Communication 7840--Spring 2017
Mass Communication & the Individual
Wednesday/Friday 9:35-10:55am
3116 Derby Hall

Professor: Emily Moyer-Gusé
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Reading
Required readings are available on our class "Canvas" website:

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 (15%) and reading response papers (15%), 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. **Disengagement with the class (e.g., extensive fixation of eye gaze on the laptop screen during presentations/discussions) has no place in a graduate seminar and is not consistent with active participation**. 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 during class.

Discussion Questions
To facilitate class discussion, you should post 2-3 discussion questions for 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 do not need to know the answer to the question you post, but you should be able to describe both why you ask the question and the relevant concepts that you do understand. I will review these questions, and will often use them to guide class conversation or you may be asked to raise these questions in seminar in order to facilitate our group discussion.

Discussion questions should be uploaded to the course website by 7:00pm the day before class. You cannot post a question that has already been asked. Therefore, you need to pay attention to the questions that have already been posted by your classmates. You can, however, build off of your fellow classmates' questions to create a cohesive line of inquiry. Questions should be accompanied by a few sentences that briefly describe/clarify the issue you are trying to raise.

Questions can serve a variety of purposes such as seeking to clarify an issue you find confusing, critically challenging some aspect of a reading, or provoking discussion of a particular issue you find compelling. Overall, try to ask questions that will stimulate a scientific discussion and avoid asking questions that you could easily answer yourself with some additional research

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

Reading Response Papers
For one of our class meetings you will be expected to prepare a typed reaction to the assigned readings. Each reaction paper will be 2-3 typed pages (following normal APA font and formatting). You will sign up for a date of your choice. The details of these papers are as follows:

1. In addition to the required discussion questions, on your selected day, you should prepare a reaction paper prior to class and post it to the course website <u>no later than noon the day before class meets</u>. Your reaction paper should 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? How can this theory apply to your research interest/area?

2. For our class meeting on April 12th, 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 course website by <u>noon on the day before class</u>. Additional details about the response papers and how they will be evaluated are posted on the course website.

Research Paper
In an 8-10 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 the course website.

2/1	Paper topic idea(s) in class
2/22	Paper prospectus due
3/8	Summary of your research design due
3/31	Paper outlines due
4/21	Final papers due
4/14-4/21	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.

School of Communication Diversity Policy:
The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

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   **W 1/11**   **Introduction to Class**

        F 1/13   **Introduction to Media Research & Theory**

Bryant, J., & Zillmann, D. (2009). A retrospective and prospective look at media effects. In R. L. Nabi, &
        M. B. Oliver (Eds.), *The sage handbook of media processes and effects* (pp. 9-17). Thousand
        Oaks, CA: Sage.

Neuman, W. R., & Guggenheim, L. (2011). The evolution of media effects theory: A six-stage model of
        cumulative influence. *Communication Theory, 21*, 169-196.

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.), *Mass media effects research: Advances through
        meta-analysis* (pp. 1-14). Mahwah, NJ: Lawrence Erlbaum Associates.

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2   **W 1/18**   **Understanding Media "Effects"**

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.), *Mass media effects research: Advances through
        meta-analysis* (pp. 467-488). Mahwah, NJ: Lawrence Erlbaum Associates.

Potter, W. J. (2011). Conceptualizing mass media effect. *Journal of Communication, 61*, 896-915.

Valkenburg, P. M, & Peter, J. (2013). Five challenges for the future of media-effects research.
        International Journal of Communication, 7, 197-215.

        F 1/20   **Media Audiences & selection**

Rubin, A. M. (2009). Uses-and-gratifications perspective of media effects. In J. Bryant & M. B. Oliver
        (Eds.), *Media effects: Advances in theory and research* (3rd ed., pp. 165-184). New York, NY:
        Routledge.

Potter, W. J. Conceptualizing the audience. In In R. L. Nabi, & M. B. Oliver (Eds.), *The sage handbook of
        media processes and effects* (pp. 19-34). Thousand Oaks, CA: Sage.

Valkenberg, P. M. (2013). The differential susceptibility to media effects model. *Journal of
        Communication, 63*, 221-243.

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3   W 1/25   Media Selection & Selective Exposure

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. J*ournal of Communication, 53*(2), 233-250.

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

     F 1/27   Media Selection & Enjoyment/Appreciation

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.

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4   W 2/1   PAPER: Preliminary topic idea(s) due today

     F 2/3   Social Cognitive Theory

Bandura, A. (2001). Social cognitive theory of mass communication. *Media Psychology, 3*, 265-299.

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.

Pajares, F., Prestin, A., Chen, J., & Nabi, R. L. (2009). Social cognitive theory and media effects. In R. L. Nabi, & M. B. Oliver (Eds.), *The Sage handbook of media processes and effects* (pp. 19-). Thousand Oaks, CA: Sage.

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5   W 2/8   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.

Yang, G. S., Huesmann, L. R., & Bushman, B. (2014). Effects of playing a violent video game as male versus female avatar on subsequent aggression in male and female players. *Aggressive Behavior*, 40, 537-541.

F 2/10   Agenda-Setting and Framing

Shah, D. V., McLeod, D. M., Gotlieb, M. R., & Lee, N. J. (2009). Framing and agenda setting. In R. L. Nabi, & M. B. Oliver (Eds.), *The sage handbook of media processes and effects* (pp. 83-98). Thousand Oaks, CA: Sage.

Borah, P. (2011). Conceptual issues in framing theory? A systematic examination of a decade's literature. *Journal of Communication, 61*, 246-263.

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

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6   W 2/15   Cumulative Effects & Cultivation

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.

Morgan, M., Shanahan, J., & Signorielli, N. (2015). Yesterday's new cultivation, tomorrow. *Mass Communication and Society, 18*, 674-699

F 2/17   Cultivation & Delayed Effects

Shrum, L. J. (2010). Social cognition and cultivation. In D. R. Roskos-Ewoldsen & J. L. Monahan (Eds.), *Communication and social cognition* (pp.245-272). Mahwah, NJ: Erlbaum.

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.

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7   W 2/22   Desensitization   PAPER: Prospectus due today

Brockmyer, J. F. (2013). Media violence, desensitization, and psychological engagement. In K. E. Dill (Ed.), *The Oxford handbook of media psychology* (pp. 212-222). Oxford University Press.

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.

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

F 2/24   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). Thouand Oaks, CA: Sage.

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8   W 3/1   Individual final paper meetings (schedule a time slot)

F 3/3   Individual final paper meetings (schedule a time slot)

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9   W 3/8   Media and Persuasion   PAPER: Design & Method Due

O'Keefe, D. J. (2009). Theories of Persuasion. In R. L. Nabi, & M. B. Oliver (Eds.), *The Sage handbook of media processes and effects* (pp. 269-282). Thousand Oaks, CA: Sage.

Nabi, R. L., & Moyer-Gusé, E. (2014). The psychology underlying media-based persuasion. In K. E. Dill (Ed.), *The Oxford handbook of media psychology (pp. 285-301)*. Oxford University Press.

F 3/10   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). Thouand Oaks, CA: Sage.

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

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10   W 3/22   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.

F 3/24   Narrative Persuasion & Entertainment-Education

Hoeken, H., & Fikkers, K. M. (2014). Issue-relevant thinking and identification as mechanisms of narrative persuasion. *Poetics, 44*, 84-99.

Tal-Or, N., Boninger, D., Poran, A., & Gleicher, F. (2004). Counterfactual thinking as a mechanism in narrative persuasion. *Human Communication Research, 30*, 301-328.

Zhou, S., & Shapiro, M. A. (2016). Reducing resistance to narrative persuasion about binge drinking: The role of self-activation and habitual drinking behavior. *Health Communication,* 1.12.

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11   W 3/29   Media, Race/Ethnicity, and Stereotypes

Oliver, M. B., Ramasubramanian, S., & Kim, J. (2014). Media and racism. In D. R. Roskos-Ewoldsen & J. L. Monahan (Eds.), *Communication and social cognition* (pp.273-292). Mahwah, NJ: Erlbaum.

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.

Oliver, M. B., Kim, K., Hoewe, J., Chung, M. Y., Ash, E., Woolley, J. K., & Shade, D. D. (2015). Media-induced elevation as a means of enhancing feelings of intergroup connectedness. *Journal of Social Issues, 71*(1), 106-122.

F 3/31   **Research Paper Roundtable**   **Final Paper Outlines due today**

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12   W 4/5   Interpersonal communication and Media Effects

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.

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.

F 4/7   Viewing context and media effects

McDonald, D. G. (2009). Media use and the social environment. In R. L. Nabi, & M. B. Oliver (Eds.), *The sage handbook of media processes and effects* (pp. 251-268). Thousand Oaks, CA: Sage.

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

Banjo, O. O., Wang, Z., Appiah, O., Brown, C., Walther, W., Tchernev, J., Hedstrom, A., & Irwin, M. (2016). Experiencing racial humor with outgroups: A psychophysiological examiniation of co-viewing. *Media Psychology*.

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13   W 4/12   Looking back, looking forward
Readings TBD

F 4/14   Student Presentations

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14   W 4/19   Student Presentations

F 4/21   Student Presentations   Final Papers Due Today

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