



USC **ANNENBERG**
School for Communication & Journalism

CMGT 583: Social Marketing and Entertainment---Education

FALL 2015

Instructor: Paula (Patnoe) Woodley
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Section: #21771 – Wednesday, 6:30---9:20 p.m.
Classroom: ANN 406 **Office:** ASC 333 **Telephone:**
Office hours: M/W afternoons by appointment

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:

- 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

- 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. (2016) 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 TEXTBOOKS (but valuable)

- Kim, D.K., Singhal, A. & Kreps, G. L. (2013). *Health Communication: Strategies for Developing Global Health Programs*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Singhal, A., & Rogers, E.M. (1999). *Entertainment---Education*. Mahwah, New Jersey: Lawrence Erlbaum Associates.

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/departement-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

Course Requirements	Point Value	% of Final Grade
Paper 1	75	15%
Paper 2	175	35%
Paper 3	150	30%
Presentation	75	15%
Participation	50	10%
	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.

SYLLABUS

*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> (seasons 2 & 3; plus online transmedia elements)*

Readings:

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

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

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
- 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.
- 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.
- 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
- **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

WEEK 6 – SOCIAL MARKETING & WEBSERIES**9/30****Special quest:****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:

- **Lee & Kotler (2012)** – chapters 2 --- 5
- **Cardey, Garforth, Govender, & Dyll---Myllrbust (2013).** Entertainment education theory and practice in HIV/AIIDS communication, *Critical Arts*, 288---310.
- **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
- 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
- **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.
- **Khalil, G., & Rintamaki, L. (2014).** A televised entertainment---education drama to promote positive discussion about organ donation, *Health Education Research*, Vol. 29 (2), 284---296.

WEEK 8 – THEORIES IV & MULTI---PLATFORM STORYTELLING

10/14

Special quest:

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 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.
- 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/

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 quest:

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:

- **Singhal, A. (2013)**, The state of play: conferencing entertainment---education. *Critical Arts*, 1992---6049, pp. 1---8.
- **Wang, H., Singhal, A.** Entertainment---education through digital games.
- **Dougherty, C. (2013)** Videogames about alcoholism, depression and cancer. *Wall Street Journal* (online)
- 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 quest:

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.