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Teaching social influence: Demonstrations and exercises from the discipline of social psychology

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Education is enhanced when students are able to be active, rather than passive, learners (McKeachie, 2002). Fortunately, social psychologists have a rich history of creating and publishing classroom demonstrations that allow for such active learning. Unfortunately, these demonstrations have been published in diverse journals, teaching manuals, and edited volumes that are not always readily available. The purpose of this article is to review demonstrations and exercises that have been developed for teaching students about social influence. Using an annotated bibliography format, we review more than five dozen techniques that assist instructors in demonstrating such social influence principles as cognitive dissonance, conformity, obedience, deindividuation, propaganda, framing, persuasion, advertising, social norms, and the self-fulfilling prophecy.

When it comes to teaching the core concepts of social influence, there is double good news and some bad news. First the double good news: Students generally find that learning about social influence is one of the more exciting components of their education, and there are a number of interesting demonstrations and exercises for teaching these concepts. The bad news? Much of the material is spread across journals, teaching manuals, and edited volumes, and thus it is difficult for instructors to access it to prepare the best courses possible.

The purpose of this article is to eliminate this bad news by reviewing demonstrations and exercises for teaching about social influence that have been developed within the discipline of social psychology. To accomplish this goal, we review more than 50 exercises for use in teaching about the

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general principles of influence and persuasion, conformity and obedience to authority, social norms, interpersonal and group influence, cognitive dissonance, expectations and the self-fulfilling prophecy, language, framing, and heuristics, advertising and sales, war persuasion and propaganda, and resisting influence. We use an annotated bibliography format in describing these materials.

TEACHING GENERAL PRINCIPLES OF INFLUENCE AND PERSUASION

- Feldman, A., & Lafleur, R. (1999). *Tom Sawyer*: The fence and social psychology. In L. T. Benjamin, B. F. Nodine, R. M. Ernst, & C. B. Broeker (Eds.), *Activities handbook for the teaching of psychology* (Vol. 4, pp. 343–345). Washington, DC: American Psychological Association.

Students read the famous fence-painting passage from Mark Twain's *Tom Sawyer* with the goal of identifying social influence processes such as dissonance, effort justification, overjustification, reframing, and scarcity. (*Time to complete: One class session.*)

- Levine, R. V., Fast, N., & Zimbardo, P. (2004). The power of persuasion: A field exercise. *Teaching of Psychology*, *31*, 136–138.

The authors have developed a two-step approach to teaching about the power of persuasion. First, students are taught the basic principles of the psychology of persuasion. Second, students experience persuasion first-hand by putting themselves in a situation where they will be the targets of professional salespeople or persuasion experts. After placing themselves in the persuasive situation, students write reaction papers pertaining to the experience. (*Time to complete: Minimum of one class session.*)

- Miller, S. (1997). Self-knowledge as an outcome of application journal keeping in social psychology. *Teaching of Psychology*, *24*, 124–125.

This article describes how students can keep a diary of social psychology concepts (including social influence) during a semester-long course. Specifically, students were asked to keep track of experiences in their daily lives that involved the operation of social influence (and other) principles. The exercise is useful for showing the relevance of a science of social influence in our daily lives. (*Time to complete: More than one class session.*)

- Osborn, D. R. (1990). Samuel Butler's *Erewhon* as social psychology. *Teaching of Psychology*, *17*, 115–117.

Students read the utopian novel *Erewhon* with the goal of identifying social influence processes such as conformity, dissonance, and interpersonal attraction. (*Time to complete: Outside class time plus one class session*.)

- Pratkanis, A. R., & Aronson, E. (2001). *Guide to the analysis of propaganda and persuasion*. New York: W. H. Freeman/Worth.

This 175-page study guide is designed to accompany Pratkanis and Aronson's (2001) book *Age of Propaganda*. The guide contains behavioral objectives for each chapter of *Age of Propaganda*. In addition, the study guide presents questions for stimulating discussion of both applied and research aspects of social influence, recommended readings to develop an in-depth understanding of influence topics, suggestions for class projects and activities, films and videos related to social influence, and a list of relevant web sites. (*Time to complete: Variable*.)

- Rider, E. A. (1992). Understanding and applying psychology through use of news clippings. *Teaching of Psychology*, *19*, 161–163.

Students collect newspaper and magazine clippings to illustrate psychological principles. (These principles could include core concepts of social influence such as conformity, influence tactics, norms, etc.) For each clipping, students write a brief description of how the clipping relates to social influence (or other) concepts. (*Time to complete: Used throughout the term*.)

- Roskos-Ewoldsen, D. R., & Roskos-Ewoldsen, B. (2001). Using video clips to teach social psychology. *Teaching of Psychology*, *28*, 212–215.

The authors list a number of major movie clips that can be used to teach such concepts as groupthink, dissonance, persuasion, and obedience. (*Time to complete: Variable*.)

CONFORMITY AND OBEDIENCE TO AUTHORITY

- Bleske-Rechek, A. L. (2001). Obedience, conformity, and social roles: Active learning in a large introductory psychology class. *Teaching of Psychology*, *28*, 260–262.

After being introduced to the concepts of obedience, conformity, and social roles, students are divided into groups and required to use the information to design their own demonstrations of social influence. The demonstrations are acted out in brief skits, which average 2 to 3 minutes in length. (*Time to complete: 75 minutes of class time*.)

- Harton, H. C., Green, L. R., Jackson, C., & Latané, B. (1998). Demonstrating dynamic social impact: Consolidation, clustering,

correlation, and (sometimes) the correct answer. *Teaching of Psychology*, *25*, 31–35.

The authors describe a classroom demonstration of dynamic social impact theory. In this exercise, students discuss their answers to difficult multiple-choice questions with classmates and then answer the questions again. Several methods of data analyses are suggested, each of which should demonstrate consolidation, clustering, correlation, and continuing diversity of multiple-choice responses. (*Time to complete: Less than one class session.*)

- King, M., & Ziegler, M. (1975). *Research projects in social psychology.* [Lab Project 11: Inducing conformity – an experimental technique.] Monterey, CA: Brooks/Cole.

This article describes how students can replicate the Asch line experiment using a ''paper stooge'' manipulation (see Lutsky, below, for a similar procedure). Students are led step by step in creating a conformity experiment that asks participants to pick which of two ambiguous lines is longer. Conformity is created by indicating the choices ostensibly made by others on the response form. (*Time to complete: More than one class session.*)

- King, M., & Ziegler, M. (1975). *Research projects in social psychology.* [Lab Project 12: Modeling effect in a natural setting.] Monterey, CA: Brooks/Cole.

King and Ziegler take students step by step through the creation of an experiment to demonstrate modeling and compliance. In this experiment, students select a behavior to be modeled (e.g., prosocial behaviors such as giving to charity or picking up litter) and then enact that behavior in a natural setting to see how it impacts passers-by. (*Time to complete: More than one class session.*)

- LoSchiavo, F. M., Buckingham, J. T., & Yurak, T. J. (2002). First-day demonstration for social psychology courses. *Teaching of Psychology*, *29*, 216–219.

The authors describe a demonstration in which an instructor has a confederate enter the classroom on the first day of class alone (and without the instructor). Upon arrival, the confederate obtains personal information from the students (e.g., name, address, phone number) and then has the students stand and face the back of the room. Once the students are facing the back of the room, the confederate leaves, and the instructor enters and asks, "What's going on? Why are you all facing the back of the room?" A discussion of several social psychological constructs ensues (see Hunter, 1981, for a similar exercise). (*Time to complete: 10–15 minutes.*)

- Lutsky, N. (1987). Inducing academic suicide: A demonstration of social influence. In V. P. Makosky, L. G. Whittemore, & A. M. Rogers (Eds.), *Activities handbook for the teaching of psychology* (Vol. 2, pp. 123–126). Washington, DC: American Psychological Association.

The purpose of this exercise is to demonstrate that all of us are prone to fall prey to the power of conformity and obedience to authority. In the first part of the exercise, the students learn about Jonestown (through lecture, readings, and audiotapes). Students then write a short paper on the social influence processes that occurred in Jonestown and bring the papers to class for discussion. On that day, the instructor announces: "To facilitate discussion, I'd like you to rip up your papers now." At this point, four confederates rip up their papers. (*Time to complete: Multiple class sessions.*)

- Lutsky, N. (1993). A scheme and variations for studies of social influence in an experimental social psychology laboratory. *Teaching of Psychology*, *20*, 105–107.

Lutsky describes several variations of a laboratory in which his students use a "paper stooge" in the design of social influence experiments. Lutsky's "paper stooge" method requires two identical surveys containing the exact same instructions and 20 response lines. On one of the surveys, all response lines are blank (control group), while on the other survey, eight response lines are filled in with handwritten names and responses (experimental group). After students have participants complete the surveys, they look for differences between the control and experimental group responses. (*Time to complete: More than one class session.*)

- Snellgrove, L. (1981). Public opinion polls and cooperation with authority. In L. T. Benjamin & K. D. Lowman (Eds.), *Activities handbook for the teaching of psychology* (Vol. 1, pp. 151–152). Washington, DC: American Psychological Association.

Students take the role of experimenter by asking passers-by to complete a survey under three conditions of increasing authority: (a) survey for a psychology class, (b) for a local newspaper, or (c) for a Dr. [fictitious name] for a science journal. Results typically show more compliance with the request with increasing authority. (*Time to complete: One class session plus setting and outside class time.*)

- Snyder, C. R. (2003). "Me conform? No way": Classroom demonstrations for sensitizing students to their conformity. *Teaching of Psychology*, *30*, 59–61.

Snyder has developed nine classroom demonstrations, each of which is intended to sensitize college students to their own personal conformity. This

objective is accomplished through the use of such topics as obedience, peer-pressure, self-fulfilling prophecies, need for uniqueness, and the role of clothing in conformity. These demonstrations range from simple attempts at gaining obedience to the use of quantitative measures to educate students about personality and conformity. According to Snyder, students report that these nine demonstrations have made them more aware of the situations in which they conform, in addition to helping them learn how to resist conformity. (*Time to complete: Variable*.)

- Zander, A., & Cohen, A. R. (1955). Attributed social power and group acceptance: A classroom experimental demonstration. *Journal of Abnormal and Social Psychology*, *51*, 490–492.

Zander and Cohen describe a technique that demonstrates how individuals are more likely to attend to those with a good deal of social power in comparison to those with little power. Students organize into groups of seven, where one group member plays the role of a university Dean (high-power role) and another plays the role of a college freshman (low-power role). All group members interact with each other for 10 minutes, at which time their discussions are stopped and attitudes toward the group and its members are assessed. (*Time to complete: Less than one class session*.)

SOCIAL NORMS

- Milgram, S. (1975). *Conformity and independence* [video]. New York: Insight Media.

In this film, Stanley Milgram describes the first assignment students are given in his Introductory Psychology course: go out and break a norm. Students are asked, either alone or with a friend, to engage in a mild form of non-conformist behavior in a public setting—for example, stand backwards in a line, sing on a bus, stand close to someone on an elevator, etc. Students should not break a law or other rule that would create serious trouble. Students are then asked to describe their feelings and the reaction of others as the norm was broken. The exercise is excellent at demonstrating how and why norms are powerful guides to behavior. Pines and Maslach's (1993) Project 6.1 presents forms and materials that can be used to guide students in the completion of this assignment. (*Time to complete: Approximately one class session plus additional time outside of class*.)

- Miserandino, M. (1992). Studying a social norm. *Teaching of Psychology*, *19*, 103–106.

In this demonstration, students identify a social norm and then survey other students' attitudes toward that norm. The results of the survey are then

graphed on a "return potential curve" that represents students' opinions regarding normative behavior. Once the data are graphed, the class discusses the power of social norms held by other students, as well as other related issues. (*Time to complete: At least one class session.*)

- Schneider, F. W. (2002). Applying social psychological concepts to a norm-violation experience. *Teaching of Psychology*, *29*, 36–38.

This article describes a variation of the Milgram "break a norm" assignment (see above). In this variation, students are given the options of actually breaking the norm or just imagining that they did. In addition, students do not pick their norm, instead it is assigned to them by the instructor from a list of eight norms presented in the article. (*Time to complete: Approximately one class session plus additional time outside of class.*)

- Smith, P. (1988). Norms and roles in the small group. In G. M. Breakwell, H. Foot, & R. Gilmour (Eds.), *Doing social psychology* (pp. 291–305). Cambridge, UK: Cambridge University Press.

Smith describes forms and procedure for a small group (such as a class) to assess its own norms and to evaluate how those norms guide behavior. The exercise raises such questions as, when is there consensus about a norm and how did the norm become established in the group. This exercise is designed to increase the student's awareness of social processes. (*Time to complete: One or two class periods, depending on level of data analysis.*)

INTERPERSONAL AND GROUP INFLUENCE

- Breakwell, G. M. (1988). An aspect of prejudice. In G. M. Breakwell, H. Foot, & R. Gilmour (Eds.), *Doing social psychology* (pp. 263–278). Cambridge, UK: Cambridge University Press.

Breakwell presents materials that can be used for showing the effects of in-groups and out-groups (granfalloon tactic). Students are placed into groups based on some pre-existing status (although this could be modified to create minimum groups). These groups then complete a task that results in a product (such as a tower made from paper and tape). Groups then evaluate each other's products, showing a tendency to evaluate one's own products as superior. (*Time to complete: 75 minutes of class time.*)

- Dodd, D. K. (1985). Robbers in the classroom: A deindividuation exercise. *Teaching of Psychology*, *12*, 89–91.

The objective of this exercise is to demonstrate deindividuation by having students anonymously report behaviors they would perform if they were able to do anything humanly possible without being detected or held

responsible. Once reports are turned in, behaviors are rated as being prosocial, antisocial, non-normative, or neutral. This demonstration can be used in conjunction with a lecture or class discussion of how the situation plays a key role in determining behavior. (*Time to complete: Approximately 15 minutes.*)

- Gilmour, R. (1988). Crowd panic: Competing and cooperating in groups. In G. M. Breakwell, H. Foot, & R. Gilmour (Eds.), *Doing social psychology* (pp. 279–290). Cambridge, UK: Cambridge University Press.

This exercise is modeled after a classic study by Mintz in which groups of participants try to remove cones (or other objects) from a bottle. Because only one object can be extracted at a time, a panic tends to ensue (contagion) when a group must act quickly or competitively to remove the objects. Gilmour describes the equipment, procedures, background, and variations to conduct this exercise. (*Time to complete: Approximately one class period.*)

- Goethals, G. R., & Demorest, A. P. (1979). The risky shift is a sure bet. *Teaching of Psychology*, *6*, 177–179.

The authors present materials for replicating the risky shift (risk judgments become more polarized in groups) in classroom settings. This exercise involves groups of students discussing dilemmas to select a course of action. The authors also present data showing that over an 8-year period, risky shift demonstrations were reliably demonstrated in 70 group decisions. (*Time to complete: One class period.*)

- Goldstein, S. B. (1997). The power of stereotypes: A labeling exercise. *Teaching of Psychology*, *24*, 256–258.

This exercise is meant to demonstrate the cognitive, affective, and behavioral impact of stereotypes on both the perceiver and the target. Using badges or other methods of labeling, each student is randomly assigned a "stereotypic trait descriptor" (e.g., childlike, violent, forgetful, cute) that he or she will wear on his or her forehead or back. Students are then instructed to talk to each other for approximately 15 minutes while treating others in accord with their labels. Class discussion then revolves around stereotyping others and the frustration of being stereotyped. (*Time to complete: Approximately 60 minutes.*)

- Lewis, B. P., & Gurung, R. A. (2003). Mixing, matching, and mating: Demonstrating the effect of contrast on relationship satisfaction. *Teaching of Psychology*, *30*, 303–306.

This exercise is designed to dramatically teach the concepts of contrast, similarity and liking, and power in social relationships. Students wear playing cards on their foreheads with the goal of finding another student

who will give a high combined total (see also Ellis & Kelley, 1999). This typically results in student pairs with the same card values (even though they cannot see their own cards). Next, students with higher card values are introduced into the situation, resulting in partner switching (power) and dissatisfaction (contrast effect). (*Time to complete: One class period.*)

- Pines, A. M., & Maslach, C. (1993). *Experiencing social psychology: Readings and projects.* New York: McGraw-Hill.

Pines and Maslach present two sets of forms that facilitate the observation of influence in the real world. Project 2.1 is a student handout that encourages students to look for influence processes in small group discussion (typically in class). Project 12.2 is designed to structure observations of requests for gifts to charity in order to identify what sorts of appeals are most and least effective. (*Time to complete: An hour or so outside of class time plus in class discussion.*)

- Sagarin, B. J., & Lawler-Sagarin, K. A. (2005). Critically evaluating competing theories: An exercise based on the Kitty Genovese Murder. *Teaching of Psychology*, *32*, 167–169.

In this exercise, students are asked to read an account of the murder of Kitty Genovese, along with the ''bystander apathy'' interpretation of the murder. In small groups, students develop competing explanations for the murder. The exercise concludes with students designing experiments to test the competing hypotheses. (*Time to complete: One class session.*)

- Zadro, L., & Williams, K. D. (2006). How do you teach the power of ostracism? Evaluating the train ride demonstration. *Social Influence*, *1*, 84–104.

The authors present instructions, materials, and background reading needed to stage the "O" train role-playing demonstration of ostracism. In this exercises, students pretend that they are on a train. One student is ignored and ostracized during the simulated train ride. The exercise is useful for helping students feel what it is like to be ostracized and to ostracize others, and for providing an understanding of why social pressure can be a powerful influence device. (*Time to complete: One class session.*)

COGNITIVE DISSONANCE

- Carkenord, D. M., & Bullington, J. (1993). Bringing cognitive dissonance to the classroom. *Teaching of Psychology*, *20*, 41–43.

To demonstrate the concept of cognitive dissonance, the authors have developed an in-class exercise that creates dissonance in the student by first

having students complete a survey of their attitudes on four social issues (e.g., world hunger is a serious problem that needs attention). Next, students describe their behavior in regard to these four issues (e.g., do you personally do anything to lessen world hunger?). The exercise allows the student to experience dissonance (hypocrisy) and thus can serve as a launching point for discussing the role of dissonance in social influence. (*Time to complete: Less that one class session*.)

- Miller, R. L., Wozniak, W. J., Rust, M. R., Miller, B. R., & Slezak, J. (1996). Counter-attitudinal advocacy as a means of enhancing instructional effectiveness: How to teach students what they do not want to know. *Teaching of Psychology*, *23*, 215–219.

The authors have several students prepare essays arguing for the scientifically sound but often counter-attitudinal proposition that paranormal phenomena do not exist. Other students merely read an essay on this topic. The demonstration is useful for showing the effectiveness of the dissonance-based procedure of counter-attitudinal role playing for changing attitudes (see Budesheim & Lundquist, 1999, for a similar procedure). (*Time to complete: Approximately one class session or longer*.)

EXPECTATIONS AND THE SELF-FULFILLING PROPHECY

- Berrenberg, J. L. (1987). A classroom exercise in impression formation. *Teaching of Psychology*, *14*, 169–170.

This three-part exercise is meant to demonstrate how easy it is for individuals to form impressions of those with whom they are unfamiliar. In essence, students form impressions as to demographic and personality factors associated with a stranger depicted in a photo. These impressions are then compared to the displayed individual's actual demographic and personality characteristics. Lastly, a class discussion revolves around such issues as how easy it is to form impressions of others and how confident individuals are in these impressions. (*Time to complete: A few minutes to obtain photos and approximately 45 minutes of a subsequent class*.)

- Fernald, P. S., & Fernald, L. D. (1981). Level of aspiration. In L. T. Benjamin & K. D. Lowman (Eds.), *Activities handbook for the teaching of psychology* (Vol. 1, pp. 183–184). Washington, DC: American Psychological Association.

College student volunteers are asked to draw out as many marbles as they can from a coffee can. Before attempting the task, the student is told that

"most high-school students draw out 15 marbles in 30 seconds" or "30 marbles in 30 seconds", in order to set expectations (level of aspiration). The student is then asked how many marbles he or she will draw, and then performs the task. Results usually show (a) higher aspirations for the 30 vs 15 marbles and (b) performance consistent with aspirations. (*Time to complete: Approximately one class session.*)

- Hebl, M. R., & King, E. B. (2004). You are what you wear: An interactive demonstration of the self-fulfilling prophecy. *Teaching of Psychology*, *31*, 260–262.

To demonstrate the self-fulfilling prophecy, the authors have five of their students volunteer to wear baseball caps with labels on them (e.g., intelligent, attractive, lazy). These students are instructed to treat each other in accord with their labels while working on several tasks. Although students are not aware of their own label, they begin acting in accord with their label, thus demonstrating the self-fulfilling prophecy (see Goldstein, 1997, and Kasschau, Fordham, Stewart, McCombs, & Smith, 1981, for similar exercises). (*Time to complete: Approximately one class session.*)

- McAndrew, F. T. (1985). A classroom demonstration of the primacy effect in the attribution of ability. *Teaching of Psychology*, *12*, 209–211.

The author presents a procedure (materials, instructions to students, and an answer key) for a classroom demonstration of the primacy effect in the attribution of ability. The exercise asks students to correct the answer sheets from a multiple-choice test taken by two hypothetical students (see Watson, 1987, for a similar exercise). (*Time to complete: Approximately one class session.*)

- Symbaluk, D. G., & Cameron, J. (1998). The warm–cold study: A classroom demonstration of impression formation. *Teaching of Psychology*, *25*, 287–289.

The authors present materials for replicating the classic experiments by Asch and by Kelley showing how expectations (whether a person is labeled as warm or cold interpersonally) will impact subsequent impressions. Subsequent discussion focuses on (a) the influence processes involved in labeling and (b) ethical issues in research (see Lasswell, Ruch, Gorfein, & Warren, 1981, for a similar exercise). (*Time to complete: Approximately one class session.*)

LANGUAGE, FRAMING, AND HEURISTICS

- Madson, L. (2005). Demonstrating the importance of question wording on surveys. *Teaching of Psychology*, *32*, 40–43.

Madson demonstrates the importance of wording survey items properly by having students compare data from two surveys that measure the same issues, but are worded differently. Based on the results of the two surveys, issues related to framing and response scales are addressed. (*Time to complete: More than one class session*.)

- Morrow, J. (2002). Demonstrating the anchoring-adjustment heuristic and the power of the situation. *Teaching of Psychology*, *29*, 129–132.

Students draw a number out of a hat. After drawing either a low or high number, students estimate the number of stroke-related deaths that occur in the United States per year. In general, students under- and over-estimate the number of deaths depending on the number drawn from the hat, especially if they are unfamiliar with the topic. (*Time to complete: 30 minutes*.)

- Swinkels, A. (2003). An effective exercise for teaching cognitive heuristics. *Teaching of Psychology*, *30*, 120–122.

Students complete a handout of four questions designed to illustrate the concepts of representativeness, availability (accessibility), simulation, and anchoring and adjustment. Subsequent discussion centers on the pitfalls that can occur in decision making due to cognitive biases. (*Time to complete: 5 minutes plus discussion*.)

ADVERTISING AND SALES

- Carlsmith, K. M., & Cooper, J. (2002). A persuasive example of collaborative learning. *Teaching of Psychology*, *29*, 132–135.

This exercise teaches two sets of influence principles at once—group process and social marketing. Students are first given instructions on how to work in small groups. Next, students in these groups create persuasion campaigns to change attitudes and behaviors (such as increasing orange juice consumption or museum attendance). (*Time to complete: Throughout the term or semester*.)

- Eggleston, T., & Gibbons, F. X. (1999). The Marlboro cowboy versus the Surgeon General: Who is winning the war on smoking. In L. T. Benjamin, B. F. Nodine, R. M. Ernst, & C. B. Broeker (Eds.), *Activities handbook for the teaching of psychology* (Vol. 4, pp. 336–340). Washington, DC: American Psychological Association.

This exercise begins with a lecture on the social influence processes involved in taking up smoking. Next, students evaluate cigarette ads using a handout that asks about such things as the types of images in the ads and the nature

of the warning label. The answers to the question on the handout are then use to create a discussion on how cigarettes are marketed. (*Time to complete: A lecture plus a class session*.)

- Gronlund, S. D., & Lewandowsky, S. (1992). Making TV commercials as a teaching aid for cognitive psychology. *Teaching of Psychology*, *19*, 158–160.

The authors describe a major course project: to design, script, film, and defend orally a TV commercial for a fictitious product or service. Students must incorporate social influence principles in their ads. (The authors list cognitive principles but these could be supplemented with influence tactics.) The exercise is useful for demonstrating how influence is produced. (*Time to complete: A term or semester*.)

- Jones, M. (1994). Linking dispositions and social behavior: Self-monitoring and advertising preferences. *Teaching of Psychology*, *21*, 160–161.

The purpose of this demonstration is to inform students of how dispositions influence social behavior. Specifically, this demonstration focuses on how self-monitoring influences perceptions of magazine ads. Students complete the 18-item Self-Monitoring Scale (Snyder & Gangestad, 1986) and then rate 10 ads (5 image oriented and 5 quality based) as to whether they are effective and appealing. Jones provides several discussion topics to be addressed with students after examining the relationship between self-monitoring and student ratings. (*Time to complete: Approximately one class session*.)

- Makosky, V. P. (1985). Identifying major techniques of persuasion. *Teaching of Psychology*, *12*, 42–43.

The author has created a classroom demonstration that teaches students to detect the types of persuasive techniques used in magazine advertisements. Specifically, this exercise covers the common persuasive techniques of (1) appealing to or creating needs, (2) social and prestige suggestion, and (3) the use of emotionally loaded words and pictures. In the article, several variants of the technique are discussed (e.g., comparing ads from expensive magazines to ads from inexpensive magazines). (For similar exercises see Fernald & Fernald, 1987; Kasschau, 1981; Lloyd, 1987. Pines & Maslach's, 1993, Project 2.2 presents forms that can be used to guide students in the completion of this assignment.) (*Time to complete: Approximately one class session*.)

WAR PERSUASION AND PROPAGANDA

- King, S. B. (2004). PSYOP and persuasion: Applying social psychology and becoming an informed citizen. *Teaching of Psychology*, *31*, 27–30.

In this demonstration students first familiarize themselves with principles of social influence and then examine persuasive tools such as posters and leaflets used during wars (e.g., WWI, WWII, Kosovo, Iraq, etc.). Subsequent discussion centers on how influence was used in each device, legal and ethical issues, and distinguishing between persuasion and propaganda. Lastly, students consider ways to inoculate themselves against such persuasion and propaganda. Included in this article is a table of many propaganda archive web sites. (*Time to complete: Less than one class session.*)

RESISTING INFLUENCE

- Institute for Propaganda Analysis. (1938). *Propaganda: How to recognize it and deal with it*. New York: Institute for Propaganda Analysis.
- Edwards, V. (1938). *Group leader's guide to propaganda analysis*. New York: Institute for Propaganda Analysis.
- Institute for Propaganda Analysis. (1938–1941). *Bulletins to help the intelligent citizen detect and analyze propaganda.* New York: Institute for Propaganda Analysis.

The Institute for Propaganda Analysis (IPA) was perhaps the first organized effort to teach people how to resist influence. The IPA was a group of academics that produced scholarly articles on persuasion, educational manuals to help schools teach about propaganda, and a monthly bulletin about the use of propaganda in current events. For example, Edwards' *Group Leader's Guide* describes how propaganda works, illustrates how the scientific method can be used in critical thinking about issues, and presents exercises and discussion questions to guide detection of propaganda in literature, art, music, consumerism, and journalism. (The IPA's *Propaganda* presents a similar discussion.) The *Bulletin* analyzed the propaganda techniques involved in such issues as Hitler's use of religion, the 1940 US Presidential election, war propaganda, Father Coughlin, and Huey P. Long's anti-A&P (grocery store) campaign, along with presenting a scientific analysis of these issues. These materials were used in over 350 schools and colleges and taught a generation about social influence. Although these materials are dated (but not as much as one would expect), they can still be used as a source of ideas for exercises and discussion generation in teaching resistance to propaganda. (*Time to complete: variable*.)

- Plous, S. (2000). Responding to overt displays of prejudice: A role-playing exercise. *Teaching of Psychology*, *27*, 198–200.

Plous has developed a role-playing exercise to teach students how to respond to prejudice. In this exercise, one student role-plays a person

making a prejudice remark, another role-plays someone attempting to respond to the remark, and others observe and give feedback about the response. The exercise can easily be adapted to teach responses to other forms of social influence (such as sales pitches, advertising, and peer pressure). (*Time to complete: One class session.*)

- Richey, H.W. (1976). Teaching techniques of resistance to unwarranted social pressure. *College Student Journal*, *10*, 33–39.

After a brief review of the compliance and obedience literature, Richey turns his attention to ways in which instructors can help their students overcome the frequent urge to submit passively to social pressure. Accordingly, students should be made aware of their inclinations to conform, as well as being taught how to resist social pressures. To assist with these duties, Richey recommends several videos, classroom demonstrations, and simulations that will help inoculate students against influence attempts. (*Time to complete: variable.*)

REFERENCES

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