MASS COMMUNICATION AND THE INDIVIDUAL

Journalism and Mass Communication 801 – Fall 2017
5013 Vilas Communication Hall
Monday 12:00-2:00 P.M.

Instructor:	Dhavan Shah, Maier-Bascom Professor
Office:	5162 Vilas Communication Hall
Telephone:	608-262-0388
Email:	dshah@wisc.edu
Office Hours:	Monday and Wednesday 11:00 AM -12:00 PM

Course Description:

This course examines theory and research on the social psychological foundations of individuals' relationship with mass media. The course will consider the cognitive, attitudinal, affective, motivational, biobehavioral, and neurological processes that underlie individuals' uses of mass media and their interactions with media content and one another. Topics include attention and encoding, schema use, attitudinal structure, heuristic processing, persuasion and attitude persistence, memory-based and online processing models, emotional and functional approaches, physiological responses, the attitudes-behavior connection, attribution and cultivation processes, and social neuroscience. For each of these topic areas, we will consider communication research that embraces and often expands upon the psychological theory. Adopting this approach, we will consider media psychology research on race, ethnicity, news, social media, politics, entertainment, information campaigns, health interventions, media violence and pornography, and representations of gender. In addition, we will (a) cover methodological issues involved in the construction and evaluation of communication theory, (b) trace connections to communication research emanating from Wisconsin, and (c) discuss the move toward computational communication science in the field. Seminar participants will gain a sense of the issues and sources in each area, along with tools for their own research. This course aims to convey basic theory in social psychology and connect it to serve as a building block for original research. It is intended to provide new insights about the social psychological basis of media influence.

Required Texts:

- Bryant, J. & Oliver, M. B. (2009) Media Effects: Advances in Theory and Research, New York, Routledge:
- Eagly, A. & Chaiken, S. (1993) *Psychology of Attitudes*. New York, HBJ
- Fiske, S. & Taylor, S. (2007) *Social Cognition*: *From Brains to Culture*. 1st Ed. New York: McGraw Hill (Newer editions are available, but I prefer the old version; it is also cheaper!)

Course Requirements:

Grades in the class will be based on your performance on the following requirements: (a) final research paper — 50%, (b) two review reports as class discussant — 20%, (c) five comment papers — 20%, and (d) participation in seminar discussion — 10%.

Final Research Paper: The major requirement for this course is an original research paper written individually by each student and presented to other seminar participants. The paper should grow out of one of the topical areas covered in the course. The goal of the paper is to contribute, however modestly, to research in on the social psychology of the media. The paper should not simply be a literature review. It must propose and begin the process of testing theory. Doctoral students are expected to present actual research findings, or a coherent proposal for dissertation research. Masters' students may develop thesis proposals or opt to write a *New Yorker* or *Atlantic Monthly*-style argumentative research review and policy synthesis. For most of you, the goal for the final paper should be submission and acceptance to an academic conference. If you wish to extend work developed in previous classes or research groups, consult with me first.

The originality of your paper and its implications for theory in media psychology will be the key criteria for evaluation. As long as your research reflects some original departure from ideas we have encountered in class, and is not a simple recapitulation of past work, you can build directly on existing theory. A two-page prospectus for your seminar paper is due **WEEK 7**. You will make a presentation of your paper on **WEEK 13 OR 14**. Based on comments you receive from other seminar participants you may revise your paper and submit a final draft for grading on **December 18th** by 4:00. This paper will be worth 50 percent of your final grade.

If you opt for an academic paper, it should contain the following sections: (1) brief introduction, (2) literature review, (3) statement of hypotheses, propositions, or research model, (4) actual or proposed methodology, (5) results of analysis or proposed analytic approach, (6) concluding discussion about what was or will be learned. Students may present findings based on existing data sets (e.g., National Election Study, General Social Survey, DDB Life Style Archive, The Pew Internet and American Life Project, Kantar MARS data, CHESS, etc.) or collect original data. While all papers need to discuss issues in media psychology, they need not be quantitative.

Seminar Discussants: Each student will be required to serve as a discussant for two class sessions. In class, discussants will work with the professor to keep conversation moving forward, providing examples from the reading when appropriate and posing questions for all seminar

participants to answer. Discussants will also be required to write an 8 to 10 page summary, synthesis, and critique of the week's readings and provide a brief list of questions to facilitate discussion. This report should be posted to the class e-mail list by **8:00 AM on the morning of class** so that other seminar participants have a chance to review your comments and questions for the class session. Ideally, you will choose a week that coincides with your broader interests so that your review of the readings will serve as a foundation for your research paper. This work will be worth 20 percent of your final grade.

Comment Papers: The next 20 percent of your class grade will be based on the production of five brief comment papers on readings for weeks that you are not the discussant. These comment papers should be 1-2 pages. Papers should reflect your reactions to one or more of the readings from that week. Some of you may use these comment papers to summarize the key points of each of the readings into notes for future use. Others may organize their comments into critical essays or critiques on the general themes of the week. Yet others may focus on detailed reviews of a single reading, digging deeply into a topic of particular interest. You will bring these comment papers to class and submit them at the end of each session. These will not be graded, but each completed report will be worth 4% toward the total 20 percent of your final grade.

Seminar Participation: The final 10 percent of your class grade will be based on participation in seminar discussion. It is not enough that you just come to class. You must actively discuss the readings and engage in exchanges with other seminar participants. I will not formally lecture, because the function of a seminar is to encourage interaction among participants. Therefore, each student must contribute to the development of a classroom environment where ideas are debated.

Course Policies:

If a student cannot compete an assignment at the scheduled time, arrangements must be made in advance with the instructor. Failure to do so will result in the reduction of one grade level (at a minimum) from the earned score. Exemptions may be made for unusual circumstances.

Permission for a student to receive an incomplete grade (I) is at the discretion of the instructor and must be accompanied by a written contract for completion of course requirements. Failure to take exams, complete assignments, or attend class is not acceptable reasons for an incomplete.

This class will follow University and L&S guidelines concerning scholastic misconduct and grievance procedures. Be particularly clear on the rules concerning plagiarism.

Weekly Readings

Week 1 (9/11): Introduction to the Course

Overview of the course and discussion leader assignments

Week 2 (9/18): Studying Mass Media from a Social Psychological Perspective:

Discussants:

In **Bryant & Oliver**, Shah, Rojas, & Cho, Media and Civic Participation: On Understanding and Misunderstanding Communication Effects, Chap 10

Eagly & Chaiken, The nature of attitudes, Chap. 1

Eagly & Chaiken, The measurement of attitudes, Chap 2

Fiske & Taylor, Introduction, Chap. 1

Chaffee, S.H. & Berger, C.R. (1987) What communication scientists do. In Berger, C. & Chaffee, S, *Handbook of Communication Science*, 99-122, Thousand Oaks, Sage.

McLeod, J., Kosicki, G., & Pan, Z. (1991) On understanding and misunderstanding media effects. In Curran & Gurevitch (eds.), *Mass media and society*. 235-266. London, Edward Arnold.

Week 3 (9/25): Schema Theory and Media Stereotyping

Discussants:

In **Bryant & Oliver**, Mastro, Effects of Racial and Ethnic Stereotyping, Chap 16

Fiske & Taylor, Dual Modes in Social Cognition, Chap. 2

Fiske & Taylor, Stereotyping: Cognition and Bias, Chap. 11

Dixon, T. & Maddox, K. (2005): Skin tone, crimes news, and social reality judgments: Priming the stereotype of the dark and dangerous black criminal. Journal of Applied Social Psychology, 35: 1555-1570.

Schemer, C. (2012). The influence of news media on stereotypic attitudes toward immigrants in a political campaign. *Journal of Communication*, *62*(5), 739-757.

Valentino, N. A. (1999) Crime news and the priming of racial attitudes during evaluations of the president. *Public Opinion Quarterly, 63*: 293-320.

Week 4 (10/2): Mental Structure and Communication Influence on Social Cognitions:

Discussants:

In **Bryant & Oliver**, <u>McLeod, Kosicki, & McLeod</u>, Political Communication Effects, <u>Chap. 11</u>

Eagly & Chaiken, The structure of attitudes and beliefs, <u>Chap. 3</u>.

Fiske & Taylor, Representation in Memory, <u>Chap. 4</u>

Fiske & Taylor, Heuristics and Shortcuts, <u>Chap. 7</u>

Fiske & Taylor, Cognitive Structures of Attitudes, <u>Chap. 9</u>

Eveland, Jr, W. P., & Dunwoody, S. (2002). An investigation of elaboration and selective scanning as mediators of learning from the Web versus print. *Journal of Broadcasting & Electronic Media*, *46*(1), 34-53.

McLeod, D. M., & Shah, D. V. (2014). *News Frames and National Security: Covering Big Brother*. Chapter 1. Cambridge University Press.

Shah, D. V., Kwak, N., Schmierbach, M. & Zubric, J. (2004), The interplay of news frames on cognitive complexity. *Human Communication Research*, 30: 102-120.

Week 5 (10/9): Social Encoding and Processing; Social Perceptions and Preferences:

Discussants:

In **Bryant & Oliver**, <u>Shrum</u>, Media Consumption and Perceptions of Social Reality, <u>Chap. 4</u>.

Fiske & Taylor, Attention and Encoding, <u>Chap. 3</u>

Fiske & Taylor, Cognitive Processing of Attitudes, <u>Chap. 10</u>

Hawkins, R. P., Kreuter, M., Resnicow, K., Fishbein, M., & Dijkstra, A. (2008). Understanding tailoring in communicating about health. *Health Education Research*, 23(3), 454-466.

Kim, Y. M., & Garrett, K. (2012). On-line and memory-based: Revisiting the relationship between candidate evaluation processing models. *Political Behavior*, *34*(2), 345-368.

Sundar, S. S., & Marathe, S. S. (2010). Personalization versus customization: The importance of agency, privacy, and power usage. *Human Communication Research*, 36(3), 298-322.

Week 6 (10/16): Media Effects on Attitude Formation & Change: Risk and Learning:

Discussants:

In **Bryant & Oliver**, <u>Petty, Briñol, & Priester</u>, Mass media attitude change: Implications of the

elaboration likelihood model of persuasion, <u>Chap. 7.</u>

Eagly & Chaiken, Process theories of attitude formation and change: Reception and cognitive responding, <u>Chap. 6</u>

Eagly & Chaiken, Process theories of attitude formation and change: The elaboration-likelihood and heuristic-systematic models, <u>Chap. 7</u>.

Kahlor L., Dunwoody S., Griffin R. J., Neuwirth K., & Giese J. (2003) Studying heuristic-systematic processing of risk communication, *Risk Analysis*, 23: 355-368.

Nyhan, B., & Reifler, J. (2010). When corrections fail: The persistence of political misperceptions. *Political Behavior*, *32*(2), 303-330.

Reedy, J., Wells, C., & Gastil, J. (2014). How voters become misinformed: An investigation of the emergence and consequences of false factual beliefs. *Social Science Quarterly*, *95*(5), 1399-1418.

Week 7 (10/23): Affective Processes and Emotional Responses through Media:

Discussants:

Fiske & Taylor, Prejudice: Interplay of Cognitive with Affective Biases <u>Chap. 12</u>

Fiske & Taylor, From Social Cognition to Affect <u>Chap. 13</u>

Fiske & Taylor, From Affect to Social Cognition <u>Chap. 14</u>

Dillard, J. P. & Peck, E. (2001). Persuasion and the structure of affect: Dual systems and discrete emotions as complementary systems. *Human Communication Research*. 14: 183-203.

Han J.Y., Shah D.V., Kim E. et al. (2011) Empathic exchanges in online cancer support groups: distinguishing message expression and reception effects. *Health Communication*, 6: 185-197.

Nabi, R. L. (2003). Exploring the framing effects of emotion: Do discrete emotions differentially influence information accessibility, information seeking, and policy preference? *Communication Research*, 30(2), 224-247.

Shah, D. V., Hanna, A., Bucy, E. P., Wells, C., & Quevedo, V. (2015) The power of television images in a social media age: Linking biobehavioral and computational approaches via the second screen, *The ANNALS of the American Academy of Political and Social Science*. *659*(1), 225-245.

Wagner, M. W., Deppe, K. D., Jacobs, C. M., Friesen, A., Smith, K. B., & Hibbing, J. R. (2014). Beyond Survey Self-Reports: Using Physiology to Tap Political Orientations. *International Journal of Public Opinion Research*

Week 8 (10/30): Motivational Approaches to Media Uses and Effects in an Information Age:

Discussants:

In **Bryant & Oliver**, <u>Rubin</u>, Uses-and-gratifications perspective of media effects, <u>Chap. 8</u>

Eagly & Chaiken, Motivational processes in attitude formation and change, <u>Chap. 10</u>

Fiske & Taylor, Self in Social cognition, <u>Chap. 5</u>

LaRose, R., Mastro, D., & Eastin, M. S. (2001). Understanding Internet usage: A social-cognitive approach to uses and gratifications. *Social Science Computer Review*. 19: 395-413.

Stroud, N. J. (2008). Media use and political predispositions: Revisiting the concept of selective exposure. *Political Behavior*, 30(3), 341-366.

Toma, C. L., & Hancock, J. T. (2013). Self-affirmation underlies Facebook use. *Personality and Social Psychology Bulletin*, *39*(3), 321-331.

Young, D. G. (2013). Laughter, learning, or enlightenment? Viewing and avoidance motivations behind The Daily Show and The Colbert Report. Journal of Broadcasting & Electronic Media, 57(2), 153-169.

Week 9 (11/6): Information Campaigns and Attitude-Behavior Links:

Discussants:

In **Bryant & Oliver**, <u>Rice & Atkin</u>, Public communication campaigns, <u>Chap. 20</u>.

In **Bryant & Oliver**, <u>Brown & Walsh-Childers</u>, The effects of media on personal and public health. <u>Chap. 21.</u>

Eagly & Chaiken, The impact of attitudes on behaviors, <u>Chap. 4</u>

Fiske & Taylor, Behavior and Cognition, <u>Chap. 15</u>

Fishbein, M. & Cappella, J. N. (2006) The role of theory in developing effective health communications. *Journal of Communication*, 56: S1-S17.

Falk, E. B., O'Donnell, M. B., Cascio, C. N., Tinney, F., Kang, Y., Lieberman, M. D., Taylor, S. E., An, L., Resnicow, K. & Strecher, V. J. (2015). Self-affirmation alters the brain's response to health messages and subsequent behavior change. Proceedings of the National Academy of Sciences, 112(7), 1977-1982.

Paek, H-J. & Gunther, A. (2007) How peer proximity moderates indirect media influence on adolescent smoking. *Communication Research*, 34, 407-432.

Week 10 (11/13): Attributional Processes, Impersonal Impact, and Hostile Media:

Discussants:

In **Bryant & Oliver**, <u>Perloff</u>, Mass media, social perception, and the third-person effect, <u>Chap 12</u>.

Eagly & Chaiken, Process theories of attitude formation and change: Attribution approaches and social judgment theory, <u>Chap. 8</u>

Fiske & Taylor, Attribution Processes, <u>Chap. 6</u>

Fiske & Taylor, Accuracy and Efficiency in Social Inference, <u>Chap. 8</u>

Gunther, A. C., Christen, C. T., Liebhart, J. & Chia, S. (2001) Congenial public, contrary press and biased estimates of the climate of opinion, *Public Opinion Quarterly*. 65:295-320.

McLeod, D. M., Eveland, W. P., Jr., & Nathanson, A. I (1997). Support for censorship of violent and misogynic rap lyrics: An analysis of the third-person effect. *Communication Research*, 24, 153-174.

Niederdeppe, J., Shapiro, M. A., Kim, H. K., Bartolo, D., & Porticella, N. (2014). Narrative persuasion, causality, complex integration, and support for obesity policy. *Health communication*, *29*(5), 431-444.

Rojas, H. (2010). "Corrective" actions in the public sphere: How perceptions of media effects shape political behaviors. *International Journal of Public Opinion Research*, 22, 343-363.

Week 11 (11/20): Media Cultivation: Portrayals of Sex and Violence and Their Effects:

Discussants:

In **Bryant & Oliver**, <u>Morgan et al.</u>, Growing up with television: Cultivation processes <u>Chap. 3</u>.

In **Bryant & Oliver**, <u>Sparks et al.</u>, Media violence, <u>Chap. 13</u>,

In **Bryant & Oliver**, <u>Cantor</u>, Fright reactions to Mass Media <u>Chap. 14</u>

In **Bryant & Oliver**, <u>Harris & Barlett</u>, The effects of sex in the media, <u>Chap. 15</u>.

Ivory, J. D., & Kalyanaraman, S. (2007). The effects of technological advancement and violent content in video games on players' feelings of presence, involvement, physiological arousal, and aggression. *Journal of Communication*, *57*(3), 532-555.

Peter, J. & Valkenburg, P. M. (2006). Adolescents' Exposure to Sexually Explicit Online Material and Recreational Attitudes Toward Sex. *Journal of Communication*, 56: 639–660.

Riddle, K. (2010). Always on my mind: Exploring how frequent, recent, and vivid television portrayals are used in the formation of social reality judgments. *Media Psychology, 13*, 155-179.

Week 12 (11/27): Media Entertainment: Untangling Its Effects:

Discussants:

In **Bryant & Oliver**, <u>Vorderer & Hattmann</u>, Entertainment and enjoyment as media effect, <u>Chap. 24</u>.

In **Bryant & Oliver**, <u>Lee et al.</u>, Effects of computer/video games and beyond, <u>Chap. 25</u>.

Bissell, K. L., & Zhou, P. (2004). Must-See TV or ESPN: Entertainment and Sports Media Exposure and Body-Image Distortion in College Women. *Journal of Communication*, 54(1), 5-21.

Hooghe, M. (2002). Watching television and civic engagement: Disentangling the effects of time, programs, and stations. *Harvard International Journal of Press/Politics* 2002; 7; 84-104.

Holbert, R. L., Shah, D. V., & Kwak, N. (2003). Political implications of prime-time drama and sitcom use: genres of representation and opinions concerning women's rights. *Journal of Communication*, 53: 45–60.

Hust, S. J., Marett, E. G., Lei, M., Chang, H., Ren, C., McNab, A. L., & Adams, P. M. (2013). Health promotion messages in entertainment media: crime drama viewership and intentions to intervene in a sexual assault situation. *Journal of Health Communication*, *18*(1), 105-123.

Putnam, R. D. (1995). Tuning in, tuning out: The strange disappearance of social capital in America. *PS: Political Science & Politics*, 664-683.

Week 13 (12/4): Class Paper presentations (May need to start early)

Week 14 (12/11): Class Paper presentations (May need to start early)

Three papers per hour – 10 -12 minute presentation + 5-6 minute Q&A