.]
- __13. A rather recent example of a charismatic political leader for students of persuasion would likely be: A. Perot B. Gandhi C. Bush D. Quayle E. Dukakis [A. There are no references to Perot in the textbook that I can find, but there are to Gandhi.]
- __14. Typically, political campaigns: A. operate within preestablished institutional rules B. operate outside established institutional rules C. formulate their own rules of operation as they go D. accept whatever rules party authorities give them E. have few, if any, institutional rules to obey [A. See the discussion by Trent and Friedenberg, pages 249-251; you will also find it very helpful to consult the Trent and Friedenberg text.]
- __15. _____ can be defined as institutionally sponsored persuasion aimed at the masses. A. televangelism B. popular movies C. propaganda D. news documentaries E. court TV [C, page 324. But be certain to follow this definition in Chapter 10 as well.]
- __16. For political candidates, the ultimate purpose of the primary is to: A. determine the front runner B. assemble the best ideas C. find political support D. acquire lots of money E. shake the most hands [A, page 250]
- __17. General elections are the culmination of the political process in our country. For students of persuasion, the general election has been analyzed in the text as: A. a process involving lots of money B. a process which allows each citizen a time for decision-making and participation C. a process which should be studied because it is corrupt D. a process which citizens should avoid because it is too costly E. a process which most citizens dislike [B, pages 250-251, specifically see Trent and Friedenberg's explanation.]
- __18. The notion of cultural myth is strong in America. In terms of a spirit of rugged individualism, what name below seems best known? A. Herbert Hoover B. J Paul Getty C. Abraham Lincoln D. Ulysses Grant E. Michael Millken [C, page 297]
- __19. It is probable that one of the most widely known non-scholarly sources for the use and definition of propaganda techniques is the book, *Mein Kampf*. The book was written by: A. Himmler B. Hippler C. Goebbels D. Hitler E. Riefenstahl [D. There are many references throughout the text, see page 329.]
- __20. It is likely that the most effective political campaign ad in recent history was used by what presidential candidate? A. John Kennedy B. Jimmy Carter C. Lyndon Johnson D. Ross Perot E. George Bush [C. Refers to the "Daisy" ad, and see pages 157-159, 173-177, and 280.]
- __21. In our text, Trent and Friedenberg have been cited as presenting the stages which characterize contemporary political campaigns. The first stage involves: A. party faithful voters exercising their choices of candidates for the ballot B. participating in the nominating conventions C. the general election of the candidate(s) D. early familiarization of the candidate with the electorate E. filing

financial accounting statements with the election commissions [D, page 249. The surfacing stage is very important to the entire political process; this is a very similar question to number 9.]

__22. In 1990-91, what propaganda campaign most likely qualifies as being the best known? A. Kuwaiti government effort to encourage us to enter the war against Iraq B. US World War II effort to encourage all Americans to buy war bonds C. Adolph Hitler's effort to blame Jews for the problems of Germany D. RJR's use of the Joe Camel image to promote teenage smoking E. Proctor & Gamble's effort to get all of us to buy Crest toothpaste [A, pages 328-329. My students believe this campaign was very important in view of the war which followed it!]

__23. Since 1952, major presidential candidates have produced campaign advertisements designed to enhance their _____ as a way of attracting the voters' attention. A. achievements B. education C. image C. political party D. proposals E. political prowess [C. Contemporary campaigns are generally acknowledged as image oriented campaigns, see the discussion on pages 249-251.]

__24. Definition: "the media may not tell us what to think but they do tell us what to think about." What theory in communication is this? A. gatekeeping B. agenda setting C. motivated sequence D. legitimization E. potency [B, page 220]

__25. Identify the principal author(s) of this theory/function in the question above: A. Bernays B. Sproule C. McCombs & Shaw D. White [C, page 220]

__26. The *Rhetoric*, a series of treatises that describe certain ideas about persuasion is attributed to: A. Quintilian B. Plato C. Aristotle D. Virgil E. Julius Caesar [C, page 24, *et passim*. The emphasis on classical authors is evident in the text.]

__27. Most recent studies focusing on product and commercial campaigns have stressed: A. audience-centered models B. message-centered models C. channel-centered models D. communicator-centered models E. media-centered models [A, page 246. This question is important to understanding the research since the 1940's, and very recent studies seem to be continuing in this pattern.]

__28. Definitionally, the gatekeeping theory focuses on: A. the order of presentation of ideas we see and hear as receivers B. the inclusion and exclusion of some ideas for us to see and hear C. the content or substance of ideas we see and hear D. the sources of ideas and information E. the ethics of the ideas and/or information we see and hear [B, pages 217-220. The gatekeeping theory may be an old contribution, but it would appear to be a permanent part of the literature!]

__29. The agenda-setting theory is a part of what perspective as we have encountered it in our textbook? A. Classical B. information diffusion C. Institutional D. argumentation E. symbolic [C, check the table of contents on this one!]

__30. The text refers to a number of persuasive campaigns. An example of a product public relations campaign might include: A. focusing on the need to become more aware of the impact of AIDS B. focusing on the need to understand the efficiency of an automobile C. focusing on the need to elect Ross Perot D. focusing on the need to become aware of environmental problems E. focusing on the need to present better news to the public [B. This student drafted question came out of our discussion of the video on the Oldsmobile.]

__31. Typically, approaches to consumer persuasion often consider the demographic variable of

_____ to achieve persuasive success. A. money B. methods C. media D. strategy E. audiences [E. This is another student drafted question; see question 27 above for the reference point.]

__32. F.G. Bailey has called the popular belief that we need to produce messages that are “factual” and “informative” without being persuasive the “myth of _____.” A. objectivity B. collectivity C. persuadability D. science E. empiricism [A, pages 12-13. I know, I know—this stuff is from Chapter 1, not the Institutional Perspective, but my students argue it is important to all the perspectives, and I agree.]

__33. The 1952 political television spot for the presidential campaign of Dwight D. Eisenhower was known as: A. the “Daisy” ad B. the Strontium 90 ad C. the Willie Horton ad D. the Man from Abilene ad E. the Man from Hope ad [D, page18]

__34. In general, we can describe institutional campaigns focusing on social movements to stress what goal? A. implicit persuasion only B. attempts to change a system C. preservation of the system through implicit persuasion D. obedience to rules formed by the system E. following the constraints of the legal system [B, page 267. The question focuses on the definition of social movement.]

__35. According to Bill Moyers, the purpose of all propaganda is: A. to arouse skepticism B. to incite hatred C. to motivate to action D. to create conditions for change E. to warn others [C, page 326. Another student drafted question. A reading of Moyers in the text reinforces option C.]

__36. Identify the key theorist(s) regarding our reading on the stages of propaganda campaigns. A. Sproule B. Burke C. Watzlawick, Beavin & Jackson D. Schwartz E. JAC Brown [E, pages 328-329. There are a lot of names to study in the chapter on propaganda, but my students liked the Brown material because it was clear and because Brown is an authority with a wide background in propaganda studies.]

__37. In the analysis of propaganda, the _____ device uses only the most extreme evidence, whether positive or negative, to favor one’s position. A. bandwagon B. card-stacking C. transfer D. glittering generalities E. plain folks [B, page 332. My students particularly “got into” this IPA device because of the Reagan video excerpt.]

__38. Who was the American president identified in the text as having engaged in the propaganda device known as “card-stacking?” A. Richard Nixon B. Harry Truman C. Abraham Lincoln D. Ronald Reagan E. Bill Clinton [B, page 332]

__39. When persons attempt to influence us by eliminating the role of free choices in decision making, they are using: A. persuasion B. omission C. propaganda D. dissonance E. compulsion [C. My students contend that this question and the answer are appropriate considering the discussion of Ellul on page 336.]

__40. Identify the best example of the U. S. pre-propaganda description of Saddam Hussein in the recent Gulf War: A. a misguided dictator B. irrational militarist C. an inexperienced general D. another Hitler E. a crazy lunatic [D, page 331. In light of the discussion about propaganda in Nazi Germany my students found the material on the Gulf War extremely interesting.]

__41. The first recorded major use of propaganda by an institution involved: A. the military

B. the state C. merchants D. the church E. contemporary communication media [D, page 324. My students especially found this reference an intriguing one.]

__42. O'Donnell and Jowett identify three forms of propaganda: white, gray, and black. Definitionally, gray propaganda focuses on: A. deceptions B. fabrications C. uncertain information D. phony evidence E. false sources of information [C, page 340. My students convinced me that this form of propaganda is often hard to identify in real life!]

__43. Easily, one of the most influential contemporary scholars of propaganda studies is: A. Frank Capra B. Joseph Goebbels C. Jacques Ellul D. Kenneth Burke E. George Orwell [C, page 336. Ellul's categories are seminal to the field.]

__44. The 1930's German propaganda film excerpt which we viewed in class was named: A. *Why We Fight* B. *Triumph and Victory* C. *The Big Red One* D. *Triumph of the Will* E. *Schindler's List* [D, check the video list. Is the movie *Schindler's List* propagandistic?]

__45. The phrase "The American Dream" is often used to represent what in our culture today? A. becoming rich B. having a lot of power C. being linked to a prominent family D. social success E. the resources of the individual [E, page 295]

__46. When we consider the ideology of a culture, _____ can provide a key for mass audiences today. A. money B. possessions C. values D. beliefs E. knowledge [C, page 295]

__47. Critics have noticed that social movement rhetoric is frequently marked by: A. language focused on ownership of wealth, possessions B. language focused on the necessity for new knowledge C. language of precision, specificity D. language having a moral tone E. language of philosophic speculation [D, page 270, see the studies by Stewart, Smith, and Denton.]

__48. Some social movements in our national history have been purposed towards a change in the status quo or the nature of present institutions. An example of this would best include: A. passage of speed laws for highway driving B. the Congressional enactment of the Brady bill C. seatbelt campaigns by the U.S. Department of Transportation D. encouraging us to have periodic checkups for cancer prevention E. urging us to stop smoking cigarettes [B, page 267]

__49. The most prominently known feminist media critic is likely _____. A. Susan Dickerson B. Susanne Langer C. Victoria O'Donnell D. Jean Kilbourne E. Janice H. Rushing [D, page 290. This is a very prominent name!]

__50. In the study of commercial advertising, the thesis that "women are sex objects, men are success objects" should be attributed to: A. Susan Dickerson B. Susanne Langer C. Victoria O'Donnell D. Jean Kilbourne E. Janice H. Rushing [D, page 290]