Media Effects Doctoral Seminar
Sandra J. Ball-Rokeach: Fall, 2016

This course addresses selected traditional and "frontier" issues confronting media theorists and researchers. This is a period of massive transformation that effects change in the very definition of "media." For our purposes, "media" refer to both traditional mass media production forms -- television, radio, newspapers, magazines, books, etc. -- Internet-based forms and social media. Also included are the myriad of specialized-audience media or media targeted to particular ethnic, national origin, lifestyle, taste, community, etc. groups. To one degree or another, course thematic issues reflect contemporary struggles to understand how media, society, and audience are changing and what difference it makes for communication theory and research. They all bear, in one way or another, upon issues of community and civil society.

A number of chapters are assigned from:

- Bryant, J. & Oliver, M.B., eds. (2009). *Media effects: Advances in theory and research* (3rd ed.). Hillsdale, NJ: Erlbaum.

All readings will be available in pdf form/Blackboard

Conduct of Class Sessions

Given that this course is a doctoral seminar, students play an active role in shaping class discussion. To that end, students master the reading assignments associated with each weekly topic and come to class prepared with questions, criticisms, and comments. For each assigned reading, one student will be asked to lead off our discussion by providing a **written synopsis** for distribution to the class and a **3-minute** critical review to begin the discussion.

Components of Course Evaluation

Seminar Participation	20
Midterm Exam	25
Final Exam	25
Course Paper	30
	100

Both the midterm and the final will be take-home exams (each 15-page maximum) where the student selects questions to answer from a larger list that I prepare. For the course paper, each student works with me to work out a paper topic that relates to course subject matter. The course paper will take the student into literatures beyond the assigned course readings. Course readings afford good bibliographies for many topics. Please give me **both** hard and electronic copies of your exams and papers.

Seminar Topics and Readings

Introduction

I. Challenges to Iconic Theory and Research Foci

1. What Is A Media Effect?

- Potter, W. J. (2011). Conceptualizing mass media effect. *Journal of Communication*, 61(5). (896-915).

2. From Two-Step to One-Step Flow? A Debate

- Katz, E. (2006). *Personal Influence.* Introduction to the Transaction Edition. New Brunswik: NJ.

- Bennett, W. L., & Iyengar, S. (2008). A new era of minimal effects? The changing foundations of political communication. *Journal of Communication*.

3. Critical Or Administrative?

- Melody, W. H.. & Mansell, R. E. (1983). The debate over critical vs. administrative research: Circularity or challenge. *Journal of Communication* (Summer).

4. From Exposure To Communication Ecology: Measurement Challenge

- Walter, N., Ball-Rokeach, S. J., Xu, X. & Broad, G. (Draft Manuscript). Toward a new measure of communication ecology: An examination of applications and opportunities.

5. Which Media? Putting Ethnic and Immigrant Media on the Research Agenda

- Matsaganis, M., Katz, V. & Ball-Rokeach, S. J. (2011). Understanding Ethnic Media: Producers, Consumers, and Societies. Thousand Oaks, CA: Sage. Chapter 1: What are ethnic media?

- Wilkin, H., Ball-Rokeach, S. J., Matsaganis, M. & P. Cheong (2007). Comparing the communication ecologies of geo-ethnic communities: How people stay on top of their community. *Journal of Electronic Communication*.

- Ball-Rokeach, S. J. & Wilkin, H. A. (2009). Ethnic differences in health information seeking behavior: Methodological and applied issues. *Communication Research Reports*, Vol. 26, No. 1, pp. 1–8

- Lin, W-Y, Song, H. & Ball-Rokeach, (2010). Localizing the global: Exploring the transnational ties that bind in new immigrant communities, *Journal of Communication* 60(2): 205-229.

II. Theoretical Approaches

1. Traditional Cognitive/Information Processing Approaches

- A. Bandura, Social Cognitive Theory of Mass Communication, Chapter 6 in Bryant and Oliver (2009).

- Brinol, P. & Petty, R. E. (2015). Elaboration and validation processes: Implications for media attitude change. *Media Psychology*, 18(3). 267-293.

Week Four

2. Priming and Third-Person Effect

- Roskos-Ewoldsen, D. R., Roskos-Ewoldsen, B. & Dillman-Carpenter, F., Media Priming: An Updated Synsthesis, Chapter 5 in Bryant and Oliver (2009)

- Moy, P., Xenos, M. A., & Hess, V. K. (2006). Priming effects of late-night comedy. *International Journal of Public Opinion Research*, 18(2). 198-210.

- Perloff, R. M., Mass Media, Social Perception, and the Third Person Effect, Chapter 12 in Bryant and Oliver (2009)

- Tsfati, Y. & Cohen, J. (20005). The influence of presumed media influence on democratic legitimacy: The case of Gaza settlers. *Communication Research*, 32(6), 794-821.

- Scharrer, E. & Leone, R. (2008). First person shooters and the third person effect. *Human Communication Research*, 34(2), 210-233.

Week Five

3. Parasocial Interaction and Entertainment-Education

- Cohen, J. (2004). Parasocial breakup from favorite television characters: The role of attachment styles and relationship intensity. *Journal of Social and Personal Relationships*, 21: 187-202.

- Moyer-Guse, E. (2008). Toward a theory of entertainment persuasion: Explaining the persuasive effects of entertainment-education messages. *Communication Theory* 18: 407-425

- Murphy, S. T., Frank, L. B., Chatterjee, J. S. & Baezconde-Garbanati, L. (2013). Narrative versus nonnarrative: The role of identification, transportation, and emotion in reducing health disparities. *Journal of Communication*, 63(1), 116-137.

- Boukes, M., Boomgarden, H. G., Moorman, M. & de Vreese, C. H. (2015). At odds: Laughing and thinking? The appreciation, processing, and persuasiveness of political satire. *Journal of Communication*, 65(5), 721-744.

- Litera, I., & Chen, N.-T. N. (2013). Communication infrastructure theory and entertainment-education: An integrative model for health communication. *Communication Theory.* Advance online publication. doi: 10.1111/comt.12011

Week Six

4. Uses and Gratifications, Media System Dependency

- Rubin, A., The Uses and Gratifications Perspective of Media Effects, Chapter 8 in Bryant & Oliver (2009).

- Ball-Rokeach, S. J. (1998). A theory of media power and a theory of media use: Different stories, questions and ways of thinking. *Mass Communication and Society*, 1: 5-40.

- Brough, M., & Li, Z. (2013). Media systems dependency, symbolic power, and human rights online video: Learning from Burma's "Saffron Revolution" and WITNESS's hub.*International Journal of Communication*, *7*. Retrieved from http://ijoc.org/index.php/ijoc/article/view/1423

- Xu, Y. & Chu, Y. (Working Paper, 2015). The antecedents of internet dependency and its consequences for political efficacy: An analysis on a national representative sample in China.

6. Agenda Setting

- Mc Combs, M. & Reynolds, A., News influence on our pictures of the world, Chapter 1 in Bryant and Oliver (2009.

Week Seven

- Shehata, A., & Stromback, J. (2013). Not (Yet) a new rra of minimal effects: A study of agenda setting at the aggregate and individual levels. *The International Journal of Press/Politics,* 18(2), 234-255.

- Conway, B. A., Kenski, K. & Wang, D. (2015). The rise of Twitter in the political campaign: Searching for intermedia agenda setting effects in the presidential primary. *Journal of Computer-Mediated Communication*, 20(4), 363-380.

6. Cultivation and Constructing Social Reality

- Morgan, M., Shanahan, J. & Signorielli, N., Growing UP with Television, Chapter 3 in Byrant & Oliver (2009).

- Shrum, L. J., Media Consumption and Perceptions of Social Reality, Chapter 4 in Bryant & Oliver (2009).

- Mastro, D. E. & Tukachinsky, R. (2013). The influence of media exposure on the formation, activation and application of racial/ethnic stereotypes. In Scharrer. E. (Ed) The International Encyclopedia of Communication: Media Effects, Media Psychology. Pp. 377-391

- Matei, S. & S. J. Ball-Rokeach (2005). Watts, the 1965 Los Angeles riots, and the communicative construction of the fear epicenter of Los Angeles. *Communication Mongraphs*, 72: 301-323.

Week Eight

7. Framing

- Tewksbury, D. & Scheufele, D. A. News Framing Theory and Research Chapter 2 in Bryant and Oliver (2009).

- Pan, Z. & G. Kosicki (2001). Framing as a strategic action in public deliberation. In S. D. Reese, O. Gandy & A. Grant (eds.). Framing Public Life. Mahwah, NJ: Erlbaum.

- Lecheler, S. & de Vreese, C. H. (2013). What a difference a day makes? The effects of repetitive and competitive news framing over time. *Communication Research*, 40(2), 147-175.

8. Re-Evaluating Cultivation, Uses and Gratifications, Agenda Setting and Framing In the Contemporary Media Environment

- Perloff, R. M. (2014). Mass communication research at the crossroads: Definitional issues and theoretical directions for mass and political communication scholarship in an age of online media. *Mass Communication and Society*, 1-26. doi: 10.1080/15205436.2014.946997

- Cacciatore, M. A., Scheufele, D. A., & Iyengar, S. (2015). The end of framing as we know it and the future of media effects. *Mass Communication and Society*, 1-17. doi: 10.1080/15205436.2015.1068811

Week Nine

III. Media Audiences

- Livingstone, S., Allen, J. & R. Reiner (2001). Audiences for crime media 1946-1991: A historical approach to reception studies. *Communication Review* 4: 165-192

- Livingstone, S. (2013). The participation paradigm in audience research. *The Communication Review*, 16(1-2), 21-30.

- Slater, M. (2007). Reinforcing spirals: The mutual influence of media selectivity and media effects and their impact on individual behavior and social identity. *Communication Theory*, 17(3), 281-303.

- Gillig, T. K. & S. T. Murphy (2016). Fostering support for LGBTQ youth? The effects of a gay adolescent media portrayal on young viewers. *International Journal of Communication*, 10, 3828-3850.

- Livingstone, S. (2015). Active audiences? The debate progresses but is far from resolved. *Communication Theory*, 25(4), 439-446. doi: 10.1111/comt.12078

Week Ten

IV. Selected Effects Issues

1. Knowledge Gap

- Gaziano, E. & C. Gaziano, Social control, social change and the knowledge gap hypothesis. Chapter 5, pp. 117-136 In D. Demers & K. Viswanath, Eds., Mass Media, Social Control, and Social Change: A Macrosocial Perspective. Ames, IW: Iowa State University Press).

- Rucinski, D. (2004). Community boundedness, personal relevance, and the knowledge gap. *Communication Research*, 31: 472-495.

2. Approaches to Health Communication

- Fishbein, M. (2008). A reasoned action approach to health promotion. *Medical Decision Making*, 28(6), 834-844.

- Rimal, R. N. & Real, K. (2003). Understanding the influence of perceived norms on behavior. *Communication Theory*, 13(2), 184-203.

- Dutta, M. J., Anaele, A., & Jones, C. (2013). Voices of hunger: Addressing health disparities through the culture-centered approach. *Journal of Communication*, 63(1), 159–180.

- Wilkin, H. A (2013). Exploring the potential of communication infrastructure theory for informing efforts to reduce health disparities. *Journal of Communication 63*(1), 181-200. DOI:10.1111/jcom.12006

Week Eleven

- Moran, M.B., Frank, L.B., Zhao, N., Thainiyom, P., Gonzalez, C., Ball-Rokeach, S.J., & Murphy, S.T. An argument for ecological research and intervention in health communication. In press at *Journal of Health Communication*.

- Gibson, T. A. (2010). The limits of media advocacy. *Communication, Culture, and Change*, 3(1), 44-65.

3. Violence? And Videogames

- Ball-Rokeach, S. J. (2001). The politics of studying media violence: Reflections 30 years after The Violence Commission. *Mass Communication and Society* 4(1) : 3-18.

- Potter, W., J. and T. K. Tomasello (2003). Building upon the experimental design in media violence research: The importance of including receiver interpretations. *Journal of Communication*, 53(2): 133-156.

- Anderson, C. A.,Shibuya, A., Ihori, N., Swing, E. L., Bushman, B. J., Sakamoto, A., Rothstein, H, R. & Saleem, M. (2010). Violent video game effects on aggression, empathy, and prosocial behavior in Eastern and Western countries: A meta analytic review. *Psychological Bulletin*, 136(2), 151-173.

- Ferguson, C. J. & Kilburn, J. (2010). Much ado about nothing: The misestimation and overinterpretation of violent video game effects in Eastern and Western nations: Comment on Anderson et al. (2010). *Psychological Bulletin*, 136(2), 174-178.

Week Twelve

4. Social Capital and Civic Engagement

- Putnam, R. D. (2000). *Bowling Alone: The Collapse and Revival of American Community*. New York: Simon & Schuster.
    Thinking about social change in America (Ch. 1, pp. 15-28).
    What killed civic engagement? (Ch. 15, pp.277-284).

- Shah, D., Rojas H. & Cho, J., Media and Civic Participation: On Understanding and Misunderstanding Communication Effects, Chapter 10 in Byrant and Oliver (2009).

- Poortinga, W. (2012). Community resilience and health: The role of bonding, bridging, and linking aspects of social capital. *Health & Place*, 18(2), 286-295

- .Jung, J.-Y., Roriumi, K, & Mizukoshi, S. (2013). Neighborhood storytelling networks, internet connectedness, and civic participation after the Great East Japan Earthquake. *Asian Journal of Communication*, DOI: 10.1080/01292986.2013.819930.

- Kim, Y. C. & S. J. Ball-Rokeach (2006). Civic engagement from a communication infrastructure perspective. *Communication Theory,* 16: 173-197.

- Walter, N., Murphy, S. T., Frank, L., & Ball-Rokeach, S. J. (under review). The strength of bridging social capital: The case of normative behavior, Latinas, and cervical cancer.

Week Thirteen

5. Access Issues

- Gandy, O. H., Jr. (2002). The real digital divide: Citizens versus consumers. In L. Lievrouw & S. Livingstone (eds.), The Handbook of New Media (pp. 448-460). Thousand Oaks, CA: Sage.

- Hargittai, E., & Hinnant, A. (2008). Digital inequality: Differences in young adults' use of the internet. *Communication Research*, 35(5), 602-621.

- Hampton, K. N. (2010). Internet use and the concentration of disadvantage: Glocalization and the urban underclass. *American Behavioral Scientist* 53(8), 1111-1132.

V. Hyperlocal and Social Media

- Chen, N.-T. N., Liu, W., Ognyanovs, K. & Moreno, E. (In preparation). The Alhambra Project: A prototype for using communication infrastructure theory to construct and evaluate a community news site. To be published In Kim, Y-C, Matsaganis, M., Wilkin, H. & Jung, J-Y (Eds). The Communication Ecology of 21st Century Urban Communities.

- Chen, N.-T. N., Ognyanova, K., Zhang, C., Wang, C., Ball-Rokeach, S. J., & Parks, M. (2015). Causing ripples in local power relations: The meso-level influence of a hyperlocal news website. *Journalism Studies.* Advance online publication. doi:10.1080/1461670X.2015.1078738

Week Fourteen

- Thorson, K. (2013). Facing an uncertain reception: Young citizens and political interaction on Facebook. *Information, Communication & Society,* DOI: 10.1080/1369118X.2013.862563

- Lee, J. K., Choi, J., Kim, C. & Y. Kim (2014). Social media, network heterogeneity, and opinion polarization. *Journal of Communication* ISSN 0021-9916.

- Jackson, S. J. & Welles, B. F. (2015). Hijacking #myNYPD: Social media dissent sand networked counterpublics. *Journal of Communication.* http://onlinelibrary.wiley.com/doi/10.1111/jcom.12185/abstract

- Howard, Philip N., Aiden Duffy, Deen Freelon, Muzammil M. Hussain, Will Mari, and Marwa Mazaid. "Opening closed regimes: what was the role of social media during the Arab Spring?." *Available at SSRN 2595096* (2011).

Note: I am leaving Week Fifteen open for catch-up and/or overview

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.