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 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:
- How to use EE and SM as a social awareness building and behavior change method
- The methodology of blending education into entertainment
- How to incorporate theories into the narrative that improve effectiveness of EE and social marketing programs
- Steps required to produce of social marketing campaigns, webisodes, and more
- The Four P’s of social marketing
- Creative concept development

**REQUIRED COURSE MATERIALS**
- Numerous articles will be posted on Blackboard, both assigned and for reference. Please check Blackboard weekly for assigned readings.

**OPTIONAL TEXTBOOKS** (but valuable)
Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct/.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity http://equity.usc.edu/ or to the Department of Public Safety http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information http://emergency.usc.edu/ will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

COURSE REQUIREMENTS AND EVALUATION

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Point Value</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td>75</td>
<td>15%</td>
</tr>
<tr>
<td>Paper 2</td>
<td>175</td>
<td>35%</td>
</tr>
<tr>
<td>Paper 3</td>
<td>150</td>
<td>30%</td>
</tr>
<tr>
<td>Presentation</td>
<td>75</td>
<td>15%</td>
</tr>
<tr>
<td>Participation</td>
<td>50</td>
<td>10%</td>
</tr>
</tbody>
</table>

| Total               | 500         | 100%            |

All papers must be written using APA style (12-point font, double-spaced, subheads, cover page, running header and page numbers, in-text citations, and reference list). Help with APA Style can be found at https://owl.english.purdue.edu/owl/section/2/10/ and http://www.apastyle.org/learn/tutorials/basics---tutorial.aspx.

Papers are graded on formatting and organization, thoroughness of literature search, an accurate presentation of findings, and overall paper content and comprehension. Proper use of APA Style, superior writing quality, good grammar and sentence structure, lack of typographical errors, and a well-organized paper is essential to receive a passing grade.
Text readings are listed below; all articles will be posted on Blackboard unless otherwise noted. **Readings should be completed prior to class the day they are scheduled.** Check Blackboard frequently for newly assigned readings, recorded lectures, PowerPoint decks, and announcements.

Due to the ever-changing schedules of our guest speakers, this syllabus is subject to change. The assigned readings will remain consistent. Please be flexible and check BB for revisions.

**WEEK 1 – INTRODUCTION**

8/26
Introduction to course content and expectations, plus examples of entertainment-education and social marketing

**WEEK 2 – EE FROM AROUND THE GLOBE / INTRO TO SOCIAL MARKETING**

9/2
We will look at the early days of entertainment education, a current US-based EE project, and introduce social marketing.

*Start watching East Los High on Hulu --- [http://eastloshigh.com](http://eastloshigh.com) (seasons 2 & 3; plus online transmedia elements)*
WEEK 3 – THEORIES I – SABIDO METHODOLOGY

9/9
Theories in Entertainment---Education & Social Marketing
The Sabido Methodology: Shannon and Weaver’s Communication Model, Bentley’s Dramatic Theory, Jung’s Theory of the Collective Unconscious, Bandura’s Social Cognitive Theory and MacLean’s Concept of the Triune Brain

*Start posting social marketing and entertainment---education examples to our course discussion board.

Readings:
- Singhal, Cody, Rogers & Sabido (2004) – chapters 2---3
- Lee & Kotler (2012), chapter 1

WEEK 4 – EE IN THE US – PAPER 1 DUE

9/16
Special guest:
Kate Folb
Director, Hollywood, Health & Society (HH&S)
USC Annenberg Norman Lear Center
http://hollywoodhealthandsociety.org/

Our speaker will present the remarkable national and global entertainment---education work of HH&S.

Readings:
- Singhal, Cody, Rogers & Sabido (2004), chapters 6, 11
- Check BB for other readings and speaker bio.

PAPER ONE DUE
(Post on BB under “Assignments” no later than 6:00 p.m.)

WEEK 5 – THEORIES II

9/23
Special guest:
Meesha Brown
PCI---Media Impact
#ISurvivedEbola

Theories in Entertainment---Education & Social Marketing
Bandura’s social cognitive theory, self---efficacy; social modeling and more E---E examples
Readings:

- Singhal, Cody, Rogers & Sabido (2004) – chapter 8
- 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

### WEEK 6 – SOCIAL MARKETING & WEBSERIES

9/30

**Special guest:** TBD

Social Marketing Overview, Research and Analysis, Defining a Purpose; we will look at the power of web—based programming for entertainment—education purposes

Readings:

- Weinreich, Nedra, What is Social Marketing?
- There are many great articles on Nedra’s site – take a look at this link: http://www.social—marketing.com/library.html
- See Webisode folder on BB for readings.
- Check BB for other readings and speaker bio.

### WEEK 7 – THEORIES III

10/7

**Theories in Entertainment—Education**

*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*

Readings:

- Singhal, Cody, Rogers & Sabido (2004) – chapters 8, 10
WEEK 8 – THEORIES IV & MULTI--PLATFORM STORYTELLING

10/14
**Special guest:**
TBD

Theories in Entertainment---Education & Social Marketing & Introduction to Multi--platform Storytelling
Parasocial Interaction/ Identification/Transportation; Individual Difference Theory/Reception Theory; Agenda setting; Cultivation Theory; Spiral of Silence Theory; Review readings.

**Readings:**
- *Pop Culture with a Purpose!* pp. 32---40 This is a fine EE summary with case studies, written by Virgina Lacayo and Arvind Singhal, published by Oxfam Novid in 2008. There are no printed copies left, so I have posted the entire short book and the assigned pages separately on BB.
- See Transmedia folder on BB for readings.
- Read what ASCJ’s Henry Jenkins, the “father” of transmedia has to say in his blog. This link goes to the transmedia archives ----- be sure to check out his blog! [http://henryjenkins.org/transmedia_entertainment/](http://henryjenkins.org/transmedia_entertainment/)

WEEK 8 – SOCIAL MARKETING

10/21
**Understanding Your Audience and Crafting a Position**
Selecting target markets; setting behavior goals; developing positioning statements

**Readings:**
- Lee & Kotler (2012) – chapters 6 -- 9, preview 4 P’s

**PAPER TWO DUE**
(Post on BB under “Assignments” no later than 6:00 p.m.)

WEEK 10 – THE FOUR P’s AND MORE

10/28
**Special guest:**
TBD

Developing Social Marketing Strategies: The Four P’s --- Product, Price, Place, Promotion

*Continue to watch East Los High and post SM and E---E examples to discussion board.

**Readings:**
- Lee & Kotler (2012) – chapters 10 -- 14
WEEK 11 – GAMES FOR CHANGE

11/4
Special guest:
Elizabeth Swensen
Research Associate at the USC Game Innovation Lab
USC Cinematic Arts/ USC Interactive Media and Games
http://elizabethmakesgames.com

We will look at the power of using games to build awareness, develop healthy behaviors, and have fun.
You will develop your own game concepts!

Readings:
- Check BB for other readings and speaker bio.

Review the following websites...and play some of the games!
- http://www.gamesforchange.org
- takeactiongames.com/TAG/HOME.html
- http://breakthrough.tv

WEEK 12

11/11
EAST LOS HIGH!

WEEK 13 – SOCIAL MARKETING CAMPAIGN EVALUATION

11/18
Special guest:
TBD

Monitoring, evaluating, budgeting and more

Readings:
- Lee & Kotler (2012) – chapters 15, 16, 17
- Plant, Javanbakht, Montoya, Rotblatt, O'Leary, & Kerndt (2014). Check Yourself: A Social Marketing Campaign to Increase Syphilis Screening in Los Angeles County. Sexually Transmitted Diseases, Volume 41, Number 1

THANKSGIVING BREAK – 11/25 – HAVE FUN!

WEEK 14 – PRESENTATIONS (1)

12/2
FINAL PRESENTATIONS

FINALS WEEK – PRESENTATIONS (2) – PAPER 3 DUE

12/9
FINAL PRESENTATIONS
SUMMARY OF ASSIGNMENTS

(Please refer to the complete assignment posted on BB.)

PAPER 1: Review of Health or Social Issue (2 pages)
You will select a current health issue, environmental concern, or other social issue that is of interest to you and research the 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. Additionally, you must locate the media example you will be analyzing this semester. Choose carefully — this will be your topic and campaign/program for the entire semester.

PAPER 2: Description of Specific E---E/SM Example and Discussion of Applicable Theories (8---10 pages)
In this paper, you will locate and discuss a particular social marketing campaign or entertainment---education storyline that addresses the issue you selected. Additionally, 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 briefly sums up your work from the entire semester, as well as develop a new concept and innovative creative elements. Your new creative concepts would more effectively incorporate the theories and more successfully present the message to the target audience than the program you initially reviewed. Finally, you will give a presentation to the entire class that discusses the issue, campaign/program and your new creative.