Module Study Guide

Academic Year 2021–2022

Essentials of Public Opinion and Persuasion

Credits: 5 ECTS

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Key team contact details

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Chief Academic Officer responsible for this module is Mirjana Stefanovic, and can be contacted at m.stefanovic@miuc.org

1.1   Introduction

The module Essentials of Public Opinion and Persuasion will focus on the relationship between public opinion and persuasion, with an emphasis on mass media and digital culture. The contents of the course include such key concepts as the definitions of public opinion and its research methods; classical and modern rhetoric; techniques of persuasion; public opinion and persuasion in digital media culture; propaganda; political marketing; commercial marketing.

1.2   Module summary content and aims

The module will examine the different functions and concepts of public opinion and public sphere as a mass phenomenon throughout the modern history and its influence on political and social phenomena. This will include the instruments and multiple groups and institutions that act on the public opinion in modern democracies, including the processes and factors of political and social nature that help to understand the phenomenon. Given the importance of digital tools of communication, the module includes the digital public sphere of Internet and its influence on public opinion formulation processes. The module will investigate Internet as the new public space of the direct access to multitude of individual opinions that can serve to generate either critical knowledge and protest or apathy. Additionally, the module will differentiate between rumour, leadership and public opinion in public sphere and democratic process of social and political communication. The content will include the presentation of the models of generating public opinion and the institutional elements that develop the knowledge on public opinion (the polls). The study will focus on the characteristics of the different publics engaged in the public opinion process and to examine their role and meaning in public sphere. Finally, the persuasion techniques and communication techniques will be introduced for the purpose of managing social and political campaigns.

The module will be taught through weekly lectures and seminars. During the lectures, the main concepts and ideas will be explained by the module leader, and the seminars will provide the space to discuss the compulsory reading and cover examples from the case studies. It is essential that the student engages fully with his/her independent work as well, as the taught sessions will rely on the readings and other assignments. The module will have its own NeoLMS page through which one can access readings, sources and other resources relevant to the lessons.

1.3   Learning outcomes to be assessed

LO1. Understand the concept of public opinion and its impact on social structure in the framework of globalisation and digital technologies.

LO2. Apply critical thinking regarding the mechanisms, functions and rhetorical aspects of mass media as well as its impact on public opinion.

LO3. Understand how effective communication strategies work and produce the messages oriented for the political and social purposes.

LO4. Analyse the impact of public opinion and persuasion processes/campaigns on the social and political structure and describe them in the concise and clear way.

1.4 Indicative Contact Hours

Teaching Contact Hours	56 hours
Independent Study Hours	144 hours
Total Learning Hours	200 hours (for modules with 20 UK credits)

1.5 Summative assessment grid

Type of Assessment	Word Count or equivalent	Threshold (if Professional Body-PSRB applies)	Weighting	Pass Mark	Indicative Submission week	Method of Submission & Date of Feedback (refer to NEOlms)
Essay	3000 words (+/-10%)	N/A	70%	40%	16	Via Neo LMS & 10 working days after submission
Campaign Analysis	1500 words (+/-10%)	N/A	30%	40%	16	Via Neo LMS & 10 working days after submission

If your course is accredited by a Professional Statutory Regulatory Body (PSRB), the module requirements will specify the elements of assessment that must be passed and may override the University regulations. Please speak to your Course Leader for further advice.

1.6 Assessment brief including criteria mapped to learning outcomes

1.6.1 Assessment 1: Essay

You are required to write an essay on one of the following topics:

1) "News, Fake News and Public Opinion"

2) "Rhetoric in Social Media"

3) "Power, Persuasion and Influence in 21st Century Public Sphere"

In particular, you will choose a campaign, an issue, an election or a case study that uses strong

methods of persuasion and influence in any country or region. You will then examine the role of rhetorical devices and other techniques (fake news) used to influence the public opinion. Ideally, the case study can also shed some light on larger issues as well, such as the nature of contemporary (digital) public sphere, 21st century media culture, and the issues facing 21st century democracies.

If you chose to write the essay on the 1st topic, you must examine the issues related to news and fake news, focusing on any of the following aspects:

(a)   the origins and motivations of fake news in general and in this particular case at the background of the modern cyberdemocracy

(b)   the definition of fake news in modern cyberdemocracy in general

(c)   identification of deception level in this particular case of the selected example of fake news and the type of fake news used in the case of the student's choice

(d)   description of the processes of generation of fake news and their distribution in the society in general and in this case

(e)   description of the mechanisms of influence of fake news on public opinion used in this particular case

(f)   the role of fake news in the opinion generation in the case selected by student for analysis

(g)   a proposal for the solutions for fake news prevention that can be implemented in this particular case

If you chose to write the essay on the 2nd topic, you must choose a specific political/commercial actor (politician, activist, political party, company) on social media and analyze the rhetorical devices it\he\she employs. The paper can focus on YouTube videos, tweets, press releases, political campaign material, etc. Ideally, the work should focus on at least some of the following aspects:

(a)   identifying and listing the particular rhetorical devices

(b)   discussing the reasons for the particular rhetorical style the actor has adopted

(c)   their intended and actual impact on the spectators

(d)   their cognitive and epistemological contribution (are these devices appropriate and ethical or misleading and unscrupulous)

(e)   the intended audience of the messages

If you chose to write the essay on the 3rd topic, you must examine a case study, focusing on any of the following aspects:

(f)   the definition of persuasion in modern cyberdemocracy in general

(g)   The nature of contemporary (digital) public sphere in comparison to the "traditional" (Habermasian) modern public sphere

(h)   identification of the type of mechanisms as well as the techniques of manipulation and/or influence applied to the selected case study

(i)   description of the process of persuasion in the digital public sphere in general and in this case

(j)   identification of the type of public, the target public, the objectives, strategies, tactics

and triggers used in this particular case

(k)   the impact of such persuasion techniques and influence on both individual citizens and on society in general

Assessment Criteria:

This assessment will be marked according to the following criteria:

- o **Knowledge and understanding (40%)**: The students should demonstrate the grasp of relevant literature as well as identify and apply correctly the corresponding theoretical concepts of public opinion generation. Their analysis should reflect a correct understanding of concepts and theories seen in the module.
- o **Cognitive Skills (20%):** Students will need to research the main issues and provide the necessary evidence to support their analysis. The students are expected to demonstrate knowledge through the use of examples, quotations and evidence, select correctly the examples and evidence and link them correctly and in coherent yet relevant manner with the theory and concepts applied. The logical organization of thoughts and evidence will be especially valued.
- o **Practical and professional skills (20%)**: The students must bring an innovative approach to key issues of public opinion generation regarding the role of the fake news. They are expected to formulate the original and applicable conclusions. The ability to justify their point of view and defend the solution based on the theoretical and research examples provided will be especially valued.
- o **Transferable and key skills (20%)**: Students will need to explain the main concepts and ideas in a concise, clear way using the correct academic language. They should also use valid references and cite works and literature properly, keeping the established limit of extension. Clear, attractive and easy-to-navigate organization, format and structure will be especially valued.

1.6.2   Assessment 2: Campaign Analysis

You will conduct an analysis of a political or commercial campaign and discuss it as an attempt to have an impact on the public opinion. This assessment aims to strengthen your analytical and practical skills, and to deepen your understanding of mass communication and public discourse. Your campaign analysis must be concluded with the proposal of improvements and its justification. This assignment will assess your research skills, the ability to analyse and present information, and the correct application of tools, techniques and examples.

You will choose a campaign according to your interest. The final choice must be approved by the module leader. The topic will be selected by week 8.

The analysis must present a clear structure with index and includes bibliography with Harvard referencing system. It is obligatory to follow the standard academic research scheme (introduction, state of the art, methodology, results, and discussion of the results, conclusions and bibliography) and use the academic language and valid academic resources. Using newspaper as sources is allowed as long as they are cited accordingly and coming from reputable press.

Assessment Criteria:

This assessment will be marked according to the following criteria:

a. **Knowledge and understanding (40%)**: The students should identify the core issues of the case. They are expected to use their views in a useful exploration of information sources. Their analysis should reflect a correct understanding of concepts and theories seen in the module and a form grasp of literature in the field.

b. **Cognitive Skills (20%):** Students will need to explore in coherent manner the main issues in the case and provide the necessary evidence to support their analysis in a valid way. Concept linkage between different operational approaches will be specially valued. The students are able to demonstrate knowledge through the use of examples, quotations and evidence that are relevant to the case and applied concepts.   The organization of ideas and research is clear and logical.

c. **Practical and professional skills (20%)**: The students are expected to bring an innovative approach to key issues identified in the case. They will need to elaborate the proposal of improvements that demonstrates original and innovative approach yet is applicable. The proposal must be justified correctly. Validity and coherence of the conclusions must be evident.

d. **Transferable and key skills (20%)**: Students will need to explain the main concepts in a concise, clear way. They should also use valid references and cite works and literature properly.   The language must be correct, demonstrate the advanced level and correct use of professional vocabulary yet be understandable and free of jargon. The structure must be clear, attractive, logical and easy to navigate.

Students must submit the analysis in pdf via Neo LMS on week 16th. All submissions must identify authors and be submitted within the deadline.

Formative Assessment 1:

Poll design and realisation (week 6 and 7)

As part of the classroom and self-study team activity the students will have to perform a poll on the topic related to the one of individually chosen topics of campaign analysis. The task must include the design of the poll, its realization and presentation of the results.

For guidance on online submission of assignments, including how to submit and how to access online feedback, please refer to the MIUC lms student guideline.

1.7   Learning materials

The reading list for this module is available on Neo LMS in the module area.

1.7.1   Core textbook(s):

[unknown] (2018) "Rhetoric to Herennius, Book 4" in *Ancient Rhetoric From Aristotle to Philostratus*. London: Penguin Classics.

Barthes, R. (1977) "Rhetoric of the Image," in *Image/Music/Text*, (New York: Hill & Wang), 32–52.

Cerase, A. and C. Santoro (2018) "From Racial Hoaxes to Media Hypes: Fake News' Real

Consequences" in From Media Hype to Twitter Storm, ed. P. Vasterman, Amsterdam: Amsterdam University Press, 333–354.

Chomsky, N. and E. Herman, "A Propaganda Model" in *Manufacturing Consent: The Political Economy of the Mass Media*, London: The Bodley Head, 61–96.

Fallis, T. (2017) "Political Advertising" in *The Oxford Handbook of Political Communication*, Oxford: Oxford University Press.

Ferguson, S. (2000) "Survey Design and Sampling" in *Researching the Public Opinion: Environment Theories and Methods*, London: Sage, 133–146.

Fisher, J. (2018) "Persuasion and mobilization efforts by parties and candidates" in *The Routledge Handbook of Elections, Voting Behavior and Public Opinion*, 280–292.

Fuchs, C. (2014) "Twitter and Democracy: A New Public Sphere?" in *Social Media: A Critical Introduction*, London: Sage Publishing, 179–209.

Garnham, N. (1996) "The Media and the Public Sphere" in *Habermas and the Public Sphere*, ed. Craig Calhoun, Cambridge, MA: MIT University Press, pp. 359–376.

Habermas, J. (1974) "The Public Sphere: An Encyclopedia Article" *New German Critique*, no. 3, 49–55.

Habinek, T. (2006) "The Craft of Rhetoric" in *Ancient Rhetoric and Oratory*, Malden: Blackwell, 38–59.

Herrick, J. (2018) "Contemporary Rhetoric I: Arguments, Audiences, and Advocates" in *The History and Theory of Rhetoric*, New York: Routledge, 215–238.

Hogan K. (2013). *Invisible Influence: The Power to Persuade Anyone, Anytime, Anywhere.* John Wiley and Sons. (selections)

Kepplinger, H. "Effects of the News Media on Public Opinion" in *The SAGE Handbook of Public Opinion Research,* London: SAGE, 192–204.

Knutsen, O. (2018) "Attitudes, Values, and Belief Systems" in *The Routledge Handbook of Elections, Voting Behavior and Public Opinion*. New York: Routledge, 343–356.

Lewis, J. (2001) "Why Numbers Matter and Why We Should Be Suspicious of Them" in *Constructing Public Opinion*, New York: Columbia University Press, 3–20.

Marlin, R. (2002), "Why Study Propaganda?" in *Propaganda and the Ethics of Persuasion*, Petersborough, Ontario: Broadview Press, 13–42.

Mercieca, J. (2020) "Introduction" in *Demagogue for President: The Rhetorical Genius of Donald Trump*, College Station: Texas A&M University Press.

Olmsted, W. (2006) "Eloquence, Persuasion, and Invention: Cicero's *De oratore*" in R*hetoric: An Historical Introduction*. Malden, MA: Blackwell, 25–33.

Oswald, L. (2012) "Marketing Semiotics" in *Marketing Semiotics Signs, Strategies, and Brand Value*, Oxford: Oxford University Press, 44–69.

Patton, T. (2020) "Visual Rhetoric: Theory, Method, and Application in the Modern World" in *Handbook of Visual Communication*, New York: Routledge, 125–138.

Price, V. (2008) "The Public and Public Opinion in Political Theories" in *The SAGE Handbook of Public Opinion Research*, eds. W. Donsbach and M. W. Traugott, London: SAGE Publications,

11–24.

van Leeuwen, T. (2017) "Rhetoric and Semiotics" in *The Oxford Handbook of Rhetorical Studies*, ed. MacDonald, J., Oxford: Oxford University Press, 673–682.

Wood, E. and I. Somerville, (2016) "Public Relations and Corporate Identity" in *The Public Relations Handbook*, ed. A. Theaker, New York: Routledge, 144–171.

Remember to log into MIUC lms daily to receive all the latest news and support available at your module sites!

2.1 Engagement

During the academic year 2020-21, the health, welfare and safety of all our students and staff is our top priority as Spain continues to deal with the ongoing implications of the COVID-19 outbreak.

Face to-face-teaching, access to MIUC facilities and being part of our unique University community are key parts of the excellent student experience at MIUC. We have been working to create a safe and efficient plan that will allow us to deliver these elements when you start with us in the fall semester, subject to government regulation.

MIUC will be ready to teach in September and we are committed to engaging with you as closely as we can, and to ensuring that you have a rich educational experience that is safe and protected to ensure that you continue to get the most from the University life and the city of Marbella.

Whether you are engaging with teaching and learning activities on site or via the MIUC Virtual Learning Environment, we expect the same level of commitment and engagement from you. If you are unable to attend scheduled on site or online activities or complete activities in the timeframes set out, you should let your module leaders know. You should aim to stick to assessment deadlines; if you are concerned that you will not be able to complete your assessments on time, you should talk to your module leaders. Your engagement, whether online or on site, will be tracked and if we see that you are not engaging, we will get in contact with you. However, we encourage you to let us know if you are struggling so we can work with you to find solutions and get you back on track as soon as possible. Give yourself the best possible chance to succeed by engaging with the full range of learning and teaching activities available to you.

2.2 Need help, just ask

The University recognises that there are times when you may encounter difficulties during your course of study and provisions are made to help you. If you are struggling with meeting deadlines please talk to us, whether it's your course/module leader, personal tutor or any member of staff, speak to them so they can get you the support you need to succeed. You can extend your deadline if you have a good reason why you are not able to submit a piece of coursework on time, apply online for an extension before your deadline. An extension will allow you an extra 10 working days. If an extension is not sufficient and circumstances beyond your control are preventing you from completing your assessment, then you can, apply online for mitigation.

Please remember late submission without extension or mitigation will result in penalties depending on how late it is, see Academic Regulations.

You are reminded that MIUC applies penalties to students who commit an academic offence, in which case the Academic Offences Regulations will be used to deal with any cases of academic misconduct including examination offences, plagiarism and other means of cheating to obtain an advantage.

You are encouraged to seek advice from the Students' Union and counselling service which support you with all aspects of your academic experience by providing advice and guidance to ensure you are fully informed of the academic regulations as well as advocate for student views.

You are expected to behave in line with University expectations, irrespective of whether your interactions with staff and other students are in person or online. As you will be engaging with others online and a range of online materials, it is important to consider how to stay safe online and ensure your communications are secure and appropriate. If you have any questions about how to manage

your online activities, please contact your module leader.

If you have an issue about the module, you should speak to your Module Leaderor Course Leader informally in the first instance. Your Course Representative can also raise your concerns at Course Committees, which take place each semester. If you are unable to resolve it informally, you should refer to the Complaints Procedure which is outlined in the student handbook and consult the Students' Union about it. The University aims to ensure that issues are resolved informally as quickly as possible to have minimum impact on your studies.

2.3 Getting support for your studies

Throughout your course of study, you will have access to a wide variety of sources of support depending on your individual circumstances and needs. Your first point of call for getting general academic support is your Personal Tutor. As well as approaching your Module Leader with any questions specifically related to your module and your Course Leader with questions on your Course, do contact your Personal Tutor for academic advice in relation your studies and your academic development.

Apart from the University-wide support framework, which encompasses the Module Leaders, Course Leader, the Subject Librarian and your Course Administrator, you will also have at your disposal the MIUC Academic Support Team. The Team offers Academic Skills Workshops throughout the year, helping you to develop skills relevant to your degree. Workshops include for instance Essay Planning and Writing; Critical Thinking; Reflective Writing; Group Work and Presentation Skills.

English Language support and One-to-one academic support opportunities are also available. For information about all these services, please consult the Academic Office.

2.4 Student support

In addition to the support listed in the previous section, there is also more help offered by MIUC Student services, consisting of Student Life Department, Internship Support, Life Coaching Service and Counselling service. They offer a wide range of support and services consisting of extracurricular activities; Careers and internship support; Student Welfare and Counselling.

Contact Student Services for more information at:

Student Life Department: student.life@miuc.org

Internship Support: cristina@miuc.org

Life Coaching Service: Ms. Ana Cantle, ana.cantle@miuc.org

Counselling Service: Ms. Eva Berkovic, eva@miuc.org

2.5 Module evaluation – have your say!

Towards the end of the module you will be invited to provide someanonymousfeedback to the Module Leader through a (online) survey. This is your opportunity to give some direct feedback about the module through a series of questions and free text. Your constructive feedback will help the Module Leader and teaching team to understand the module experience from your perspective and helps inform the development of the module.

Week 1: Introduction and Key Concepts

Venue: MIUC

Key concepts/issues:

Public opinion

Persuasion and rhetoric

Mass media

Oral and visual culture

Literature for this session:

Module Study Guide

Description:

During the introductory week, we will discuss the contents and structure of the module as well as the assignments. Furthermore, some key concepts are introduced.

Week 2: Public Opinion and Politics

Venue: MIUC

Key concepts/issues:

Public opinion

Politics

Literature for this session:

Price, V. (2008) "The Public and Public Opinion in Political Theories" in *The SAGE Handbook of Public Opinion Research*, eds. W. Donsbach and M. W. Traugott, London: SAGE Publications, 11–24.

Lewis, J. (2001) "Why Numbers Matter and Why We Should Be Suspicious of Them" in *Constructing Public Opinion*, New York: Columbia University Press, 3–20.

Description:

During this week, we will discuss the concepts of public opinion and politics, both from historical and theoretical points of view. In order to understand the role public opinion plays in political life in modern societies, we will need to form a nuanced understanding of the "political" and its relationship to the society.

Week 3: Public Sphere

Venue: MIUC

Key concepts/issues:

Habermas's concept of the Public Sphere

Modernity

Social life

Liberal democracy

Media freedom

Literature for this session:

Habermas, J. (1974) "The Public Sphere: An Encyclopedia Article" *New German Critique*, no. 3, 49–55.

Garnham, N. (1996) "The Media and the Public Sphere" in *Habermas and the Public Sphere*, ed. Craig Calhoun, Cambridge, MA: MIT University Press, pp. 359–376.

Description:

During this week, we will focus on the Public Sphere (*Öffentlichkeit*), a concept coined and developed by Jürgen Habermas. This influential idea helps us understand the relationship between the public opinion(s) and politics in modern societies.

Week 4: Persuasion and Classical Rhetoric

Venue: MIUC

Key concepts/issues:

Classical Rhetoric

Oratory skills

Classical

Literature for this session:

Habinek, T. (2006) "The Craft of Rhetoric" in *Ancient Rhetoric and Oratory*, Malden: Blackwell, 38–59.

Olmsted, W. (2006) "Eloquence, Persuasion, and Invention: Cicero's *De oratore*" in R*hetoric: An Historical Introduction*. Malden, MA: Blackwell, 25–33.

Description:

During this week, our focus will shift to rhetoric. The students will be introduced to the classics of the theory of rhetoric (Socrates, Plato, Aristotle, Cicero). Our discussion will also reflect on the relevance of classical rhetorical theories for the contemporary society.

Week 5: Semiotics and Contemporary Theories of Rhetoric

Venue: MIUC

Key concepts/issues:

Modern theories of rhetoric

Modern public discourse

Semiotics

Literature for this session:

Herrick, J. (2018) "Contemporary Rhetoric I: Arguments, Audiences, and Advocates" in *The History and Theory of Rhetoric*, New York: Routledge, 215–238.

van Leeuwen, T. (2017) "Rhetoric and Semiotics" in *The Oxford Handbook of Rhetorical Studies*, ed. MacDonald, J., Oxford: Oxford University Press, 673–682.

<u>Description:</u>

During this week, we will continue discussing rhetoric, but our focus will shift to modern and contemporary theories. During the sessions we will also draw on our earlier discussions on the public sphere and modern political institutions.

Week 6: Propaganda

<u>Venue</u>: MIUC

<u>Key concepts/issues</u>:

Propaganda and public persuasion

Propaganda in totalitarian and democratic societies

Jacques Ellul's theories of propaganda

Propaganda in contemporary world

Chomsky's and Herman's Propaganda Model

<u>Literature for this session</u>:

Marlin, R. (2002), "Why Study Propaganda?" in *Propaganda and the Ethics of Persuasion*, Petersborough, Ontario: Broadview Press, 13–42.

Chomsky, N. and E. Herman, "A Propaganda Model" in *Manufacturing Consent: The Political Economy of the Mass Media*, London: The Bodley Head, 61–96.

<u>Description</u>

The theme of this week is propaganda. Although the term is regularly invoked in political debates, its actual definition often remains vague. Drawing on various theorists of propaganda, such as George Orwell and Jacques Ellul, we will reflect on the concept's relevance for political debates, not only in totalitarian regimes but also democratic societies.

Week 7: Rhetoric, Politics and Public Opinion

<u>Venue</u>: MIUC

<u>Key concepts/issues</u>:

Political rhetoric

Persuasion in marketing

Persuasion and rhetoric in contemporary media culture

<u>Literature for this session</u>:

Kepplinger, H. "Effects of the News Media on Public Opinion" in *The SAGE Handbook of Public Opinion Research,* London: SAGE, 192–204.

Fisher, J. (2018) "Persuasion and mobilization efforts by parties and candidates" in *The Routledge Handbook of Elections, Voting Behavior and Public Opinion*, 280–292.

Description:

Drawing on previous weeks' discussions on rhetoric, public opinion and modern liberal democracies, we will explore the various ways in which rhetorics and persuasion are part of contemporary political life and media culture. In addition, we will also discuss the various methods of persuasion in commercial marketing.

Week 8: Visual Rhetoric

Venue: MIUC

Key concepts/issues:

Visual culture

Audiovisual rhetoric and persuasion

Semiotics

Literature for this session:

Patton, T. (2020) "Visual Rhetoric: Theory, Method, and Application in the Modern World" in *Handbook of Visual Communication*, New York: Routledge, 125–138.

Barthes, R. (1977) "Rhetoric of the Image," in *Image/Music/Text*, (New York: Hill & Wang), 32–52.

Description:

During this week we will turn to rhetoric and persuasion through (audio)visual communication, which is in many ways the dominant form of discourse in contemporary media culture (cinema, TV, internet). The established theories of rhetoric tend to focus almost exclusively on the written and spoken word; therefore, in order to apply their insight to audiovisual discourse, one needs to draw upon theories from other disciplines such as semiotics and visual cultural studies.

Week 9: Studying Public Opinion

Venue: MIUC

Key concepts/issues:

Studying public opinion

Polls and surveys

Research methodology

Literature for this session:

Knutsen, O. (2018) "Attitudes, Values, and Belief Systems" in *The Routledge Handbook of Elections, Voting Behavior and Public Opinion*. New York: Routledge, 343–356.

Ferguson, S. (2000) "Survey Design and Sampling" in *Researching the Public Opinion: Environment Theories and Methods*, London: Sage, 133–146.

Description:

This week will focus on the methods and principles of studying public opinion: surveys, polls, questionnaires, etc. Furthermore, we will discuss the ways how these results can be used in planning advertisement or election campaigns, or in predicting election results.

Week 10: Techniques of Persuasion

Venue: MIUC

Key concepts/issues:

Classical rhetorical devices

Cicero's techniques of persuasion

Modern rhetorical devices

Gestures

Literature for this session:

[unknown] (2018) "Rhetoric to Herennius, Book 4" in *Ancient Rhetoric From Aristotle to Philostratus*. London: Penguin Classics.

Hogan K. (2013). *Invisible Influence: The Power to Persuade Anyone, Anytime, Anywhere.* John Wiley and Sons. (selections)

Description:

During this week, we will discuss various methods of persuasion, both the classical rhetorical devices (Cicero) as well as techniques regularly employed in contemporary public discourse.

Week 11: Persuasion, Rhetoric, and Manipulation on Social Media

Venue: MIUC

Key concepts/issues:

Online rhetoric

Social media campaigns

Persuasion online

Literature for this session:

Cerase, A. and C. Santoro (2018) "From Racial Hoaxes to Media Hypes: Fake News' Real Consequences" in From Media Hype to Twitter Storm, ed. P. Vasterman, Amsterdam: Amsterdam University Press, 333–354.

Fuchs, C. (2014) "Twitter and Democracy: A New Public Sphere?" in *Social Media: A Critical Introduction*, London: Sage Publishing, 179–209.

Description:

During this week we will continue exploring rhetorical devices, but with a focus specifically on online persuasion and social media campaigns. Globalized communication networks and social media platforms (Facebook, Twitter, YouTube) have also had a major impact on the nature of communication and persuasion, both in political and commercial discourse.

Week 12: Political Persuasion

Venue: MIUC

Key concepts/issues:

Persuasion in politics

Election campaigns

Political marketing

Political rhetoric

Literature for this session:

Fallis, T. (2017) "Political Advertising" in *The Oxford Handbook of Political Communication*, Oxford: Oxford University Press.

Mercieca, J. (2020) "Introduction" in *Demagogue for President: The Rhetorical Genius of Donald Trump*, College Station: Texas A&M University Press.

Description:

This week is devoted to persuasion in political marketing and political debates. We will discuss advertisement campaigns, political election campaigns and various strategies of marketing from the point of view of persuasion and rhetoric.

Week 13: Public Opinion and Persuasion in Commercial Marketing

Venue: MIUC

Key concepts/issues:

Persuasion and Corporate PR

Public Opinion and PR

Marketing semiotics

Literature for this session:

Wood, E. and I. Somerville, (2016) "Public Relations and Corporate Identity" in *The Public Relations Handbook*, ed. A. Theaker, New York: Routledge, 144–171.

Oswald, L. (2012) "Marketing Semiotics" in *Marketing Semiotics Signs, Strategies, and Brand Value*, Oxford: Oxford University Press, 44–69.

Description:

During this week, we will discuss various methods and strategies of persuasion in commercial marketing and advertising campaigns. Furthermore, we will discuss the cultural and semiotic foundations of commercial marketing and PR.

Week 14: Recap and Case Studies

Venue: MIUC

Key concepts/issues:

Case studies

Literature for this session:

Handouts

<u>Description:</u>

During the final week, we will summarize the main topics covered during the semester, review some case studies and discuss the assignments.