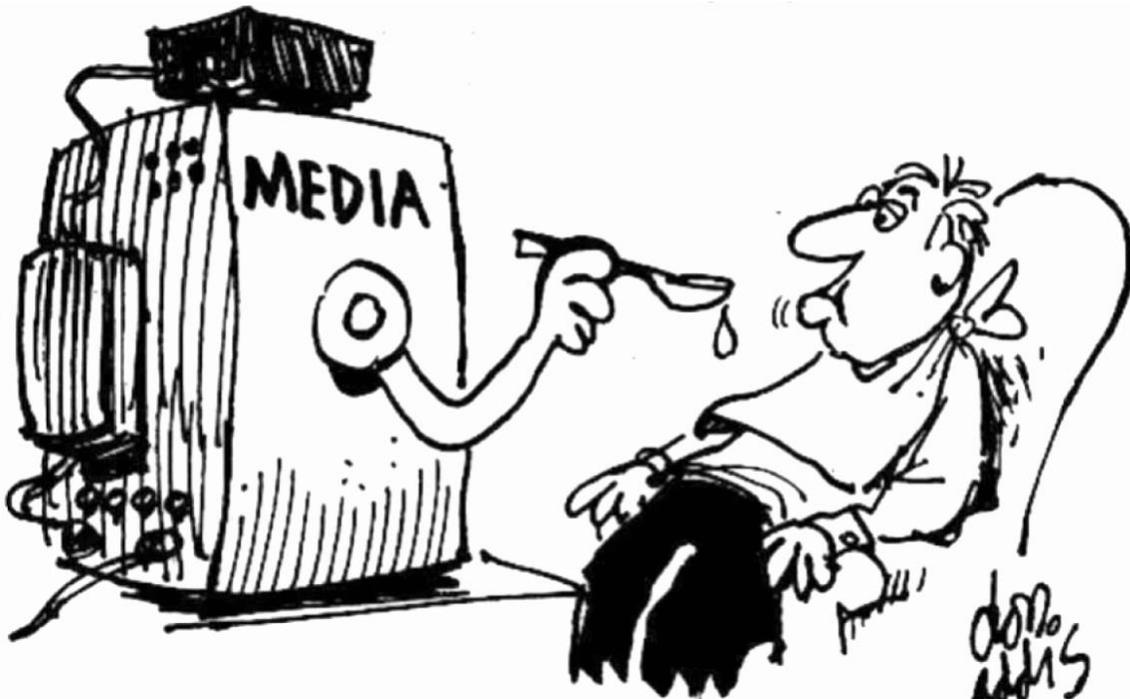


Seminar in Media Effects/ Media Psychology

MEJO 890.001



Comic by American editorial cartoonist Donald Gordon "Don" Addis (1935-2009)

This seminar provide a tour through some of the foundational theories and latest trends for examining the impact of media on the individual. Cognitive (attention, judgments), affective (emotional responses), and behavioral effects of news and entertainment will be covered. Readings for this course are drawn largely from academic journals in communication and psychology fields that take a quantitative social scientific approach to studying media effects. Students will engage in discussions of this literature and participate in conducting research as part of this course.

Fall 2018 Semester Information

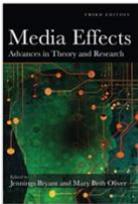
Professor: Francesca Dillman Carpentier
Office: Room 327
Office Phone: 919-843-1035
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E-mail: francesca@unc.edu

Class Hours: Tues 11:00am-1:45pm
Classroom: 340A Carroll Hall

Suggested texts for further reading (there are no required textbooks):



The Oxford Handbook of Media Psychology
Edited by Karen Dill
2013



Media Effects: Advances in Theory and Research
Edited by Jennings Bryant and Mary Beth Oliver
2009

Required readings will be provided to you in class.

Your work might require use of the SPSS statistical package on a computer for data entry and/or data analysis. If this is the case, you may either use classroom computers equipped with SPSS or you may use your own laptop to gain SPSS access through UNC's Virtual Lab—use your UNC wireless Internet connection and ONYEN to sign on and access SPSS at <https://virtuallab.unc.edu/>.

Attendance Policy and Late Assignments:

Attendance is not recorded nor is it factored into the final grade. Please use good judgment in your own attendance. As a policy, I do not allow make-ups or acceptance of late assignments, in-class exercises, tests, or final papers.

Grading:

Students are graded according to the highest professional standards. Grades are calculated based on the percentage correct on individual assignments and tests. Percentages are converted into letter grades of H (high pass), P (pass), L (low pass) and F (fail). Below are the equivalencies for each grade:

- F (fail) = 69% or less (a "D" or below)
- L (low pass) = 70-79% (a "C" grade)
- P (pass) = 80-89% (a "B" grade)
- H (high pass) = 90-100% (an "A" grade)

Course Goals:

The School of Media and Journalism's accrediting body outlines a number of values you should be aware of and competencies you should be able to demonstrate by the time you graduate from our program. [Click here to learn more.](#)

No single course could possibly give you all of these values and competencies, but collectively, our classes are designed to build your abilities in each [area](#). In this class, the following values and competencies are specifically addressed:

- Understand concepts and apply theories in the use and presentation of images and information.
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work.
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
- Apply basic numerical and statistical concepts.

Honor Code:

It is expected that each student in this class will conduct him/herself within the guidelines of the Honor System (<http://honor.unc.edu>). All academic work should be done with the high level of honesty and integrity that this University demands. If you have any questions about your responsibility or your instructor's responsibility as a faculty member under the Honor Code, please feel able to see the course instructor, speak with the senior associate dean of undergraduate studies in this school, and/or speak with a representative of the Student Attorney Office or the Office of the Dean of Students.

Seeking Help

If you need individual assistance, it is your responsibility to meet with the instructor. If you are serious about wanting to improve your performance in the course, the time to seek help is as soon as you are aware of the problem, whether the problem is difficulty with course material, a disability, or an illness. Please feel able to contact the course instructor as soon as you perceive any warning signs of things that might adversely affect your class performance or final grade.

Diversity

The University's policy on Prohibiting Harassment and Discrimination is outlined in the 2011-2012 Undergraduate Bulletin at <http://www.unc.edu/ugradbulletin/>. UNC is committed to providing an inclusive and welcoming environment for all members of our community and does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression.

In this course, you are encouraged to represent diverse populations, diverse viewpoints, and diversity of perspective in your own work. You are also asked to be sensitive to the various backgrounds, perspectives, origins, and situations represented by the students in the course, the students, faculty, and staff at this university, and the residents of this state.

Special Needs

The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the Accessibility Resources and Service (ARS) Office. In the first instance please visit their website at <http://accessibility.unc.edu>, call the office at 919-962-8300, or email accessibility@unc.edu. A student is welcome to initiate the registration process at any time. However, the process can take time. ARS is particularly busy in the run-up to Finals and during Finals. Students submitting Self-ID forms at that time are unlikely to have accommodations set until the following semester.

Please contact ARS as early in the semester as possible.

Grading Criteria

1. When prompted in the tentative course schedule (below), you will be asked to write **short** reaction (critique) papers (1.5 to 2 pages each, double spaced) in which you will essentially provide a critical review of the theoretical argument, method, and appropriateness of conclusions of a recently published academic article. Each critique will be assigned at the end of one class period, as noted in the tentative course schedule, and due at the beginning of the next class period. There are a total of eight of these papers assigned. These papers will constitute **32% of your final grade** (1% per point). Grades for these papers will be based on:

	1 point (for just doing it)	2 points	3 points	4 points
Writing Organization	Structure/ language unclear, random	Some structure but lacks logical flow of argument, some confusing grammar or misspellings	Structured overall, flow of argument/ conclusion ok, acceptable grammar, no misspelled words	Clear structure, clear and logical argument, strong conclusion, concise and clear language
Theory/ framework	Mentioned but not reviewed/ explained	Examined, but not correctly or thoroughly/ some confusion of terms	Explained well, correctly, thoroughly, and critically	Insightful and thorough critique, advances or challenges existing theory
Methods/ Design/ Application	Mentioned but not reviewed/ explained	Examined, but not correctly or thoroughly/ some confusion of terms	Explained well, correctly, thoroughly, and critically	Insightful and thorough critique, advances or challenges existing practice

2. In addition to these short critiques, you will also be asked to present your selected article at the beginning of the next class period (when the critique is due). This will be done in a 24/7 format as used in Improbable Research's Ig Nobel awards ceremony. A link to an example and explanation is here: <https://www.youtube.com/watch?v=gbV-cKRK9e0>. An additional link for an example we will be seeing in class is provided in the tentative course schedule. This exercise is intended to facilitate sharing of new literature, as well as practice synthesizing articles into their most basic 'lessons learned.' Grades are simply based on participation, with one point being given for completion of each 24/7. There are a total of eight 24/7's, each worth 1% point for a total of **8% of the final grade**.

3. Hands-on practice with research is strongly encouraged. You will be required to engage in a either a solo-authored or group-based research project during this course that includes original data collection. It is my hope that this experience converts into a viable article for presentation at an academic conference, if not a journal publication. However, the point of this exercise is experience and learning. Therefore, the final paper for this course will be as follows:

- A draft of the article as it might appear in a journal, with introduction, literature review, hypotheses, method section, results, discussion, reference section, and any accompanying tables or figures. This article should be written in APA format. The article in total should not exceed 25 pages of text, excluding references, tables, figures, or other appendices. This piece is worth 40% of your final grade.
- An account of team member participation, most notably which pieces of the project and paper you were responsible for doing (so that I know who did what parts of the research and the writing). This piece is worth 5% of your final grade.
- An account of what you learned in the process, including mistakes made, how you would approach this study if you were to do it again, and what went well. To me, this is the most important piece of this final report, although more time will go into the article draft. This lessons-learned piece is worth 15% of your final grade.

The **final report** in total will be worth **60% of your final grade**.

4. The final exam period is reserved for presentations of your research. It is mandatory to attend this exam period. Presentations can be informal and consist of a powerpoint presentation of research questions, methods, and preliminary findings. Please also include the lessons learned. If research was conducted in a group, all group members must participate in the presentation. A 15% deduction of the final grade will be levied for any missed presentations.

Tentative Course Schedule

Week 1 ...in which we get into the swing of things

Aug 22 Brief conversation about the importance of theory
Review of syllabus and course assignments
Group container exercise
Introduction of the 24/7 ([see video of UNC alumnus from 2015 Ig Nobels](#))

Week 2 ...in which we talk about what the media effects tradition is and what it isn't

Aug 28 Discussion of the following readings:

- Neuman and Guggenheim 2011's The Evolution of Media Effects Theory: A Six-Stage Model of Cumulative Research (23 pages of text)
- Sherry 2004's Media Effects Theory and the Nature/Nurture Debate: A Historical Overview and Directions for Future Research (20 pages of text)
- Slater 2004's Operationalizing and Analyzing Exposure: The Foundation of Media Effects Research (12 pages of text)

Week 3 ...in which we focus on media psychology as a way of theorizing about effects

Sept 4 Discussion of the following readings:

- Rutledge 2010's What is Media Psychology (8 pages)
- Reeves, Yeykelis, and Cummings 2016's The Use of Media in Media Psychology (21 pages of text)
- Tao, C., and E. P. Bucy. 2007. Conceptualizing media stimuli in experimental research: Psychological versus attribute-based definitions. Human Communication Research 33.4:397–426.

Week 4 ...in which we take a step back and talk about how to approach the readings

Sept 11 Discussion of the following readings:

- Cohen 2003's Creating, Testing, and Applying Social Psychological Theories (11 pages of text)
- Gray 2017's How to Map Theory: Reliable Methods Are Fruitless without Rigorous Theory (8 pages of text)
- Thagard 2012's Cognitive Architectures (26 pages, double spaced)
- Smith and Conrey 2007's Agent-Based Modeling: A New Approach for Theory Building in Social Psychology (16 pages of text)

(Not for discussion – Hildebrandt and Oliver 2000's The Mind as a Black Box: A Simulation of Theory Building in Psychology)

Week 5 ...in which we discuss studies that remind us of behavioral theories (pt. 1)

Sept 18 Discussion of the following readings:

- Berkowitz 1984. Some effects of thoughts on anti- and prosocial influences of media events: A cognitive-neoassociation analysis. *Psychological Bulletin* 95:410–427.
- Berkowitz 2008. On the consideration of automatic as well as controlled psychological processes in aggression. *Aggressive Behavior* 34:117–129.
- Anderson, Deuser, and DeNeve 1995. Hot temperatures, hostile affect, hostile cognition, and arousal: Tests of a general model of affective aggression. *Personality and Social Psychology Bulletin* 21:434–448.
- Zillmann, D. (1971). Excitation transfer in communication-mediated aggressive behavior. *Journal of experimental social psychology*, 7(4), 419-434.

For homework, find a recent media violence study (published since 2015) to critique. Turn in 1.5-to-2 page critique at next class.

Week 6 ...in which we discuss studies that remind us of behavioral theories (pt. 2)

Sept 25 Oral presentations of 24/7 summary of the study critiqued from last week's homework.

Discussion of the following readings:

- Devine 1989. Stereotypes and prejudice: Their automatic and controlled components. *Journal of Personality and Social Psychology* 56:5–18.
- Valentino, Hutchings, & White 2002. Cues that matter: How political ads prime racial attitudes during campaigns. *American Political Science Review* 96:75–90.
- Dixon & Azocar 2007. Priming crime and activating Blackness: Understanding the psychological impact of the overrepresentation of Blacks as lawbreakers on television news. *Journal of Communication* 57:229–253.

For homework, find a recent stereotype study using media (published since 2015) to critique. Turn in 1.5-to-2 page critique at next class.

Week 7 ...in which we discuss studies that remind us of behavioral theories (pt. 3)

Oct 2 Oral presentations of 24/7 summary of the study critiqued from last week's homework.

Discussion of the following readings:

- McCombs 2005. A look at agenda-setting: Past, present and future. *Journalism Studies* 6(4): 543-557.
- Scheufele & Tewksbury 2007. Framing, agenda setting, and priming: The evolution of three media effects models. *Journal of Communication*, 57(1), 9-20.
- (humbly) Dillman Carpentier 2014. Agenda setting and priming effects based on information presentation: Revisiting accessibility as a mechanism explaining agenda setting and priming. *Mass Communication and Society*, 17(4), 531-552.
- Blanton & Jaccard 2015. Not so fast: Ten challenges to importing implicit attitude measures to media psychology. *Media Psychology*, 18, 338-369.

Week 8 ...in which we discuss studies taking a cue from development theories (pt. 1)

Oct 9 Discussion of the following readings:

- Bandura, A. A., Ross, D., & Ross, S. A. (1961). Transmission of aggression through imitation of aggressive models. *The Journal Of Abnormal And Social Psychology*, 63(3), 575-582.
- Shrum, L. J. (1996). Psychological processes underlying cultivation effects: Further tests of construct accessibility. *Human Communication Research*, 22(4), 482-509.
- Tatlow-Golden et al. 2014. Young children's food brand knowledge: Early development and associations with television viewing and parent's diet. *Appetite*, 80, 197-203.

For homework, find a recent study about children and media or longitudinal effects of media (published since 2015) to critique. Turn in 1.5-to-2 page critique at next class.

Week 9 ...in which we discuss studies that take a cue from cognitive theories (pt. 1)

Oct 16 Oral presentations of 24/7 summary of the study critiqued from last week's homework.

Discussion of the following readings:

- Lang et al. 2003's Where the Mind Meets the Message: Reflections on Ten Years of Measuring Psychological Responses to Media
- Lang, A. (2000). The limited capacity model of mediated message processing. *Journal of Communication*, Winter, 46-70.

- Bolls, Lang, & Potter. (2001). The effects of message valence and listener arousal on attention, memory, and facial muscular responses to radio advertisements. *Communication Research*, 28(5), 627-651.
- Leshner, G., P. Bolls, and E. Thomas. 2009. Scare 'em or disgust 'em: The effects of graphic health promotion messages. *Health Communication* 24.5: 447-458.

For homework, find a recent study using attention or cognitive load as a function of media content (published since 2015) to critique. Turn in 1.5-to-2 page critique at next class.

Week 10 ...in which we discuss studies that take a cue from cognitive theories (pt. 2)

Oct 23 Oral presentations of 24/7 summary of the study critiqued from last week's homework.

Discussion of the following readings:

- Cacioppo, J. T., Petty, R. E., Kao, C., & Rodriguez, R. (1986). Central and peripheral routes to persuasion: An individual difference perspective. *Journal of Personality and Social Psychology*, 51(5), 1032-1043.
- Griffin, R. J., Neuwirth, K., Giese, J., & Dunwoody, S. (2002). Linking the Heuristic-Systematic Model and depth of processing. *Communication Research*, 29, 705-732.
- Slater, M. D., & Rouner, D. (2002). Entertainment-education and elaboration likelihood: Understanding the processing of narrative persuasion. *Communication Theory*, 12(2), 173-191.
- Moyer-Gusé, E. (2008). Toward a Theory of Entertainment Persuasion: Explaining the Persuasive Effects of Entertainment-Education Messages. *Communication Theory*, 18(3), 407-425.

For homework, find a recent study explaining persuasive effects of media using a dual-process model (published since 2015) to critique. Turn in 1.5-to-2 page critique at next class.

Week 11 ...in which we discuss studies that take a cue from cognitive theories (pt. 3)

Oct 30 Oral presentations of 24/7 summary of the study critiqued from last week's homework.

Discussion of the following readings:

- Weber et al. 2015's Bridging Media Psychology and Cognitive Neuroscience: Challenges and Opportunities

- Weber, R., R. Tamborini, A. Westcott-Baker, and B. Kantor. 2009. Theorizing flow and media enjoyment as cognitive synchronization of attentional and reward networks. *Communication Theory* 19.4:397–422.
- Wang, A. L., Lowen, S. B., Romer, D., Giorno, M., & Langleben, D. D. (2015). Emotional reaction facilitates the brain and behavioural impact of graphic cigarette warning labels in smokers. *Tobacco control*, 24(3), 225-232.

Week 12 ...in which we discuss studies that refer to social psychological theories (pt. 1)

Nov 6 Discussion of the following readings:

- Davison (1983). The third-person effect in communication. *Public opinion quarterly*, 47(1), 1-15.
- Gunther, A. (1991). What we think others think: Cause and consequence in the third-person effect. *Communication Research*, 18(3), 355-372.
- Eveland Jr, W. P., Nathanson, A. I., Detenber, B. H., & McLeod, D. M. (1999). Rethinking the social distance corollary: Perceived likelihood of exposure and the third-person perception. *Communication Research*, 26(3), 275-302.
- Gunther, A. C., & Schmitt, K. (2004). Mapping boundaries of the hostile media effect. *Journal of Communication*, 54(1), 55-70.

For homework, find a recent study using the third-person effect framework to explain media effects (published since 2015) to critique. Turn in 1.5-to-2 page critique at next class.

Week 13 ...in which we discuss studies that refer to social psychological theories (pt. 2)

Nov 13 Oral presentations of 24/7 summary of the study critiqued from last week's homework.

Discussion of the following readings:

- Festinger, L. (1954). A theory of social comparison processes. *Human relations*, 7(2), 117-140.
- Bessenoff, G. R. (2006). Can the media affect us? Social comparison, self-discrepancy, and the thin ideal. *Psychology of women quarterly*, 30(3), 239-251.
- Barlett, C. P., Vowels, C. L., & Saucier, D. A. (2008). Meta-analyses of the effects of media images on men's body-image concerns. *Journal of Social and Clinical Psychology*, 27(3), 279-310.

- Haferkamp, N., & Krämer, N. C. (2011). Social comparison 2.0: Examining the effects of online profiles on social-networking sites. *Cyberpsychology, Behavior, and Social Networking*, 14(5), 309-314.

For homework, find a recent study explaining effects of media based on social comparison (published since 2015) to critique. Turn in 1.5-to-2 page critique at next class.

Week 14 ...in which we discuss studies that refer to social psychological theories (pt. 3)

Nov 20 Oral presentations of 24/7 summary of the study critiqued from last week's homework.

Discussion of the following readings:

- Tajfel, H., & Turner, J. C. (2004). The Social Identity Theory of Intergroup Behavior. In J. T. Jost & J. Sidanius (Eds.), *Key readings in social psychology. Political psychology: Key readings* (pp. 276-293). New York, NY, US: Psychology Press.
- Mastro, D. E. (2003). A social identity approach to understanding the impact of television messages. *Communication Monographs*, 70(2), 98-113.
- Paluck, E. L. (2009). Reducing intergroup prejudice and conflict using the media: a field experiment in Rwanda. *Journal of personality and social psychology*, 96(3), 574-587.
- Odağ, Ö., & Hanke, K. (2018, July 24). Revisiting Culture: A Review of a Neglected Dimension in Media Psychology. *Journal of Media Psychology: Theories, Methods, and Applications*. Advance online publication. <http://dx.doi.org/10.1027/1864-1105/a000244>

Week 15 ...in which we discuss studies reminding us of humanistic theories (pt. 1)

Nov 27 Discussion of the following readings:

- Vorderer, P., & Reinecke, L. (2015). From Mood to Meaning: The Changing Model of the User in Entertainment Research. *Communication Theory (10503293)*, 25(4), 447-453.
- Oliver, M. B., & Bartsch, A. (2010). Appreciation as Audience Response: Exploring Entertainment Gratifications Beyond Hedonism. *Human Communication Research*, 36(1), 53-81.
- Rieger, D., Frischlich, L., Högden, F., Kauf, R., Schramm, K., & Tappe, E. (2015). Appreciation in the face of death: Meaningful films buffer

against death-related anxiety. *Journal of Communication*, 65(2), 351-372.

- Bailey, E., & Wojdyski, B. W. (2015). Effects of “meaningful” entertainment on altruistic behavior: Investigating potential mediators. *Journal of Broadcasting & Electronic Media*, 59(4), 603-619.

For homework, find a recent study about meaningful media and/or prosocial effects of media (published since 2015) to critique. Turn in 1.5-to-2 page critique at next class.

Week 16 ...in which we discuss studies reminding us of humanistic theories (pt. 2)

Dec 4 Oral presentations of 24/7 summary of the study critiqued from last week’s homework.

Discussion of the following readings:

- Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American psychologist*, 56(3), 218.
- Zillmann, D. (1988). Mood management through communication choices. *American Behavioral Scientist*, 31(3), 327-340.
- Schnall, S., Roper, J., & Fessler, D. M. (2010). Elevation leads to altruistic behavior. *Psychological science*, 21(3), 315-320.
- Gentile, D. A., Anderson, C. A., Yukawa, S., Ihori, N., Saleem, M., Ming, L. K., ... & Rowell Huesmann, L. (2009). The effects of prosocial video games on prosocial behaviors: International evidence from correlational, longitudinal, and experimental studies. *Personality and Social Psychology Bulletin*, 35(6), 752-763.
- Wegener, D. T., Petty, R. E., & Smith, S. M. (1995). Positive mood can increase or decrease message scrutiny: the hedonic contingency view of mood and message processing. *Journal of personality and social psychology*, 69(1), 5.

Exam Week

Dec 13 12:00pm-3:00pm Carroll Hall Rm 340A final exam scheduled for research presentations (solo and group projects)