Communicology 764
(CRN 88358)

Seminar in Persuasion & Influence: Interrogation & Interviewing
Spring 2013

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Classroom: BUSAD E201
Time: W 3-5:30pm

Readings:


Readings on Laulima

Course Description: Communicology 764 examines the process of interviewing and interrogation in formal settings (e.g., Law Enforcement/FBI and Military/CIA). Specifically, we will look at how persuasion and coercion are used in the pursuit of truth and/or confession, how persuasive messages are used by those who wish to withhold information and refuse to cooperate, and how innocent individuals attempt to persuade investigators of their innocence. We will look at interviewing and interrogation models, theories that help explain the persuasive aspects of interviewing and interrogations, why and how some “questioning” techniques work and why others do not, and we will delve into the subjects of deception and ethics and how they are essential components of interviewing and interrogations. Throughout the course, the primary focus will be on the communicative actions employed during these interactions and the ethical and legal considerations that inform decisions made.

Attendance: Regular attendance is expected.

E-mails: “Email is an official means of communication within the University” (Executive Policy E2.213, p. 2, sec II. B.), and your UH email account is “the official email address within the University” (Executive Policy E2.213, p. 2, sec II. C.). You will need to check your UH email for announcements, changes, and reminders; alternate email accounts will not be used.

Students may redirect email from their official UH address to another address. However, the University cannot guarantee the proper handling of email by external vendors or by department servers. Redirecting e-mail does not absolve the student from responsibilities associated with communication sent to an official UH email address.

Students who forward e-mail do so entirely at their own risk (Executive Policy E2.213, p. 7, see VI. D.)

Academic Integrity: Academic dishonesty includes both cheating and plagiarism. The penalties for academic dishonesty are severe, resulting in failure of the assignment, failure of the course, or in extreme cases dismissal from the University. You are expected to have full knowledge of the University’s Student Conduct Code found at: http://www.catalog.hawaii.edu/about-uh/campus-policies1.htm
To learn more about plagiarism, what it is and how to avoid it, visit the following website: http://www.plagiarism.org/

**Participation (20%)**: This class will be presented in dialogue form. Each week, you will have a number of articles/book chapters to read. At the next class session, I will ask each student to comment on each reading. Questions such as: what are the main points of the author? What are the strengths and weaknesses of the readings/ideas? Are the claims that the author[s] make valid and logical? How do ethics play a role the elements in the readings? What claims do you not agree with or agree with and why? And so on.

**Reaction Papers (40%)**: Each week you will read 3-4 articles/chapters dealing with interviewing and/or interrogation. For each article/chapter, you are to write a short reaction paper. Reaction papers should NOT be summaries of the articles/chapters, but instead, reaction papers should be your own original thoughts, ideas, and critiques of the articles/chapters. This assignment requires critical thinking. I am more interested in your ideas and responses to the articles rather than a recap of what the class and I already read. Here are a few questions to think about while reading the articles/chapters:

1. What are the strengths and the weaknesses of the article/chapter?
2. Are the claims that the authors make valid and logical? Why? If not, why?
3. Are the findings generalizable to the greater population? Explain.
4. Are there any findings that surprised you? Why?
5. Given the content of the article/chapter, what do you think researchers should be studying in the future?
6. What comments/statements/claims in the reading affect you in a positive or negative way? Explain.
7. What do you think about the argument(s) that is(are) made?
8. What would you add to the argument(s) to strengthen the position(s)/claim(s)?
9. How do ethical considerations play a role in the reading?

There are many different ways to approach a reaction paper, and I do not expect you to address all of the questions above. You should focus on one or two questions only. Also, you may want to address issues that are not expressed above. Each response paper should be 1-2 pages in length. Get to the point. Also, do not address the same question for each of your papers.

**Writing the Reaction Paper:**
- Reactions papers should have thesis statements.
- You need to plan your papers carefully. One to two page papers are not very long. You need to express yourself in a concise and direct manner and pick out the most important ideas to write about.
- Challenge yourself! Do your best to come up with original ideas and thoughts that can be used for class discussion.
- Critiquing the author’s writing style is not an acceptable reaction paper. I want you to focus on the content of the articles.
- Although I will be concerned with your writing style, grammar, punctuation, etc., I am mainly interested in the content of your paper, how well you develop your arguments, the logic of your arguments, and clarity of original thought. This is where the bulk of your grade will come from. All reaction paper grades will then be averaged for the overall reaction paper grade.
- No late papers will be accepted
- I encourage you to discuss the papers with each other outside of class; however, the actual writing of the papers need to be your own work and ideas.
- Use APA format

**Final Paper (40%)**: Here are some options to choose from:
1. You may write a research proposal for some aspect of interviewing/interrogation, which includes a rationale, a literature review, the development of research question(s) and/or hypotheses, and a suggested method section.
2. You may write a comprehensive literature review of any topic dealing with law enforcement/military interviewing/interrogation.
3. You may write a concept/theory paper that develops or extends previous ideas covered in class and/or your readings.
4. Talk with me about any other option.

Any one of these options may be used as a path toward a thesis, conference paper, or publication. I will be more than willing to help you with each of these goals. The professor must approve each of the above options.
Regardless of your choice, you will be expected to present your paper/research to the class during the last class of the semester. The paper/research and presentation of the paper/research will be worth 40% of your grade, 10% for your paper presentation (last day of class–15 minutes and 10 minutes for discussion and questions) and 30% for the actual paper.

**Final Grading Divisions**

Grades will be assigned on the following basis:

- A+ = 96.5-100
- A = 92.5-96.4
- A- = 89.5-92.4
- B+ = 86.5-89.4
- B = 82.5-86.4
- B- = 79.5-82.4
- C+ = 76.5-79.4
- C- = 69.5-76.4 (no C- given)
- D+ = 66.5-69.4
- D = 62.5-66.4
- D- = 59.5-62.4
- F < 59.4