

Communication 7840
Mass Communication & the Individual

Spring 2014

Tuesday/Thursday 9:35-10:55am

3116 Derby Hall

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Office hours: Tues 2:00-3:00 and by appointment

Reading

Bryant, J., & Oliver, M. B. (2009). *Media effects: Advances in theory and research* (3rd Edition). New York, NY: Routledge.

*Additional required readings are available on our class website: carmen.osu.edu

Course Description

This course provides an introduction to prominent theory and research on media use and effects at the individual level. Our purpose is to explore the major theoretical perspectives pertaining to the social and psychological effects of media on viewers and the ways that viewers select, understand, interpret, and react to media content. Specifically, we will examine how and why individuals choose media, how they process media messages, and the intended and unintended effects of this media use. We will focus on research conducted within a social scientific framework. Our readings and class meetings will be guided by the major theoretical approaches in this area. Within the context of these theories, we will read empirical studies across a variety of media topics (e.g., media violence, health, political, entertainment media, news media, etc.)

Specific objectives of the course are:

- 1) Give students a sense of both the “classic” and current research on media effects.
- 2) Provide thoughtful discussion, critique, and extension of current theorizing and research
- 3) Allow students to select a media topic and design a research project that advances theory

Format & Participation

Given that this course is a graduate seminar, most of our class time will be dedicated to collective discussion. This means that you should master the reading assignments and come to class prepared with questions, criticisms, and comments. In class, I will provide some background information and clarify portions of the readings when needed. However, I will rely primarily on your comments and questions to guide our class discussions. As such, you should read the material with an eye for generating questions and discussion in class.

Course Requirements

Grades will be determined on the basis of regular and active participation in seminar discussion (15%), discussion questions and reading response papers (20%), a peer review of a research proposal (10%), and a research paper and corresponding paper benchmarks (55%).

Seminar Participation

15 percent of your grade in this course will be based on regular and thoughtful participation in seminar discussion. It is not enough for you to merely come to class or to do the readings. Rather, you must actively discuss the readings and engage in discussion with other students. Each student should come to class ready to discuss the readings and raise questions about them. To this end, each student will contribute to the development of a classroom environment where ideas are examined from various perspectives.

In combination with regular and thoughtful participation, please also treat others (your classmates and me) with respect while they are speaking. This means giving them/me your full and undivided attention. While I understand the use of laptops in class for taking notes and/or referring to assigned readings, they should not be used for anything else under any circumstances during class. Please do not check your email, send email, work on other academic material, or really do anything unrelated to this seminar while we are holding class.

Discussion Questions

To facilitate class discussion, you should bring discussion questions to each class meeting for which readings have been assigned. You should have *at least* one discussion question raised by each of the assigned readings OR several questions that span themes related to the readings in the aggregate. You will be asked to share these questions in seminar in order to facilitate our group discussion. To get you thinking along the right track, your questions *may* be related to:

- Portions of the readings you disagree with
- Broader theoretical issues raised by the readings
- Empirical and/or theoretical questions raised by the readings
- How the readings relate to or contradict previous readings or other research in the field

Discussion questions should be uploaded to the Carmen Dropbox by 8:00am the morning of class.

Reading Response Papers

For approximately 1/3 of the class meetings you will be expected to prepare a typed reaction to the assigned readings. Each reaction paper will be 1-3 typed pages (following normal APA font and formatting). The details of these papers are as follows:

1. In addition to the required discussion questions, each student will be asked to sign up for 5 class periods throughout the semester. On your selected day, you should prepare a reaction paper prior to class and post it to Carmen no later than noon the day before class meets. Each reaction paper should be 2-3 typed pages and will include a brief, but thoughtful, reaction to the readings. In your reaction, do not spend time summarizing the readings, but rather get right

to your evaluations, comments, and critique. In your reaction, you may wish to address the following:

- How does this theory/research overlap and diverge from others we have discussed (or those we haven't discussed)?
- Are there any flaws or inconsistencies in the studies and/or arguments being made?
- Are additional questions raised by the theory and/or research results?
- Are you convinced? Why or why not?
- What are the implications (practical or theoretical) of the conclusions reached by the authors?
- What future research is needed in this area? **Particularly, how can this theory apply to your research interest/area?**

2. For our class meeting on April 3rd, each student will be asked to select and respond to an article consistent with that day's theme (looking forward, looking back).

All reading response papers should be uploaded to the Carmen drop box noon on the day before class (i.e., Monday morning/Wednesday morning). Additional details about the response papers and how they will be evaluated are posted on Carmen.

Research Paper

In a 15-25 page research paper, you should propose an original, theoretically driven, study concerning mass communication and the individual. You should propose a study that addresses a gap in the literature on a particular topic and/or theory in media effects. You are not expected to collect data during the semester, but I encourage you to select a paper topic you are interested in completing after the semester is over.

The paper should follow standard APA formatting guidelines. Include a brief introduction, a thorough review of the theoretical question of interest, past literature that provides a compelling rationale for the study, a statement of the hypotheses and/or research questions, a detailed method section identifying how you will carry out the study, and a discussion section that highlights what will be learned from the data, strengths and limitations of the study.

Your papers will be evaluated based on your ability to identify a theoretically driven research question/hypothesis that improves our understanding of some phenomenon, your review of relevant literature and construction of a logical argument that leads to a set of testable hypotheses, and the appropriateness of your design of a study to test those hypotheses.

At several points during the semester, you will be asked to report on your paper progress (topic selection, rationale, hypotheses, and research design). You will also present your finished paper to the class and receive a detailed "review" of your research plan. Additional details about these paper benchmarks, the paper assignment, and how they will be evaluated are posted on Carmen.

2/13	Paper prospectus due
3/6	Summary of your research design due
3/27	Paper outlines due
4/3	Final papers due
4/17	Peer reviews due
4/15-4/17	Presentation to class of your final research proposal.

Late work is penalized unless an extension is granted beforehand. In addition, please let me know in advance if you must miss a class meeting.

Academic Integrity

All students at the Ohio State University are bound by the code of student conduct (see http://studentaffairs.osu.edu/resource_csc.asp). Any evidence of academic misconduct will be reported to the Committee on Academic Misconduct in accordance with the Ohio State University Code of Student Conduct and the rules of faculty governance. Academic misconduct is any activity that compromises the academic integrity of the institution or subverts the educational process. Examples of academic misconduct can be found at the above website.

Accommodations

Any student who feels he or she may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

Tentative Class Schedule*

Week	Date	Topic
1	Tu 1/7	Classes Cancelled (Polar Vortex)
	Th 1/9	Introduction to Class
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2	Tu 1/14	Introduction to Media Research & Theory
		<p>Bryant, J., & Zillmann, D. (2009). A retrospective and prospective look at media effects. In R. L. Nabi, & M. B. Oliver (Eds.), <i>The sage handbook of media processes and effects</i> (pp. 9-17). Thousand Oaks, CA: Sage.</p> <p>Neuman, W. R., & Guggenheim, L. (2011). The evolution of media effects theory: A six-stage model of cumulative influence. <i>Communication Theory</i>, 21, 169-196.</p> <p>Bryant, J., & Cummins, R. G. (2007). Traditions of mass media theory and research. In R. W. Preiss, B. M. Gayle, N. Burrell, M. Allen, & J. Bryant (Eds.), <i>Mass media effects research: Advances through meta-analysis</i> (pp. 1-14). Mahwah, NJ: Lawrence Erlbaum Associates.</p>
	Th 1/16	Understanding Media "Effects"
		<p>Perse, E. (2007). Meta-analysis: Demonstrating the power of mass communication. In R. W. Preiss, B. M. Gayle, N. Burrell, M. Allen, & J. Bryant (Eds.), <i>Mass media effects research: Advances through meta-analysis</i> (pp. 467-488). Mahwah, NJ: Lawrence Erlbaum Associates.</p> <p>Potter, W. J., & Riddle, K. (2007). A content analysis of the media effects literature. <i>Journalism and Mass Communication Quarterly</i>, 84(1), 90-104.</p> <p>Potter, W. J. (2011). Conceptualizing mass media effect. <i>Journal of Communication</i>, 61, 896-915.</p>
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3	Tu 1/21	Media selection and enjoyment
		<p>Rubin, A. M. (2009). Uses-and-gratifications perspective of media effects. In J. Bryant & M. B. Oliver (Eds.), <i>Media effects: Advances in theory and research</i> (3rd ed., pp. 165-184). New York, NY: Routledge.</p> <p>Oliver, M. B., & Krakowiak, K. M. (2009). Individual differences in media effects. In J. Bryant & M. B. Oliver (Eds.), <i>Media effects: Advances in theory and research</i> (3rd ed., pp. 517-531). New York, NY: Routledge.</p>

Vidmar, N., & Rokeach, M. (1974). Archie Bunker's bigotry: A study in selective perception and exposure. *Journal of Communication, 24*, 36-47.

Th 1/23 Media Selection & Enjoyment

Oliver, M. B. (2003). Mood management and selective exposure. In J. Bryant, D. Roskos-Ewoldsen, & J. Cantor (Eds.), *Communication and emotion: Essays in honor of Dolf Zillmann* (pp. 85-106) Mahwah, NJ: Lawrence Erlbaum Associates.

Knobloch, S. (2003). Mood adjustment via mass communication. *Journal of Communication, 53*(2), 233-250.

Oliver, M. B. (2008). Tender affective states as predictors of entertainment preference. *Journal of Communication, 58*, 40-61.

4 Tu 1/28 Media Selection & Enjoyment

Vorderer, P., & Hartman, T. (2009). Entertainment and enjoyment as media effects. In J. Bryant & M. B. Oliver (Eds.), *Media effects: Advances in theory and research* (3rd ed., pp. 532-550). New York, NY: Routledge.

Zillmann, D. (1971). Excitation transfer in communication-mediated aggressive behavior. *Journal of Experimental Social Psychology, 7*, 419-434.

Oliver, M. B., & Raney, A. A. (2011). Entertainment as pleasurable and meaningful: Identifying hedonic and eudaimonic motivations for entertainment consumption. *Journal of Communication, 61*, 984-1004.

Th 1/30 PAPER: Preliminary topic idea(s) due today

5 Tu 2/4 Social Cognitive Theory

Bandura, A. (2009). Social cognitive theory of mass communication. In J. Bryant & M. B. Oliver (Eds.), *Media effects: Advances in theory and research* (3rd ed., pp. 94-124). New York, NY: Routledge.

Nabi, R. L., & Clark, S. (2008). Exploring the limits of social cognitive theory: Why negatively reinforced behaviors on TV may be modeled anyway. *Journal of Communication, 58*, 407-427.

Th 2/6 Priming & Spreading Activation

Roskos-Ewoldsen, D. R., Roskos-Ewoldsen, B., & Caprentier, F. D. (2009). Media priming: An updated synthesis. In J. Bryant & M. B. Oliver (Eds.), *Media effects: Advances in theory and research* (3rd ed., pp. 74-93). New York, NY: Routledge.

Berkowitz, L. (1984). Some effects of thoughts on anti- and prosocial influences of media events: A cognitive-neoassociation analysis. *Psychological Bulletin*, *95*(3), 410-427.

6 Tu 2/11 Agenda-Setting and Framing

McCombs, M., & Reynolds, A. (2009). How the news shapes our civic agenda. In J. Bryant & M. B. Oliver (Eds.), *Media effects: Advances in theory and research* (3rd ed., pp. 1-16). New York, NY: Routledge.

Tewksbury, D., & Scheufele, D. A. (2009). News framing theory and research. In J. Bryant & M. B. Oliver (Eds.), *Media effects: Advances in theory and research* (3rd ed., pp. 17-33). New York, NY: Routledge.

Lecheler, S., & de Vreese, C. H. (2011). Getting real: The duration of framing effects. *Journal of Communication*, *61*, 959-983.

Th 2/13 Cumulative Effects & Cultivation PAPER: Prospectus due today

Morgan, M., & Signorielli, N., & Shanahan, J., & Signorielli, N. (2009). Growing up with television: Cultivation processes. In J. Bryant & M. B. Oliver (Eds.), *Media effects: Advances in theory and research* (3rd ed., pp. 34-49). New York, NY: Routledge.

Potter, W. J. (1993). Cultivation theory and research: A conceptual critique. *Human Communication Research*, *19*(4), 564-601.

Lee, C.-J., & Niederdeppe, J. (2011). Genre-specific cultivation effects: Lagged associations between overall TV viewing, local TV news viewing, and fatalistic beliefs about cancer prevention. *Communication Research*, *38*, 731-753.

7 Tu 2/18 Individual final paper meetings (schedule a time slot)

Th 2/20 Individual final paper meetings (schedule a time slot)

8 Tu 2/25 Cultivation & Delayed Effects

Shrum, L. J. (2009). Media consumption and perceptions of social reality: Effects and underlying processes. In J. Bryant & M. B. Oliver (Eds.), *Media effects: Advances in theory and research* (3rd ed., pp.50-73). New York, NY: Routledge.

Riddle, K., Potter, W. J., Metzger, M., Nabi, R. L., & Linz, D. G. (2011). Beyond cultivation: Exploring the effects of frequency, recency, and vivid autobiographical memories for violent media. *Media Psychology, 14*, 168-191.

Jensen, J. D., Bernat, J. K., Wilson, K. M., & Goonewardene, J. (2011). The delay hypothesis: The manifestation of media effects over time. *Human Communication Research, 37*, 509-528.

Th 2/27 Desensitization

Linz, D. G., Donnerstein, E., & Penrod, S. (1988). Effects of long-term exposure to violent and sexually degrading depictions of women. *Journal of Personality and Social Psychology, 55*(5), 758-768.

Carnagey, N. L., Anderson, C. A., & Bushman, B. J. (2007). The effect of video game violence on physiological desensitization to real-life violence. *Journal of Experimental Social Psychology, 43*(3), 489-496.

Drabman, R. S., & Thomas, M. H. (1974). Does media violence increase children's toleration of real-life aggression? *Developmental Psychology, 10*(3), 418-421.

9 Tu 3/4 Indirect and Third Person Effects

Perloff, R. M. (2009). Mass media, social perception, and the third-person effect. In J. Bryant & M. B. Oliver (Eds.), *Media effects Advances in theory and research* (3rd ed., pp. 252-268). New York, NY: Routledge.

Tal-Or, N., Tsfati, Y., & Gunther, A. C. (2009). The influence of presumed media influence: Origins and implications of the third-person perception. In R. L. Nabi, & M. B. Oliver (Eds.), *The Sage handbook of media processes and effects* (pp. 99-112). Thousand Oaks, CA: Sage.

Gunther, A. C., & Storey, J. D. (2003). The influence of presumed influence. *Journal of Communication, 53*(2), 199-215.

Th 3/6 Media and Persuasion PAPER: Design & Method Due

Petty, R. E., Brinol, P., & Priester, J. R. (2009). Mass media attitude change: Implications of the elaboration likelihood model of persuasion. In J. Bryant & M. B. Oliver (Eds.), *Media effects:*

Advances in theory and research (3rd ed., pp. 125-164). New York, NY: Routledge.

Rice, R. E., & Atkin, C. K. (2009). Public communication campaigns: Theoretical principles and practical applications. In J. Bryant & M. B. Oliver (Eds.), *Media effects: Advances in theory and research* (3rd ed., pp. 436-483). New York, NY: Routledge.

Nabi, R. L., & Moyer-Gusé, E. The psychology underlying media-based persuasion. In K. E. Dill (Ed.), *The Oxford handbook of media psychology* (pp. 285-301). Oxford University Press.

10 Tu 3/18 Relationships with Media Characters

Cohen, J. (2009). Mediated relationships and media effects: Parasocial interaction and identification. In R. L. Nabi, & M. B. Oliver (Eds.), *The Sage handbook of media processes and effects* (pp. 223-236). Thousand Oaks, CA: Sage.

Schiappa, E., Gregg, P. B., & Hewes, D. E. (2005). The parasocial contact hypothesis. *Communication Monographs*, 72(1), 92-115.

Th 3/20 Relationships w/ Characters and Narrative Persuasion

Moyer-Gusé, E. (2008). Toward a theory of entertainment persuasion: Explaining the persuasive effects of entertainment-education messages. *Communication Theory*, 18(3), 407-425.

Green, M. C., & Brock, T. C. (2000). The role of transportation in the persuasiveness of public narratives. *Journal of Personality and Social Psychology*, 79(5), 701-721.

Moyer-Gusé, E., Chung, A., & Jain, P. (2011). Identification with characters and discussion of taboo topics after exposure to an entertainment narrative about sexual health. *Journal of Communication*, 61, 387-406.

11 Tu 3/25 Narrative Persuasion & Entertainment-Education

Caputo, N. M., & Rouner, D. (2011). Narrative processing of entertainment media and mental illness stigma. *Health Communication*, 26, 595-604.

Green, M. C., & Donahue, J. K. (2011). Persistence of belief change in the face of deception: The effect of factual stories revealed to be false. *Media Psychology*, 14, 312-331.

Sestir, M., & Green, M. C. (2010). You are who you watch: Identification and transportation effects on

temporary self-concept. *Social Influence*, 5, 272-288.

Th 3/27

Research Paper Roundtable

Final Paper Outlines due today

12 Tu 4/1 Media, Race/Ethnicity, and Stereotypes

Mastro, D. (2009). Effects of racial and ethnic stereotyping. In J. Bryant & M. B. Oliver (Eds.), *Media effects: Advances in theory and research* (3rd ed., pp. 4325-341). New York, NY: Routledge.

Ortiz, M., & Harwood, J. (2010). A social cognitive theory approach to the effects of mediated intergroup contact on intergroup attitudes. *Journal of Broadcasting & Electronic Media*, 51, 15-631.

Mastro, D., & Tukachinsky, R. (2011). The influence of exemplar versus prototype-based media primes on racial/ethnic evaluations. *Journal of Communication*, 61, 916-937.

Th 4/3

Interpersonal communication and Media Effects

Final Papers Due Today

Chaffee, S. H. (1982). Mass media and interpersonal channels: Competitive, convergent, or complementary? In G. Gumpert and R. Cathcart (Eds.), *Inter/media* (pp. 62-80). New York: Oxford University Press.

David, C., Capella, J. N., & Fishbein, M. (2006). The social diffusion of influence among adolescents: Group interaction in a chat room environment about antidrug advertisements. *Communication Theory*, 16(1), 118-140.

Ivanov, B., Miller, C.H., Compton, J., Averbeck, J. M., Harrison, K. J., Sims, J. D., Parker, K. A., & Parker, J. L. (2012). Effects of postinoculation talk on resistance to influence. *Journal of Communication*, 62, 701-718.

13 Tu 4/8 Viewing context and media effects

Nathanson, A. I. (2004). Factual and evaluative approaches to modifying children's responses to violent television. *Journal of Communication*, 54(2), 321-336.

Zillmann, D., Weaver, J. B., Mundorf, N., & Aust, C. F. (1986). Effects of an opposite-gender companion's affect to horror on distress, delight, and attraction. *Journal of Personality and Social Psychology*, 51(3), 586-594.

Th 4/10 **Looking back, looking forward**

Readings TBD

14 **Tu 4/15** **Student Presentations**

Th 4/17 **Student Presentations**

Peer Reviews Due Today

* Note: Course readings, due dates, and comment paper instructions are subject to change. In such a case, announcements will be made in class.