

Syllabus

Communication 7840

Mass Communication & The Individual

Autumn 2020

Instructor: Dr. Emily Moyer-Gusé

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Office hours: (Monday 1:00-2:00 via Zoom)

Course description

This course will be delivered 100% online. 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.)

Course learning goals and outcomes

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

Mode of delivery

This course will be presented fully online.

- The live distance learning component will take place each Tuesday and Thursday from 9:35-10:55. Links to these Zoom meetings can be found on the course Carmen page.

How this course works

Given that this course is a graduate seminar, most of our class time will be dedicated to collective discussion. Because this is an online course, this discussion will be facilitated through synchronous whole-group meetings via Zoom each Tuesday and Thursday morning. This means

that you should master the reading assignments and be prepared with questions, criticisms, and comments. During our class meetings, 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 materials

Required readings are available on our class Carmen website. Citations are provide in the schedule below.

Grading

Grading

Following are the point values and/or percentages for each assignment. Specific instructions and grading rubrics will be provided on the Carmen course website.

Assignments	Points and/or Percentage
Regular and active participation in seminar discussion	15%
Written discussion questions	15%
Seminar discussion leading	20%
Research paper and corresponding paper benchmarks	50%

Assignments

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 be prepared to discuss the readings and raise questions about them. To this end, each student will contribute to the development of a class 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 has no place in a graduate seminar and is not consistent with active participation.** Please do not check your email, send email, work on other academic material, or really do anything unrelated to this seminar during class. Engagement in the discussion may come from visual cues if you choose to leave your camera on during our class discussion. However, should you decide that having the camera turned on is not feasible for you, you will need to use other tools to convey your active engagement in the discussion. This can come in the form of your regular use of the “reactions” tool in Zoom and your consistent verbal contributions.

In the event that you are unable to attend our regular Zoom meeting, please be in touch with me as soon as you are able. Should this be an ongoing issue due to COVID-19, we can work together to try to make alternative arrangements for your participation during the time you are unable to attend.

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 should be prepared to describe why you raised each question and your thoughts on an answer to it. I will review these questions, and may refer to them in the course of our group discussion though you are always encouraged to do so as well.

Discussion questions should be uploaded to the course website by 7:00pm the day before class. Please do not 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 on 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.

Discussion 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

Discussion Leading

Each student will be responsible for leading our class discussion on one day during the latter half of the semester. Students will prepare a presentation, series of discussion questions, and lead the class discussion for that day. In addition to reading the required readings, discussion leaders will read (and be prepared to discuss) additional work on the same general topic that builds upon, contradicts, or fills gaps in the assigned reading. To do so they must seek out this additional relevant material. You are welcome to do this in consultation with the instructor but should plan ahead accordingly to ensure you have time to schedule an appointment with me to review what you have found.

In order to structure the discussion in the class, discussion leaders should develop 7-10 discussion questions –and for themselves, the answers to those questions. Questions are likely to pertain to some combination of the theory, method, or connections across papers and topics in the assigned readings. At least 24 hours prior to your seminar discussion leading, you will post these questions to all class participants via Carmen (as well as the list of additional readings you did for the topic for reference only). Students should review these questions and consider their responses prior to our class meeting.

On the day of your discussion leading, you will begin class with a presentation (using PowerPoint or something similar) and facilitate the discussion that day using your presented material, your discussion questions, and other questions raised by class members. You will be responsible for moderating the discussion that day, though I will also weigh in as I see fit.

Discussion leaders will be evaluated based on the quality of their questions, depth of understanding of the material, amount of recommended readings they are able to bring into the discussion, and their performance in leading the discussion.

You will be given an opportunity to submit to me your preferred dates at the end of the first week of the semester.

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—see class schedule below for dates). 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.

Late assignments

Late work is penalized (10% per day) unless an extension is granted beforehand. In addition, please let me know in advance if you must miss a class meeting.

Grading scale

<i>Grade</i>	<i>Percent</i>	<i>Grade</i>	<i>Percent</i>
A	93%-100%	C	73%-76%
A-	90%-92%	C-	70%-72%
B+	87%-89%	D+	67%-69%
B	83%-86%	D	63%-66%
B-	80%-82%	D-	60-62%
C+	77%-79%	E	<60%

Please note: Carmen Canvas does not round fractions up. Please take that into account in computing grades. I do not manually round up grades.

Attendance, participation, and discussions

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.

Student participation requirements

Because this is a 100% distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Attending twice weekly Zoom meetings :**
These meetings occur on Tuesday/Thursday mornings via Zoom from 9:35-10:55. Zoom links can be found on the Carmen website.
- **Weekly assignments**
Regular discussion question posting, active participation in discussion, and discussion leading as described in detail above.
- **Office hours:**
Office hours are digital via Carmen Zoom.

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For large weekly assignments, you can generally expect feedback within **7-10 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Carmen:**
 - Carmen, 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 online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.**
 - [Carmen accessibility](#)
- **Carmen Zoom:**
 - Office hours will be held through Ohio State's conferencing platform, Carmen Zoom. A separate guide to accessing Carmen Zoom and our office hours is posted on the course Carmen page under Files.
 - 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 or TA in the virtual office hours room.
 - [Carmen Zoom](#) help guide
 - Proctorio offers free [24/7 student support](#) through web chat or email.
- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Web cam and microphone

Necessary software

- 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.
- OSU students have access to Microsoft Office products free of charge. To install, please visit https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733

Other course policies

Student Academic 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>

Student Services

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

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.

Diversity

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.

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 the Interim Ohio State Title IX Coordinator, Molly Peirano, at 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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

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 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 when CCS is closed at 614-292-5766.

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)

COVID-19 and Illness Policies

University COVID policies

Health and safety requirements: All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

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. All materials will be made available on Carmen, including Zoom discussion recordings and slides. Alternate assignments or extensions may be arranged.

Instructor illness or absence

If the *instructor* is too ill to teach the course for a period of time, the designated backup for this course will step in. You will be notified via email from the School of Communication.

Academic integrity policy

Policies for this online course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of 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.
- **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:** All 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

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/>

Accessibility accommodations for students with disabilities

Requesting accommodations

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

Week	Date	Topic & Readings	Assignments
1		Introduction to Class	--
	Thurs 8/27	<p style="text-align: center;">Introduction to Media Research & Theory</p> <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>	Post discussion questions by 8/26 at 7:00pm
2	Tues 9/1	<p style="text-align: center;">Understanding Media "Effects"</p> <p>Potter, W. J. (2011). Conceptualizing mass media effect. <i>Journal of Communication</i>, 61, 896-915.</p> <p>Valkenburg, P. M., & Peter, J. (2013). Five challenges for the future of media-effects research. <i>International Journal of Communication</i>, 7, 197-215.</p> <p>Valkenburg, P. M., & Oliver, M. B. (2020). Media effects theories: An overview. In M. B. Oliver, A. A. Raney, & J. Bryant (Eds.), <i>Media effects: Advances in theory and research</i> (4th ed., pp. 16-35). New York, NY: Routledge.</p>	Post discussion questions by 8/31 at 7:00pm
	Thurs 9/3	<p style="text-align: center;">Media Audiences & selection</p> <p>Potter, W. J. (2009). Conceptualizing the audience. In R. L. Nabi, & M. B. Oliver (Eds.), <i>The sage handbook of media processes and effects</i> (pp. 19-34). Thousand Oaks, CA: Sage.</p> <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>Shade, D. D., Kornfield, S., & Oliver, M. B. (2015). The uses and gratifications of media migration: Investigating the activities, motivations, and predictors of migration behaviors originating in entertainment television.</p>	Post discussion questions by 9/2 at 7:00pm

3	Tues 9/8	<p style="text-align: center;">Media Selection & Selective Exposure</p> <p>Knobloch-Westerwick, S., Westerwick, A., & Sude, D. J. (2020). Media choice and selective exposure. In M. B. Oliver, A. A. Raney, & J. Bryant (Eds.), <i>Media effects: Advances in theory and research</i> (4th ed., pp. 146-162). New York, NY: Routledge.</p> <p>Oliver, M. B. (2003). Mood management and selective exposure. In J. Bryant, D. Roskos-Ewoldsen, & J. Cantor (Eds.), <i>Communication and emotion: Essays in honor of Dolf Zillmann</i> (pp. 85-106) Mahwah, NJ: Lawrence Erlbaum Associates.</p> <p>Vidmar, N., & Rokeach, M. (1974). Archie Bunker's bigotry: A study in selective perception and exposure. <i>Journal of Communication</i>, 24, 36-47.</p>	Post discussion questions by 9/5 at 7:00pm
	Thurs 9/10	<p style="text-align: center;">Media Selection of Hedonic and Eudaimonic content</p> <p>Zillmann, D. (1971). Excitation transfer in communication-mediated aggressive behavior. <i>Journal of Experimental Social Psychology</i>, 7, 419-434.</p> <p>Oliver, M. B., Bartsch, A., & Hartmann, T. (2014). Negative emotions and the meaningful sides of media entertainment. In W. G. Parrott (Ed.), <i>The positive side of negative emotions</i> (pp. 224-246). New York, NY: Guilford.</p> <p>Oliver, M. B., Raney, A. A., Slater, M. D., Appel, M., Hartmann, T., Bartsch, A., Schneider, F. M., Janicke-Bowles, S. H., Kramer, N., Mares, M. L., Vorderer, P., Rieger, D., Dale, K. R., & Das, E. (2018). Self-transcendent media experiences: Taking meaningful media to a higher level. <i>Journal of Communication</i>, 68, 380-389.</p>	Post discussion questions by 9/9 at 7:00pm
4	Tues 9/15	PAPER ROUNDTABLE	Preliminary topic idea(s) due before class today

	Thurs 9/17	<p style="text-align: center;">Social Cognitive Theory</p> <p>Bandura, A. (2001). Social cognitive theory of mass communication. <i>Media Psychology</i>, 3, 265-299.</p> <p>Nabi, R. L., & Clark, S. (2008). Exploring the limits of social cognitive theory: Why negatively reinforced behaviors on TV may be modeled anyway. <i>Journal of Communication</i>, 58, 407-427.</p> <p>Nabi, R.L. and Prestin, A. (2017). Social Learning Theory and Social Cognitive Theory. In <i>The International Encyclopedia of Media Effects</i> (Eds., P. Rössler, C.A. Hoffner and L. Zoonen).</p>	Post discussion questions by 9/16 at 7:00pm
5	Tues 9/22	<p style="text-align: center;">Media-based Priming and Accessibility</p> <p>Berkowitz, L. (1984). Some effects of thoughts on anti- and prosocial influences of media events: A cognitive-neoassociation analysis. <i>Psychological Bulletin</i>, 95(3), 410-427.</p> <p>Ewoldsen, D. R., & Rhodes, N. (2020). Media priming and accessibility. In M. B. Oliver, A. A. Raney, & J. Bryant (Eds.), <i>Media effects: Advances in theory and research</i> (4th ed.). New York, NY: Routledge.</p> <p>Van Duyn, E., & Collier, J. (2019). Priming and fake news: The effects of elite discourse on evaluations of news media. <i>Mass Communication and Society</i>, 22, 29-48.</p>	Post discussion questions by 9/21 at 7:00pm
	Thurs 9/24	<p style="text-align: center;">Agenda-Setting and Framing</p> <p>Moy, P., Tewksbury, D., & Rinke, E. M. (2016). Agenda-setting, priming, and framing. In K. B. Jensen & R. T. Craig (Eds.), <i>The international encyclopedia of communication theory and philosophy</i> (pp. 1-13).</p> <p>Borah, P. (2011). Conceptual issues in framing theory? A systematic examination of a decade's literature. <i>Journal of Communication</i>, 61, 246-263.</p> <p>Lecheler, S., & de Vreese, C. H. (2011). Getting real: The duration of framing effects. <i>Journal of Communication</i>, 61, 959-983.</p>	Post discussion questions by 9/23 at 7:00pm

6	Tues 9/29	<p style="text-align: center;">Cumulative Effects & Cultivation</p> <p>Busselle, R., & Van den Bulck, J. (2020). Cultivation theory, media stories, processes, and reality. In M. B. Oliver, A. A. Raney, & J. Bryant (Eds.), <i>Media effects: Advances in theory and research</i> (4th ed.). New York, NY: Routledge.</p> <p>Potter, W. J. (1993). Cultivation theory and research: A conceptual critique. <i>Human Communication Research</i>, 19(4), 564-601.</p> <p>Morgan, M., & Shanahan, J. (2017). Television and the cultivation of authoritarianism: A return visit from an unexpected friend. <i>Journal of Communication</i>, 67, 424-444.</p>	Post discussion questions by 9/28 at 7:00pm
	Thurs 10/1	<p style="text-align: center;">Cumulative & Delayed Effects</p> <p>Shrum, L. J. (2017). Cultivation Theory: Effects and underlying processes. In P. Rossler, C. A. Hoffner, & L. van Zoonen (Eds.), <i>The international encyclopedia of media effects</i>. New York, NY: Wiley.</p> <p>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. <i>Media Psychology</i>, 14, 168-191.</p> <p>Jensen, J. D., Bernat, J. K., Wilson, K. M., & Goonewardene, J. (2011). The delay hypothesis: The manifestation of media effects over time. <i>Human Communication Research</i>, 37, 509-528.</p>	Post discussion questions by 10/31 at 7:00pm
7	Tues 10/6	<p style="text-align: center;">Desensitization</p> <p>Brockmyer, J. F. (2013). Media violence, desensitization, and psychological engagement. In K. E. Dill (Ed.), <i>The Oxford handbook of media psychology</i> (pp. 212-222). Oxford University Press.</p> <p>Linz, D. G., Donnerstein, E., & Penrod, S. (1988). Effects of long-term exposure to violent and sexually degrading depictions of women. <i>Journal of Personality and Social Psychology</i>, 55(5), 758-768.</p> <p>Pabian, S., Vandebosch, H., Poels, K., Van Cleemput, K., & Bastiaensens, S. (2016). Exposure to cyberbullying as a</p>	<p>Post discussion questions by 9/30 at 7:00pm</p> <p>PAPER: Prospectus due by 11:50pm</p>

		bystander: An investigation of desensitization effects among early adolescents. <i>Computers in Human Behavior</i> , 62, 480-487.	
	Thurs 10/8	<p style="text-align: center;">Indirect and Third Person Effects</p> <p>Perloff, R. M. (2009). Mass media, social perception, and the third-person effect. In J. Bryant & M. B. Oliver (Eds.), <i>Media effects Advances in theory and research</i> (3rd ed., pp. 252-268). New York, NY: Routledge.</p> <p>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.), <i>The Sage handbook of media processes and effects</i> (pp. 99-112). Thousand Oaks, CA: Sage.</p> <p>Hoffner, C. A., Fujioka, Y., Cohen, E. L., & Seate, A. A. (2017). Perceived media influence, mental illness, and responses to news coverage of a mass shooting. <i>Psychology of Popular Media Culture</i>, 6, 159-173.</p>	Post discussion questions by 10/7 at 7:00pm
8	Tues 10/13 & Thurs 10/14	One-on-One final paper meetings	Sign up for a time slot for a Zoom meeting with instructor to discuss prospectus
9	Tues 10/20	<p style="text-align: center;">Media and Persuasion</p> <p>Holbert, R. L., & Tchernev, J. M. (2013). Media influence as persuasion. J. P. Dillard & L. Shen (Eds.), <i>The Sage handbook of persuasion: Developments in theory and practice</i> (2nd edition, pp. 36-52). Oxford University Press.</p> <p>Nabi, R. L., & Moyer-Gusé, E. (2014). The psychology underlying media-based persuasion. In K. E. Dill (Ed.), <i>The Oxford handbook of media psychology</i> (pp. 285-301). Oxford University Press.</p> <p>**Additional optional reading for your reference: O'Keefe, D. J. (2009). Theories of Persuasion. In R. L. Nabi, & M. B. Oliver (Eds.), <i>The Sage handbook of media processes and effects</i> (pp. 269-282). Thousand Oaks, CA: Sage.</p>	Post discussion questions by 10/19 at 7:00pm

	Thurs 10/22	<p align="center">Relationships with Media Characters</p> <p>Cohen, J. (2014). Mediated relationships and social life: Current research on fandom, parasocial relationships, and identification. In M. B. Oliver & A. A. Raney (Eds.), <i>Media and social life</i> (pp. 142-156). New York, NY: Routledge.</p> <p>Bond, B. J. (2020). The development and influence of parasocial relationships with television characters: A longitudinal experimental test of prejudice reduction through parasocial contact. <i>Communication Research</i>, 1-21.</p> <p>Gabriel, S., Paravati, E., Green, M. C., & Flomsbee, J. (2018). From <i>Apprentice</i> to president: The role of parasocial connection in the election of Donald Trump. <i>Social Psychological and Personality Science</i>, 9, 299-307.</p>	Online discussion questions posted by 10/21 at 7:00pm
10	Tues 10/27	<p align="center">Relationships w/ Characters and Narrative Persuasion</p> <p>Moyer-Gusé, E. (2008). Toward a theory of entertainment persuasion: Explaining the persuasive effects of entertainment-education messages. <i>Communication Theory</i>, 18(3), 407-425.</p> <p>Hoeken, H., & Fikkers, K. M. (2014). Issue-relevant thinking and identification as mechanisms of narrative persuasion. <i>Poetics</i>, 44, 84-99.</p> <p>De Graaf, A., Hoeken, H., Sanders, J., & Beentjes, J. W. (2012). Identification as a mechanism of narrative persuasion. <i>Communication Research</i>, 39, 802-823.</p>	<p>Post discussion questions by 10/26 at 7:00pm</p> <p>PAPER: Design Summary Due by 11:59pm</p>
	Thurs 10/29	<p align="center">Mechanisms of Narrative Persuasion</p> <p>Green, M. C., & Brock, T. C. (2000). The role of transportation in the persuasiveness of public narratives. <i>Journal of Personality and Social Psychology</i>, 79(5), 701-721.</p> <p>Moyer-Gusé, E., & Nabi, R. L. (2010). Explaining the effects of narrative in an entertainment television program: Overcoming resistance to persuasion. <i>Human Communication Research</i>, 36, 26-52.</p> <p>Zhou, S., & Shapiro, M. A. (2016). Reducing resistance to narrative persuasion about binge drinking: The role of self-activation and habitual drinking behavior. <i>Health Communication</i>, 1-12.</p>	Post discussion questions by 10/28 at 7:00pm

11	Tues 11/3	<p style="text-align: center;">Media and Stereotypes</p> <p>Dixon, T. L., Weeks, K. R., & Smith, M. A. (2019). Media constructions of culture, race, and ethnicity. <i>Oxford Research Encyclopedia of Communication</i>.</p> <p>Ramasubramanian, S. (2011). The impact of stereotypical versus counterstereotypical media exemplars on racial attitudes, causal attributions, and support for affirmative action. <i>Communication Research, 38</i>, 497-516.</p> <p>Kroon, A. C., van der Meer T. G. L. A., & Mastro, D. (2020). Confirming bias without knowing? Automatic pathways between media exposure and selectivity. <i>Communication Research, 1-23</i>.</p>	Post discussion questions by 11/2 at 7:00pm
	Thurs 11/5	Research Paper Roundtable	Draft Outlines due before class today
12	Tues 11/10	<p style="text-align: center;">Interpersonal communication and Media Effects</p> <p>Chaffee, S. H. (1982). Mass media and interpersonal channels: Competitive, convergent, or complementary? In G. Gumpert and R. Cathcart (Eds.), <i>Inter/media</i> (pp. 62-80). New York: Oxford University Press.</p> <p>Ivanov, B., Miller, C.H., Compton, J., Averbek, J. M., Harrison, K. J., Sims, J. D., Parker, K. A., & Parker, J. L. (2012). Effects of postinoculation talk on resistance to influence. <i>Journal of Communication, 62</i>, 701-718.</p> <p>*Additional optional reading for your reference: Jeong, J., & Bae, R. E. (2018). The effect of campaign-generated interpersonal communication on campaign-targeted health outcomes: A meta-analysis. <i>Health Communication, 33</i>, 8, 988-1003.</p>	Post discussion questions by 11/9 at 7:00pm
	Thurs 11/12	<p style="text-align: center;">Viewing context and media effects</p> <p>Cohen, E. L. (2017). Social context of media use. <i>The International encyclopedia of media effects</i>. Wiley Online Library.</p> <p>Collier, K. M., Coyne, S. M., Rasmussen, E. E., Hawkins, A. J., Padilla-Walker, L. M., Erickson, S. E., & Memmott-Elison,</p>	Post discussion questions by 11/11 at 7:00pm

		<p>M. M. (2016). Does parental mediation of media influence child outcomes: A meta-analysis on media time, aggression, substance use, and sexual behavior. <i>Developmental Psychology</i>, 52, 798-812.</p> <p>Tal-Or, N. (2019). The effects of co-viewers on the viewing experience. <i>Communication Theory</i>, 1-20.</p>	
13	Tues 11/17	<p style="text-align: center;">Looking back, looking forward</p> <p>Lang, A. (2013). Discipline in crisis: The shifting paradigm of mass communication research. <i>Communication Theory</i>, 23, 10-24.</p> <p>Perloff, R. M. (2013). Progress, paradigms, and a discipline engaged: A response to Lang and reflections on media effects research. <i>Communication Theory</i>, 23, 317-333.</p> <p>Lang, A. (2013). Discipline in waiting. <i>Communication Theory</i>, 23, 334-335.</p>	Post discussion questions by 11/16 at 7:00pm
	Thurs 11/19	Final Paper Workshop Day	Draft with working questions and "stuck points" due before class today
14	Tues 11/24	Student Presentations	Presentation slides due on your presentation day
	Thurs 11/26	Thanksgiving, no class meeting	--
15	Tues 12/1	Student Presentations	Presentation slides due on your presentation day
	Thurs 12/3	Student Presentations	Presentation slides due on your presentation day
Finals Week	Mon 12/7	Final Paper Due Today	

