

SP24 COMM 4555

Computer Interface & Human Identity

Meeting Times: Tuesdays & Thursdays 9:35 am - 10:55 am

In-Person Lecture Location: Journalism 216

Instructor: Roselyn Lee-Won, Ph.D. (she/her/hers)

Email (preferred means of contact): lee-won.1@osu.edu

Phone Number: 614-292-1006

Zoom Office Hours: Mon 9:00 am - 10:00 am or by appointment
(see Carmen for the Zoom link)

Course Description and Objectives

This course examines what role human identity plays in the ways in which people use computer interfaces (and, more broadly, emerging technologies). We will focus on the following aspects of “human identity”: (a) traits and attributes that characterize an individual/member of a group and (b) traits and attributes that make human beings unique (and distinct from non-human beings). Students will engage themselves with these topics through lectures, readings, video materials, small group discussions, individual project, and writing assignments. By taking this course, students should be able to gain theoretical and empirical knowledge and insights into:

1. How computer interfaces influence users’ self-concept and personal/social identity;
2. How users’ self-concept and personal/social identity shape their experience with computer interfaces; and
3. How cognitive, affective, and behavioral dynamics associated with self-concept and personal/social identity processes shape people’s relationships with computer interfaces.

Mode of Delivery

The delivery format of this course is **HYBRID**. According to the OSU guidelines on instruction modes (<https://teaching.resources.osu.edu/StudentInstructionalModes>), up to 74% of the course content could be delivered online (synchronously on Zoom or asynchronously) in a hybrid class. This means that we will have a mixture of in-person class meetings and asynchronous online content throughout the semester. Zoom meetings will be held only when absolutely necessary.

Course Materials

All required readings are provided on our Carmen Canvas page. See pp. 11-15 of this syllabus for more information on the readings.

Course Requirements and Grading Information

Required Items		Pts
Attendance & Participation in In-Person Class Meetings (15 x 10 pts)		150
Space Survival Task Zoom Participation		10
Starters	Intake Survey	10
	Kick-Off Quiz	10
	Self-Introduction Video	20
Activities for Asynchronous Online Content	Final Project Guidelines Quiz	10
	APA Style Quiz	10
	Generative AI Activity	10
	Uncanny Valley Quiz	10
	Relating to Androids: Posting (10 pts) & Responding (10 pts)	20
Final Project Requirements	Brainstorming (10 pts) and Proposal (20 pts)	30
	Proposal Check-In (10 pts) & Interview Prep Quiz (20 pts)	30
	Interview Documentation: Video (20 pts) & Transcription (30 pts)	50
	Presentation Video (40 pts) & Slides (30 pts)	70
	Q&A: Viewer Question (20 pts) & Presenter Response (20 pts)	40
Course Reflection Paper		20
Exams	Midterm	140
	Final	160
TOTAL		800

Letter Grade	Grade Cut-Off	
	Percentage	Point
A	93%	744
A-	90%	720
B+	87%	696
B	83%	664
B-	80%	640
C+	77%	616
C	73%	584
C-	70%	560
D+	67%	536
D	60%	480
E	< 60%	< 480

Note: Your final letter grade will reflect exactly what is earned and will NOT be manually rounded up.

Attendance & Participation (A&P) Credit for In-Person/Live Sessions

- **Beginning in Week 2**, attendance will be taken for all in-person sessions, unless otherwise specified.
- Each in-person attendance will be worth 10 points of the Attendance & Participation (A&P) credit. Students will be required to sign in at each class to earn this credit.
- Live Zoom participation for an in-person session will not be offered as an option. Instead, all in-person lectures will be recorded and made available on Carmen. Students who miss a class can still earn the A&P credit by (1) watching the lecture recording and (2) completing and submitting lecture notes according to the specified procedures.
 - Students are allowed three “no-questions-asked” absences. To earn the A&P credit for these absences, students must submit completed lecture notes* within one week of the missed class—no documentation required.
 - Beyond the three no-questions-asked absences, earning A&P credit for any additional missed classes will require **valid documentation (e.g., doctor’s note, flight ticket, letter of excuse) to justify the absence.**

**See the Lecture Note Policy*

Starters: Intake Survey, Kick-Off Quiz, and Self-Introduction Video

The three “Starters” assignments are designed to clarify the course requirements for you and to help the instructor understand your needs. The instructions for these assignments will be posted on Carmen.

Activities for Asynchronous Content

Asynchronous course content will be released at 9am on the scheduled date. (Refer to the Course Schedule).

Final Project

Students will undertake a project to explore a topic concerning technology use and human identity (including aspects such as sense of self, personal/social identity, and human-ness) through in-depth interviews. Detailed information will be provided in the Final Project Guidelines.

Course Reflection Paper

At the end of the semester, students will write a reflection paper on theories, concepts, and research findings covered in this course. Detailed instructions will be provided in **Week 11**.

Exams

- We will have two exams (Midterm and Final), which will be administered on Carmen. The exams will comprise true-false, multiple-choice, and short-answer questions—all based on readings, lectures, and other course activities.
- The Final Exam will be semi-cumulative, with approximately 25% of the questions based on the topics covered during the 1st half semester. Specific topics to be included will be detailed in the exam guide.

- Exams will only be rescheduled with a valid and documentable medical or university-approved excuse.

Credit Hour and Work Expectation

This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average. [ASC Honors](#) provides an excellent guide to scheduling and study expectations.

Course Policies

Lecture Notes

- To foster active engagement with the content of live lectures, **lecture notes (which will be posted on the Modules page prior to each class) will include blanks to be filled in.** Students are expected to complete these blanks and take additional notes during class.
- As the course instructor, my responsibility is to ensure fairness for all. Thus, providing complete lecture notes to those who did not attend live lectures would be unfair to those who regularly participate. In the interest of fairness, full lecture slides will NOT be made available.
- Please don't hesitate to reach out if you have any questions about the lecture content.

Late Work

- Late submissions will incur a cumulative penalty of **10% per day late.** The Carmen Canvas system rounds up partial days to the nearest whole number. Thus, **whether a submission is 0.001 days (i.e., approximately 1 minute) or 0.9 days (i.e., approximately 22 hours) late, the Canvas Gradebook will treat it as one full day late and deduct points accordingly.**
- For all Carmen assignment submissions, it is the student's responsibility to be sure the assignment is submitted correctly. **Please be sure to check your Carmen folder after submission to ensure the upload is there and complete.**

E-mail Use

This is a **hybrid** course, so we will frequently rely on email for communication. It is expected that students will check and read emails from the instructor and reach out to the instructor with any questions or concerns regarding course activities. The instructor will make every effort to reply to e-mails within **24 hours on school days**. Responses may be slower on weekends. When contacting the instructor, please note the following:

- Use OSU email system: Carmen Announcements will primarily be used for class-wide (group) communications. For individual correspondence with the instructor, emailing with your OSU email account is encouraged. This helps ensure that your messages are promptly received and addressed.
- Include our course number in the subject line: When contacting the instructor, make sure to include [COMM4555] in your subject line. Failing to do so may delay response.
- Follow proper business/professional email etiquette when you initiate the conversation: (1) Include a clear, direct subject line (do not leave it blank) and (2) use a proper salutation. Personalizing email messages by addressing your recipient(s) can make a significant difference in the impression formation process. Consider this practice the first step to effective email communication!

Tone & Civility

Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. The instructor will work very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your email and small group communications.

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Faculty Feedback and Response Time

You can generally expect feedback and grade posting on each required assignment within **10 to 14 days**.

Tips on Optimal Learning Experience

Here are a few tips on how to complete this course successfully:

- (For synchronous/asynchronous online activities) Make sure you have access to a reliable Internet connection and test your device ahead of time to avoid last-minute glitches.
- Keep up with the course schedule/assignment due dates and complete course activities at a steady pace during the week, avoiding procrastination at all times.
- Secure access to at least one reliable device and a backup plan in case of a technological issue.
- Set up a routine to back up your work and class materials. OSU provides free access to data storage through [Microsoft One Drive](#).
- Approach course material by thinking about the connections between readings, lectures, and assignments.

Course Technology

Necessary Equipment and Software

- Computer: Current Mac or PC (Windows) OS with high-speed internet connection
- Web cam and microphone (when we have to meet via Zoom for some of the online portion)
- Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities.

Carmen Canvas

- Carmen Canvas, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.
- Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
- **This course requires use of Carmen and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.**
[Carmen Canvas accessibility](#)

Carmen Zoom

- Office hours will be held through Ohio State's conferencing platform, Carmen Zoom.
- Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within Carmen Zoom for the student to live chat with the professor.
- [Carmen Zoom help guide](#)

Turnitin

- Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the Committee on Academic Misconduct (COAM) and Section A of OSU's Code of Student Conduct in order to meet the academic expectations concerning appropriate documentation of sources. In addition, OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen.
- When grading your work, I will interpret the originality report, following Section A of OSU's Code of Student Conduct as appropriate. For more information about Turnitin, please see the vendor's guide for students. Note that submitted papers become part of the OSU database.

OSU IT Support

Self-Service and Chat support: <http://ocio.osu.edu/selfservice>

Phone: 614-688-HELP (4357)

Email: 8help@osu.edu

TDD: 614-688-8743

Academic Integrity Policy

General Policies for Assignments

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work, and you should follow **APA** style (7th edition) when citing the ideas and words of others—your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work for you.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** Any research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

Academic Misconduct

- **All of your work in this class is expected to be your independent contribution. You should not seek help from other students, friends, family, etc.**

- It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

Illness Policies

Student Illness or Absence

If **you** are too ill to participate in this course due to COVID-19 or another illness, please contact the instructor as soon as you are able. Alternate assignments or extensions may be arranged.

Instructor Illness or Absence

If **the instructor** is too ill to teach the course or must quarantine, in-person meetings will be moved to Zoom or asynchronous online modules, or a designated backup (e.g., teaching assistant, substitute faculty member) for this course will step in. You will be notified via email from the School of Communication.

University Resources and Policies

Student Academic Services & Student Services

Arts and Sciences Advising and Academic Services’ website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml>.

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

- The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and

employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

- To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity using one or more of the following means:
 1. Online reporting form at equity.osu.edu
 2. Calling 614-247-5838 or TTY 614-688-8605
 3. Emailing equity@osu.edu
- The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:
 - All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
 - The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information:
 - a. Any human resource professional (HRP);
 - b. Anyone who supervises faculty, staff, students, or volunteers;
 - c. Chair/director; and
 - d. Faculty member.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting titleix@osu.edu

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting <https://ccs.osu.edu/> or calling 614-292-5766. CCS is located on the 4th Floor

of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor at 614-292-5766 when CCS is closed. If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24-hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445).

Accessibility Accommodations for Students with Disabilities

Requesting Accommodations

If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let the instructor know immediately to privately discuss options.

To establish reasonable accommodations, the instructor may request registering with Student Life Disability Services. After registration, make arrangements with the instructor as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Course Schedule

This syllabus serves as a formal agreement between the instructor and the student. Should events during the semester necessitate modifications to the syllabus, I will announce these changes via email to the class and through Carmen. Any alterations to the Course Schedule will be highlighted in yellow. However, it is the student's responsibility to stay informed of any such modifications and to be aware of the current policies, deadlines, etc.

Async = Asynchronous activity (Modules will be posted by 9am on the scheduled day)

A&P #n = In-person meeting session for A&P credit

ZOOM = Synchronous ZOOM meeting

Exam = Exam administered on Carmen

Week	Date	Topics, Readings, & Activities	Assignment Due Date (All due dates are by 11:59 pm EST/EDT)
1	01/09 T Async	Course Starters	(1) Intake Survey & (2) Kick-Off Quiz (Fri, 01/12) Self-Introduction Video (Sun, 01/14)
	01/11 Th	Course Introduction & Research Methods Primer	
2	01/16 T A&P #1	Basic Concepts: Self, Identity, and Computer Interface Onorato & Turner (2004); Trepte (2006)	
	01/18 Th A&P #2	Self-Esteem and Social Media Use Forest & Wood (2012); Gonzales & Hancock (2011)	
3	01/23 T A&P #3	Positivity Bias on Social Media Bazarova et al. (2013)	
	01/25 Th A&P #4	Social Comparison on Social Media Hoffner (2014); Chou & Edge (2012)	
4	01/30 T A&P #5	Temporal Comparison on Social Media Lee-Won et al. (2023)	
	02/01 Th A&P #6 Async	Social Media and the Algorithmized Self Sundar & Marathe (2010); Bhandari & Bimo (2022) Completed notes for A&P #6 due on Mon (02/05)	
5	02/06 T A&P #7	Midterm Exam Review	Final Project Guidelines Quiz (Fri, 02/09)
	02/08 Th Async	Final Project Guidelines & Project Brainstorming Instructions	

6	02/13 T Exam	Midterm Exam on Carmen (Opens at 9:00 am and closes at 11:59 pm)	APA Style Quiz (Fri, 02/16)
	02/15 Th Async	APA Style Tutorial	
7	02/20 T A&P #8	<i>Social Identity Threat and Virtuality</i> Lee-Won et al. (2017); Cheryan et al. (2011)	Final Project Brainstorming (Fri, 02/23)
	02/22 Th A&P #9 Async	<i>Avatars & Agents</i> Lim & Reeves (2010) Completed notes for A&P #9 due on Mon (02/26)	
8	02/27 T ZOOM	Space Survival Task (ZOOM Participation Required)	
	02/29 Th A&P #10	<i>Computers as Teammates</i> Reeves & Nass (1996)	
9	03/05 T A&P #11	<i>Social Identity Dynamics in Human-Machine Relationship (1): Functions</i> Takayama et al. (2008)	Final Project Proposal (Fri, 03/08)
	03/07 Th Async	Final Project Proposal	
10	03/12 T	SPRING BREAK: NO CLASS	
	03/14 Th		
11	03/19 T Async	Proposal Check-In & Interview Preparation	Proposal Check-In & Interview Prep Quiz (Wed, 03/20) Generative AI Activity (Fri, 03/22)
	03/21 Th Async	Generative AI Activity	
12	03/26 T A&P #12	<i>Fear Against the Machines</i> Liang & Li (2017)	Uncanny Valley Review Quiz (Fri, 03/29)
	03/28 Th Async	Uncanny Valley	
13	04/02 T A&P #13	<i>Social Identity Dynamics in Human-Machine Relationship (2): Forms</i> Ferrari et al. (2016)	Relating to Androids Part 1: Posting (Fri, 04/05) Part 2: Responding (Sun, 04/07)
	04/04 Th Async	Relating to Androids (Small Group Discussion)	

14	04/09 T A&P #14	<i>Identity Dynamics in UX Design: Considering the “Other”</i>	Interview Documentation (Fri, 04/12)
	04/11 Th ZOOM	<i>Project Troubleshooting (Optional)</i>	
15	04/16 T Async	<i>Final Project Presentation: Q & A</i>	Project Presentation Video & Slides (Wed, 04/17)
	04/18 Th A&P #15	<i>Wrapping Up & Final Exam Review</i>	Presentation Q&A Part 1: Viewer Question Posting (Fri, 04/19) Part 2: Presenter Response (Sun, 04/21)
16 Finals Week	04/26 F Exam	Final Exam on Carmen (Opens at 9:00 am and closes at 11:59 pm)	Course Reflection Paper (Mon, 04/22) *Note the due date

By enrolling in this class, students agree to abide by the policies described in the syllabus.

List of Course Readings

- Bazarova, N. N., Taft, J. G., Choi, Y. H., & Cosley, D. (2013). Managing impressions and relationships on Facebook: Self-presentational and relational concerns revealed through the analysis of language style. *Journal of Language and Social Psychology*, 32, 121-141. <https://doi.org/10.1177/0261927x12456384>
- Bhandari, A., & Bimo, S. (2022). Why's Everyone on TikTok Now? The algorithmized self and the future of self-making on social media. *Social Media + Society*, 8(1). <https://doi.org/10.1177/20563051221086241>
- Cheryan, S., Meltzoff, A. N., & Kim, S. (2011). Classrooms matter: The design of virtual classrooms influences gender disparities in computer science classes. *Computers & Education*, 57, 1825-1835. <https://doi.org/10.1016/j.compedu.2011.02.004>
- Chou, H.-T. G., & Edge, N. (2012). "They are happier and having better lives than I am": The impact of using Facebook on perceptions of others' lives. *CyberPsychology, Behavior, and Social Networking*, 15, 117-121. <https://doi.org/10.1089/cyber.2011.0324>
- Ferrari, F., Paladino, M. P. & Jetten, J. (2016). Blurring human-machine distinctions: Anthropomorphic appearance in social robots as a threat to human distinctiveness. *International Journal of Social Robotics*, 8, 287-302. <https://doi.org/10.1007/s12369-016-0338-y>
- Forest, A. L., & Wood, J. V. (2012). When social networking is not working: Individuals with low self-esteem recognize but do not reap the benefits of self-disclosure on Facebook. *Psychological Science*, 23, 295-302. <https://doi.org/10.1177/0956797611429709>
- Gonzales, A. L., & Hancock, J. T. (2011). Mirror, mirror on my Facebook Wall: Effects of exposure to Facebook on self-esteem. *CyberPsychology, Behavior, and Social Networking*, 14, 79-83. <https://doi.org/10.1089/cyber.2009.0411>
- Hoffner, C. A. (2014). Social comparison theory. In T. L. Thompson (Ed.), *Encyclopedia of health communication* (Vol. 1, pp. 1278-1280). SAGE Publications. <https://doi.org/10.4135/9781483346427.n503>
- Lee-Won, R. J., Lee, E.-J., & Lee, J. A. (2023). Nostalgic social media use and psychological well-being during the COVID-19 pandemic. *CyberPsychology, Behavior, and Social Networking*, 26, 90-97. <https://doi.org/10.1089/cyber.2022.0281>
- Lee-Won, R. J., Tang, W. Y., & Kibbe, M. R. (2017). When virtual muscularity enhances physical endurance: Masculinity threat and compensatory avatar customization among young male adults. *CyberPsychology, Behavior, and Social Networking*, 20, 10-16. <https://doi.org/10.1089/cyber.2016.0418>
- Liang, Y., & Lee, S. A. (2017). Fear of autonomous robots and artificial intelligence: Evidence from national representative data with probability sampling. *International Journal of Social Robotics*, 9, 379-384. <https://doi.org/10.1007/s12369-017-0401-3>
- Lim, S., & Reeves, B. (2010). Computer agents versus avatars: Responses to interactive game characters controlled by a computer or other player. *International Journal of Human-Computer Studies*, 68, 57-68. <https://doi.org/10.1016/j.ijhcs.2009.09.008>

Onorato, R. S., & Turner, J. C. (2004). Fluidity in the self-concept: the shift from personal to social identity. *European Journal of Social Psychology*, 34, 257-278. <https://doi.org/10.1002/ejsp.195>

Reeves, B., & Nass, C. (1996). *The media equation: How people treat computers, television, and new media like real people and places*. NY: Cambridge University Press.

Sundar, S. S., & Marathe, S. S. (2010). Personalization versus customization: The importance of agency, privacy, and power usage. *Human Communication Research*, 36, 298-322. <https://doi.org/10.1111/j.1468-2958.2010.01377.x>

Takayama, L., Ju, W., & Nass, C. (2008). *Beyond dirty, dangerous and dull: what everyday people think robots should do*. Paper presented at the Proceedings of the 3rd ACM/IEEE international conference on Human robot interaction.

Trepte, S. (2006). Social identity theory. J. Bryant & P. Vorderer (Eds.), *Psychology of entertainment* (pp. 255–271). Routledge.