



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

## CMGT 583: Entertainment-Education and Social Marketing

SPRING 2013

**Instructor:** Paula (Patnoe) Woodley

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**Telephone:** 323-683-4831 (cell)

**Section:** 21771 – Wednesday, 6:30 - 9:20 p.m.

**Classroom:** ASCJ #331

**Office:** ASCJ #333

**Office hours:** Wednesday, 5:00-6:00 p.m. or by appointment on Mon. or Wed.

### 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 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 and Social Change: History, Research, and Practice*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Lee, N. & Kotler, P. (2012) 4th ed., *Social Marketing: Influencing Behaviors for Good*. Thousand Oaks, CA; Sage
- Numerous articles will be posted on Blackboard, both assigned and for reference. Please check Blackboard weekly for assigned readings.

### OPTIONAL TEXTBOOK (but valuable)

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

### ACADEMIC INTEGRITY STATEMENT

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. Scampus, the Student Guidebook, contains the Student Conduct Code in Section

11.00, while the recommended sanctions are located in Appendix A:

<http://www.usc.edu/dept/publications/SCAMPUS/gov/>

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The review process can be found at:

<http://www.usc.edu/student-affairs/SJACS/>

### **ADA COMPLIANCE STATEMENT**

Any student requesting academic accommodation based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to your instructor (or TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. – 5:00 p.m., Monday through Friday. The phone number for DSP is 213-740-0776.

### **COURSE REQUIREMENTS AND EVALUATION**

Paper 1	15% of grade
Paper 2	35% of grade
Paper 3 & Presentation	30% & 10% of grade
Class Participation	10% of grade

## **SYLLABUS**

*Text readings are listed below; all articles will be posted on Blackboard unless otherwise noted. Check Blackboard daily for new academic articles, other readings and PowerPoint lecture slides. Readings should be completed prior to class the day they are scheduled. **Due to the ever-changing schedules of our guest speakers, this syllabus is subject to change – and most likely will!***

### **WEEK 1 – INTRODUCTION**

**1/16**

**Introduction to course content and expectations; Examples of entertainment-education and social marketing**

### **WEEK 2 – EE from Around the Globe**

**1/23**

**SPECIAL GUEST: Sandra de Castro Buffington**

**Director, Hollywood, Health & Society (HH&S)**

**USC Annenberg Norman Lear Center**

Our speaker will give a presentation on the remarkable national and global work of Annenberg's own HH&S.

#### **Readings:**

- **Singhal, Cody, Rogers & Sabido (2004)** – chapters 2, 3, 11
- **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*
- **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.
- Check BB for other readings and Sandra's bio

<b>WEEK 3 – THEORIES, PART 1</b>
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1/30

**Theories in Entertainment-Education - Part I**

Sabido Methodology and more

Readings:

- **Singhal, Cody, Rogers & Sabido (2004)** – chapters 4, 7, 18
- **Singhal, A., & Rogers, E. (2002).** A Theoretical Agenda for Entertainment-Education, *Communication Theory*, (12) 2, pp. 117-135

<b>WEEK 4 – THEORIES, PART 2; PAPER 1 DUE</b>
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2/6

**Theories in Entertainment-Education - Part 2**

Bandura's social cognitive theory, Self-efficacy; social modeling and more E-E examples from around the world

Readings:

- **Singhal, Cody, Rogers & Sabido (2004)** – chapters 5, 6
- **Sood, S. (2002).** Audience involvement and entertainment-education, *Communication Theory*; 12 (2), p. 153
- **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.
- 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](http://www.des.emory.edu/mfp/self-efficacy.html)

**PAPER ONE DUE**

(Post on BB under "Assignments" no later than 6:00 p.m.)

<b>WEEK 5 – SOCIAL MARKETING IN ACTION, PART 1</b>
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2/13

**SPECIAL GUEST: Glenn Sagon****CEO/Partner, Sagon-Phior - Integrated Marketing & Advertising**

Glenn will present the key elements of a successful campaign and share his firm's work

**Social Marketing - Part I**

Social marketing overview; plan development steps; introduction to the "Four P's"

Readings:

- **Lee & Kotler (2012)** – chapters 1, 2, 3,
- **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>
- **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.
- Check BB for other readings and Glenn's bio

<b>WEEK 6 – THEORIES, PART 3 AND WEBISODES</b>
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2/20

**Webisodes and Theories in Entertainment-Education - Part 3**

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
- Using Webisodes for Health Communication
- **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.
- **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.
- **Wardle, J. Rapoport, L., Miles, A., Afuape, T., Durman, M. (2001).** Mass education for obesity prevention: the penetration of the BBC's "Fighting Fat, Fighting Fit" campaign. *Health Education Research*, 16 (3), pp. 343-355

**WEEK 7 – THEORIES, PART 4 AND TRANSMEDIA****2/27****Transmedia and Theories in Entertainment-Education - Part 4**

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 Virginia 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.*
- **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.
- **Moyer-Guse, E. (2008).** Toward a Theory of Entertainment Persuasion: Explaining the Persuasive Effects of Entertainment-Education Messages. *Communication Theory*. 18, pp. 407-425.
- **Wilkin, H., Valente, T., et al., (2007)** Does Entertainment-Education Work with Latinos in the United States? Identification and the Effects of a Telenovela Breast Cancer Storyline. *Journal of Health Communication* 12(5), pp. 455 – 469.
- 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/)
- Review readings and websites posted on BB

**WEEK 8 – YOU GET IT ALL!****3/6****SPECIAL GUEST: Katie Elmore Mota****Prajna Productions, Population Media Center**

Webisodes, Transmedia, EE in the US and around the world, and more!

**Readings:**

*Continue reading your social marketing text*

- **Lee & Kotler (2012)** – chapters 4, 5, 6
- Check BB for other readings and Katie's bio

<b>WEEK 9 – TRANSMEDIA</b>
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**SPECIAL GUEST:**

**To be announced...** (Still waiting for confirmations from producers and "storytellers.")

**PAPER TWO DUE**

(Post on BB under "Assignments" no later than 6:00 p.m.)

<b>WEEK 10 – SOCIAL MARKETING, PART 2</b>
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**Social Marketing - Part 2**

Selecting target markets; setting behavior goals; developing positioning statements

**Readings:**

- **Lee & Kotler (2012)** – chapters (4, 5, 6) 7, 8, 9

<b>SPRING BREAK – MARCH 20 – HAVE FUN!</b>
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<b>WEEK 11 – GAMES FOR CHANGE</b>
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3/27

**SPECIAL GUEST: Scott Easley, Associate Director**

**USC GamePipe Laboratory**

**Viterbi School of Engineering**

Our guest will give us a look at how games can help influence behavior change and share the work USC is doing in developing games for good

**Readings:**

- [www.takeactiongames.com/TAG/HOME.html](http://www.takeactiongames.com/TAG/HOME.html)
- [www.darfurisdying.com](http://www.darfurisdying.com) - play this game!
- Check BB for other readings and Scott's bio

<b>WEEK 12 – WRITING EE STORYLINES FOR TV</b>
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4/3

**SPECIAL GUEST: 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:**

- **Rideout, V. (2008).** Television as a Health Educator: A Case Study of Grey's Anatomy, A Kaiser Family Foundation Report.
- **Murphy, S., Hether, H., Rideout, V. (2008),** How Healthy is Primetime?, 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.
- **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.
- Check BB for Zoanne's bio and CV

<b>WEEK 12 – SOCIAL MARKETING, PART 3 - CAUSE MARKETING</b>
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**4/10****SPECIAL GUEST: Ryan Lombardini****Digital Marketing Manager, The Trevor Project**

Ryan will share The Trevor Project's social marketing efforts, its success, and what they have learned.

**Social Marketing - Part 3**

Looking at the Four P's in detail

**Readings:**

- **Lee & Kotler (2012)** – chapters 10, 11, 12, 13
- <http://www.cbsm.com/public/world.lasso>
- <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://ohmygov.com/blogs/general_news/archive/2010/02/05/8-great-public-health-campaigns-using-social-media.aspx)
- <http://www.cdc.gov/socialmedia/>
- Check BB for additional readings and Ryan's bio

<b>WEEK 13 – SOCIAL MEDIA</b>
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**4/17****SPECIAL GUEST: Mark Horvath****Founder, InvisiblePeople.tv**

Mark will discuss his mission to help those that are homeless through the power of social media.

**Readings:**

- Links to press about Mark will be posted on BB
- **Barnes, N. & Mattson, E.,** (2008), Still Setting the Pace in Social Media: The First Longitudinal Study of Usage by the Largest US Charities
- Check BB for other readings and Mark's bio

<b>WEEK 14 – SOCIAL MARKETING, PART 4 &amp; CATCH UP</b>
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**4/24****Social Marketing - Part 4**

Creativity counts! Brainstorming; creating campaign elements, and more

**Readings:**

- **Lee & Kotler (2012)** – chapter 14

<b>WEEK 15 – PRESENTATIONS</b>
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**5/1****FINAL PRESENTATIONS – Day 1**

<b>FINALS WEEK – PRESENTATIONS &amp; PAPER 3 DUE</b>
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**5/8****FINAL PRESENTATIONS – Day 2****ALL FINAL PAPERS DUE**

(All papers must be posted on BB under "Assignments" no later than 6:00 p.m.)

**SUMMARY OF ASSIGNMENTS**

*(Please refer to the complete assignment provided in class.)*

**PAPER 1: Review of Health or Social Issue with Discussion of Specific E-E/SM Examples** (3 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. Next, you will locate and discuss a particular social marketing campaign or entertainment-education storyline that addresses the issue you selected and provide a brief summary. *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** (10-12 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 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.