



USC | **ANNENBERG**
School for Communication & Journalism

CMGT 583: Social Marketing and Entertainment-Education

Summer Session II – 2011

Instructor: Paula (Patnoe) Woodley

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Section: Tues/Thurs 6:00 - 9:50 p.m.

Classroom: ASCJ #228

Office: ASC 333

Office hours: By appointment—just ask!

COURSE DESCRIPTION

Understanding, designing and evaluating modern communication campaigns requires knowledge of “Entertainment-Education,” social marketing, and the psychological and sociological theories underlying these approaches. Entertainment-Education (EE) programs utilize entertainment, usually drama, suspense and humor, in order to educate viewers about health, safety, human rights, and other critical social issues. Social Marketing (SM) is the use of traditional and new media marketing principles to influence human behavior in order to gain awareness and affect behavior with social and health issues.

This class will provide both a theoretical and a practical approach by examining underlying theories of communication and behavior change and working to develop more effective creative concepts that both entertain and educate. By developing this combination of research and practical skills, students will have a more in-depth understanding of how entertainment-education and social marketing work and how they might use it in their professional lives.

COURSE GOALS

By the end of the semester, you should feel confident in knowing:

- The value of EE as a social behavior change medium
- The methods of blending education into entertainment
- Theories underlying use of EE and social marketing
- The value and purpose of social marketing campaigns
- How to develop EE and social marketing creative concepts

REQUIRED COURSE MATERIALS

- Singhal, A., Cody, M.J., Rogers, E.M., & Sabido, M. (2004). *Entertainment-Education Worldwide: History, Research, and Practice*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Numerous articles will be posted on Blackboard. You will be assigned some of these articles throughout the semester, and others are posted for your reference only. Please check Blackboard daily for new postings and assigned articles.

Optional, but valuable

- Singhal, A., & Rogers, E.M. (1999). *Entertainment-Education*. Mahwah, New Jersey: Lawrence Erlbaum Associates.

COURSE REQUIREMENTS AND EVALUATION

Paper 1	20% of grade
Paper 2	35% of grade
Presentation & Paper 3	35% of grade
Class Participation	10% of grade

SYLLABUS

*Class readings are listed below. All articles will be posted on Blackboard unless otherwise noted. Check Blackboard daily for announcements, additional readings, and PowerPoint lecture slides. Readings should be completed prior to class on the day they are listed. **This syllabus is subject to change.***

WEEK 1

June 30 (Thurs.)

Introduction to course content and expectations; Show Entertainment-Education and Social Marketing examples
Have a safe and fun 4th of July!

WEEK 2

July 5

Theories in Entertainment-Education, Part I: Sabido Methodology; Bandura's Social Cognitive Theory, Self-efficacy; Social Modeling, and more

Discuss the beginnings of E-E strategies and theories; International E-E; View E-E examples from around the world; Review readings

Readings:

- Singhal, Cody, Rogers & Sabido, chapters 1, 4, 5 & 8
- De Fossard, E., (2008) Entertainment-Education for Better Health, Info Reports (Johns Hopkins Bloomberg School for Public Health)
- Here is a great site that incorporates many aspects of Bandura's life and work – specifically self-efficacy – which is key in entertainment- education efforts: www.des.emory.edu/mfp/self-efficacy.html

July 7

Guest speaker: Irwin "Sonny" Fox
 President, Sonny Fox Consultants

PAPER ONE DUE
(Post on BB no later than 5:00 p.m.)

Our speaker will discuss early E-E projects, international E-E strategies and success stories, and much more.

Theories in Entertainment-Education, Part II: Theory of Reasoned Action and Theory of Planned Behavior; Elaboration Likelihood Model; Diffusion of Innovation Theory; Stages of Change Model; Health Belief Model; Hierarchy of Media Effects; Review readings

Readings:

- Singhal, Cody, Rogers & Sabido, chapters 2, 18 & 19
- E. Rogers, Diffusion of Innovation, chapter 1
- Slater, M.J. & Rouner, D. (2002). Entertainment-Education and Elaboration Likelihood: Understanding the processing of narrative persuasion, *Communication Theory*, 12 (2), 173-191.
- Albarracin, D., Fishbein, M., et al. (2001). Theories of Reasoned Action and Planned Behaviors as Models for Condom Use: A Meta-Analysis, *Psychological Bulletin*, 127(1), 142-161.
- Check BB for Sonny's bio

WEEK 3

July 12

Theories in Entertainment-Education, Part III: Parasocial interaction/Identification/Transportation; Individual Difference Theory/Reception Theory; Agenda setting; Cultivation Theory; Spiral of Silence Theory; Review readings.

Entertainment-Education research and examples in the US.

Readings:

- Singhal, Cody, Rogers & Sabido, chapters 7
- Pop Culture with a Purpose! pgs. 29-43
- Murphy, S. T., Frank, L. B., Moran, M., & Patnoe Woodley, P. (2011). Involved, transported or emotional? Exploring the determinants of change in entertainment education. *Journal of Communication*. 61 (3), pp. 407–431.
- Kennedy, M.G., O’Leary, A., Beck, V., Pollard, K., & Simpson, P. (2004). Increases in Calls to the CDC National STD and AIDS Hotline Following AIDS-Related Episodes in a Soap Opera. *Journal of Communication*, 54, pp. 287-301.
- Papa, M., Singhal, A., Law, S., Sood, S., Rogers, E., & Shefner-Rogers, C. (2000). Entertainment-Education and Social Change: An Analysis of Parasocial Interaction, Social Learning, Collective Efficacy, and Paradoxical Communication. *Journal of Communication*, 50(4), pp. 31-55.
- Moyer-Guse, E. (2008). Toward a Theory of Entertainment Persuasion: Explaining the Persuasive Effects of Entertainment-Education Messages. *Communication Theory*. 18, pp. 407-425.
- Murphy, S., Hether, H., & Rideout, V. (2008). How Healthy is Prime Time? An analysis of Health Content in Popular Prime Time Television Programs. A Kaiser Family Foundation Report
- Brodie, M., Foehr, U., Rideout, V., Baer, N., Miller, C., Flournoy, R., & Altman, D. (2001). Communicating health information through the entertainment media: A study of the television drama ER lends support to the notion that Americans pick up information while being entertained. *Health Affairs*, 20, 192-199.

July 14

Guest speaker: [Tenaya Wallace](#)

Campaign Director, Donate Life Hollywood

Communications Specialist, One Legacy

Our speaker, an advocate for organ and tissue donation, will present her ongoing efforts to entice television writers and producers to present accurate storylines.

Social Marketing, Part I: The 5 P’s and “Marketing 101”

Readings:

- Singhal, Cody, Rogers & Sabido, chapter 6
- Pop Culture with a Purpose!, pgs. 1-28
- Morgan, S., Movius, L., & Cody, M.J. (2009). The Power of Narratives: The Effect of Organ Donation Storylines on the Attitudes, Knowledge and Behaviors of Donors and Non-Donors. *Journal of Communication*, 59, pp. 135-151.
- Lapansky C., Schuh JS., Movius L., Cody M., Woodley PD., & Buffington SdC. (2010). Evaluating the “Baby Jack” Storyline on The Bold and the Beautiful: Making a Case for Bone Marrow Donations. *Cases in Public Health Communication & Marketing*. 4, pp. 8-27
- Movius, L., Cody, M., Huang, G., & Berkowitz, M. (2007). Motivating Television Viewers to Become Organ Donors. *Cases in Public Health Communication & Marketing*

- Weinreich, Nedra. There are many great articles on Nedra's site – take a look at this link: <http://www.social-marketing.com/library.html>
- **Come to class with examples of PSA campaigns that impress you.**
- Check BB for Tenaya's bio

WEEK 4

July 19

Guest speaker: Susan Cohen, MPH

Director, Health Education & Prevention Services

L.A. Gay & Lesbian Center

Our speaker will present the development, production and reaction to their "In the Moment" webisode series.

Social Marketing, Part II: Developing Components of Social Marketing Campaigns

Readings:

- Using Webisodes for Health Communication
- Collins, R., Elliott, M. et al. (2003). Entertainment Television as a Healthy Sex Educator: The Impact of Condom-Efficacy Information in an Episode of "Friends," *Pediatrics*, 112(5), pp. 115-1121.
- Take a look at iMedia Connection's "Live with It" animated webisodes about HIV-AIDS: <http://www.imediaconnection.com/content/9848.imc> and <https://www.livewithit.com/flash/default.aspx>
- Take a look at the following sites – great content!
 - <http://socialmarketing.wetpaint.com/page/Case+Studies>
 - http://ohmygov.com/blogs/general_news/archive/2010/02/05/8-great-public-health-campaigns-using-social-media.aspx
 - <http://www.cdc.gov/socialmedia/>
- Review website for background on speaker and her organization - <http://www.laglc.org>
- Randolph, W., and Viswanath, K. (2004). Lessons Learned from Public Health Mass Media Campaigns: Marketing Health in a Crowded Media World, *Annual Review of Public Health* 25, pp. 419-437.
- Andreasen, A. (2002). Marketing social marketing in the social change marketplace, *Journal of Public Policy & Marketing*; Spring 2002
- Social Marketing: How Companies Are Generating Value from Customer Input
Published December 12, 2007 in Knowledge@Wharton
- Fennis, B. (2003) Advertising, consumer behavior and health: Exploring possibilities for health, *International Journal of Medical Marketing*
- Check BB for Susan's bio

July 21

Guest Speaker: Emily Meyers

President, Eyes of the World Media Group; Meaningful Media

PAPER TWO DUE

(Post on BB no later than 5:00 p.m.)

Our speaker will review her pro-social media projects including videos, websites, interactive media, smart phone apps, games and more

Continued Discussion and More Creative Activities in Developing Social Marketing Campaigns

Readings:

- Look at the her company websites: Eyes of the World Media Group - <http://eowmg.com/> and her non-profit org. - Meaningful Media - <http://www.meaningfulmedia.org/>
- Transmedia is still struggling to be officially defined in the world of social and commercial marketing. Read what our own Henry Jenkins, the “father” of transmedia has to say in his blog. This link goes to the transmedia archives -- be sure to check out all of his blog! http://henryjenkins.org/transmedia_entertainment/
- **Do your own transmedia research and come to class prepared to talk about it! Look at both academic and general media. How would you define transmedia and how would you use it?**
- Check BB for Emily’s bio

WEEK 5

July 26

Guest speaker: Zoanne Clack, M.D., M.P.H.

Supervising Producer/Writer/Medical Consultant, *Grey's Anatomy*

We will screen a full episode of Grey’s Anatomy written and produced by Zoanne...then she will share what it takes for a writer to get an idea into a storyline and on the air.

Readings:

- Singhal, Cody, Rogers & Sabido, chapter 3
- Rideout, V. (2008). Television as a Health Educator: A Case Study of Grey’s Anatomy, A Kaiser Family Foundation Report.
- Hether, H. Huang, G., Beck, V., Murphy, S., & Valente, T., (2008) Entertainment-education in a media-saturated environment: examining the impact of single and multiple exposures to breast cancer storylines on two popular medical dramas, *Journal of Health Communication*, 13, 808–823.
- Valente, T.W., Murphy, S.T., Huang, G., Greene, J., Gusek, J. & Beck, V. (2007). Evaluating a Minor Storyline on ER about Teen Obesity, Hypertension and 5 A Day. *Journal of Health Communication*, 12 (6), 551-566.
- Check BB for Zoanne’s bio and CV

July 28

Guest speaker: David Craig

Owner, Media Nation

Senior Lecturer, USC-ASCJ

David will present his work as a producer and director making movies that make a difference. He will be showing experts of his in-production Lifetime movie that addresses girls savagely beating other girls so they can videotape it and post on YouTube. As a class, we will brainstorm a transmedia campaign for this social issue -- and maybe help him develop a social media campaign for his movie, as well.

Readings:

- Singhal, Cody, Rogers & Sabido, chapter 10
- Check BB for David’s bio
- *There are no other readings due for tonight’s class so you have more time to work on your final assignments!*

WEEK 6

August 2

Guest speaker: Sandra de Castro Buffington
Director, Hollywood, Health & Society (HH&S)
USC Annenberg Norman Lear Center

Our speaker will wrap up the class lectures with a presentation on the remarkable national and global work of HH&S.

Readings:

- Singhal, Cody, Rogers & Sabido, chapter 11
- Spend some time on their website -- <http://www.learcenter.org/html/projects/?cm=hhs>
- Check BB for Sandra's bio
- *There are no other readings due for tonight's class so you have more time to work on your final assignments!*

August 4**FINAL PRESENTATIONS**

WEEK 7

August 9**FINAL PRESENTATIONS****ALL FINAL PAPERS DUE**

(All papers must be posted on BB no later than Thursday, Aug. 9 at 5:00 p.m.)

This is the last day of class...we'll squeeze in a party, too!

SUMMARY OF ASSIGNMENTS

Please see complete assignment prompt provided in class and posted on BB.

PAPER 1: Review of Health or Social Issue with Discussion of Specific E-E/SM Examples (4-6 pages)

You will select a current health issue, environmental concern, or other social issue that is of interest to you and research the academic and general media literature on this issue (e.g. diabetes, body image, alcohol/drug abuse, civic engagement, tobacco or drug abuse, childhood obesity, cancer, illiteracy, teen pregnancy, etc.) and present your findings. Next, you will locate and provide a detailed discussion (or narrative) of a particular social marketing campaign or entertainment-education storyline that addresses the issue you selected. *Choose carefully, this will be your topic and campaign/program for the entire semester.*

PAPER 2: Discussion of Applicable Theories as they Relate to the Effectiveness of your Chosen Project (6-8 pages)

In this paper, you will analyze a number of theories of persuasion, behavioral change and others that you believe *might have been* incorporated into the design of the campaign/message. In addition, you will present theories you believe were missing in the design that, had they been considered, would have improved the effectiveness of the campaign/message.

PRESENTATION & PAPER 3: Creative Concepts in E-E/SM (no min/max pages; 8-minute presentation)

This final assignment is the capstone of the semester. You will write a paper that sums up your work from the entire semester, as well as develop a new concept and innovative creative elements that would more effectively present the message to the target audience. Finally, you will give a presentation to the entire class that discusses the issue, campaign/program and your new creative. *Note: The summary sections in this paper should not be more than a few pages and the length of the paper will be decided by the depth and detail of the creative concepts you develop.*