

J801: Mass Communication and the Individual

Spring 2021, Mondays, 3:30 p.m.-6:00 p.m., Meeting Virtually on Zoom

Mike Wagner
Professor
5164 Vilas Hall
mwagner8@wisc.edu; @prowag
608-263-3392 (office)

Office Hours

Monday: 11:00 a.m.-12:00 p.m.
And by appointment

Welcome to J801! This seminar provides a broad introduction to major theories and research related to the social psychological, biological, political and sociological foundations of individuals' relationship with mass communication. We will spend a plurality of our time focusing on debates and breakthroughs that have emerged in mass communication, journalism and psychology within the past decade or so while studying some of the "classic" work on which contemporary research builds. While any seminar can but scratch the surface of this diverse and evolving field, I hope to whet your appetite for more!

If we do our jobs, you will leave this seminar with a strong understanding of major questions, findings, theories, and scholars in a wide variety of research areas examining mass communication and the individual. You will have the opportunity to apply what you have learned in our discussions, a presentation to your colleagues, an original seminar paper (a research design), and a mock prelim exam.

COVID-19 Statement

This semester is yet another in a line of uniquely challenging ones. Our collective safety and health are the most important things.

We are learning in highly uncertain times. Not only are we all dealing with what I hope are the last gasps of a global pandemic, many people are enduring the ongoing effects of anti-Black racism that threatens the lives of many Black people and other groups. We are entering the semester with significant obligations to families, children, parents, friends, and ourselves. Many of you are starting the semester worried, tired, overburdened, exhausted, and unsure of what might happen next.

All that said, uncertain times can also be times of great creativity, growth, renewal and innovation. We have opportunities to rethink and re-envision what it means to live in the United States and to contemplate what a more inclusive society might look like. So, let's get started.

My pledge to you this semester is that I will lead with the following values and behaviors: transparency, flexibility, tenacity, and compassion.

Transparency: Things might change. This syllabus might change. We will probably do less. I will keep you informed every step of the way.

Flexibility: While you should absolutely work to keep up with your assignments in this class, the circumstances of the semester are such that there may be a time(s) you cannot meet a deadline. Please let me know as soon as you can if you are going to miss a deadline. The Hansel presentation (keep reading) is one that we really need you to be on time for, so prioritize that if things start to get tight.

Tenacity: You will get out of the class what you put into the class. It is certainly the case that the current circumstances we are living under will negatively affect your work in ways you can predict and in ways you can't. This is ok. Even so, try your best to read, show up prepared, and participate in class. It might be that this semester, you feel challenged more quickly than normal (or exhausted or overwhelmed) or it might be that you have huge amounts of time you did not have before and you can do even more work than normal (we likely have both groups in class). Be honest with yourself about your capacity – and find a way to still challenge yourself to learn as much as you can.

Compassion: I want you to succeed. I want you to succeed in a way that works for the situation we are in. I'm happy to lend an ear, offer advice, and – most importantly – work to find an agreeable accommodation for you to make sure you get the most out of our seminar. It is better to do this right away rather than letting work pile up.

Assignments

Participation (15%): We will be successful so long as we have regular, robust discussions about the strengths and weaknesses of the theoretical issues and methodological approaches present in each week's batch of readings. This won't be easy on Zoom, but the chat feature can be your friend if speaking up is technologically or psychologically difficult. In general, you are expected to participate regularly each week. *Indeed, you should aim to be prepared to answer a direct question about any of the assigned readings' primary research question, most important hypothesis (if there is a hypothesis), data, methodological approach, and major finding.* Attendance is assumed.

State of the Subfield Memos (10%): On **four** occasions, you will write a memo using the week's readings to offer a point of view on the state of research in that area of mass communication and offering up a research question and design of your own. This memo should be no longer than two single-spaced pages and should be animated by items including, but not limited to: what you think the major strengths/problems are with the week's readings, how the readings fit together or compete, what the major findings leave unresolved, unexamined, etc. Please do not write a memo that only rehashes what is in the readings. The last part of your memo should offer a proposed research question or hypothesis and mini-research design that would advance the literature for the week. Before coming to class, you should carefully read your classmates' memos to facilitate discussion.

Memos are to be e-mailed to the class email list no later than 7pm on Sunday evenings.

Research Paper (40%): You are to write an original paper from page 1 to the end of the research design section. In some cases, depending upon the epistemological perspective from which you work, you may be granted permission to deviate from these instructions (i.e. pursuing a paper that would use qualitative methods *and* grounded theory, for example) The paper must be related to something we have studied this semester, but must be an original departure from existing theory, topic, method, etc. This should be around 12-to-15 pages of text.

A 2-to-3-page proposal is due in class on February 22; the first draft of the paper is due, in class, April 12; the final draft, with changes from the first draft highlighted in some way is due by 11:59 p.m., May 3.

In addition to your own paper, you will also be responsible for a one-page single-spaced “journal review” of one classmate’s paper. You will get the paper on the April 12 and provide the review to me by class time on April 19. I will return two reviews to you, mine and your classmate’s, and you can use those to help you improve your paper.

Hansel Presentation (15%)

You will be responsible for one Hansel Presentation this semester. According to Mugatu in the cinematic gift that is *Zoolander*, “Hansel is so hot right now.” Thus, you are to give a presentation about a fairly new research article that uses cutting-edge theory/methods/data in an area we are studying. You have 15 minutes to present and 15 minutes to lead a discussion afterwards.

Mock Prelim

To help demystify prelim exams, I will give you a take home exam designed to mirror a prelim question. I will ask three questions – you should pick one to answer. I will hand these out on March 15. You can do it whenever you like, so long as you turn it in by May 1. You are limited to 10 pages, double-spaced (not counting references). This assignment is optional.

Professional Development

I also strongly recommend you do two other things this semester to begin to be part of the profession. First, I suggest that you join a professional organization – most have reasonable rates for graduate students. Excellent options include the International Communication Association at www.icahdq.org, the Association for Education in Journalism and Mass Communication (aejmc.org), and the National Communication Association (natcom.org). I also recommend considering the American Political Science Association (apsanet.org), the Midwest Political Science Association (mpsaa.org), the Southern Political Science Association (spsa.net) and the International Society for Political Psychology (ispp.org). Membership will get you access to major journals, access to the services such as job listings, syllabi help, and so forth and will keep you up-to-date on goings on in the profession. Second, I recommend you attend several research talks in the SJMC and Departments of Political Science, Communication Arts, and Life Sciences Communication over the semester. These may include job talks, invited talks by prominent researchers, or talks by faculty and other graduate students in our department. These talks will give you a chance to see current research and to both observe and participate in professional presentations – a hallmark of our scholarly life.

Grades

Participation: 15%

Hansel Presentation: 15%

Research Design: 40%

Mock Prelim: 10%

State of the Subfield Memos: 10%

Review: 10%

Grades are earned as follows:

A = Excellent work. Excellent work need not be perfect, but it must:

- be original
- show an integrated understanding of the literature
- engage with research methods' strengths/weaknesses/benefits/drawbacks epistemologically and practically
- highlight your own critiques/contributions to the literature
- be ethically produced
- be clear

AB = Good work. Good work must:

- be accurate
- show an understanding of major theories
- understand strengths and weaknesses different methods
- be ethically produced
- be mostly clear

B = Below average work. Below average work:

- shows a surface-level understanding of literature or worse
- is atheoretical
- is muddled and unclear with respect to the contribution of the paper
- does not engage with strengths and weaknesses of method
- is unoriginal
- is ethically produced

Plagiarism and Fabrication

Integrity is very important. Please take note of the university's policy on academic misconduct: <http://students.wisc.edu/doso/acadintegrity.html>. If you have questions, I will help you with gusto and vigor.

You should all know what plagiarism is — using someone else's work in your own stories. This includes cutting and pasting material that was written by others, as well as patch writing, when you change a word or two but keep an original source's general meaning.

If there has been academic misconduct, consequences will include an "F" for the assignment. Depending upon my opinion of the severity of the infraction, punishment may also include an "F" for the course. I will report instances of academic misconduct to the Dean of Students.

Course Schedule

Jan 25 Seminar Introduction

Introduce ourselves, discuss the course, share our initial thoughts about mass communication and the individual, sign up for Hansel Presentations.

Feb 1 Theory and the Practice of Mass Communication Effects Research

Chakravartty, P. & Jackson, S. J. (2020). The disavowal of race in communication theory. *Communication and Critical/Cultural Studies* 1-10.

Holbert, R. L. & Park, E. (2020). Conceptualizing, organizing, and positing moderation in communication research. *Communication Theory* 30(3): 227-246.

Deuze, M. (2020). The role of media and mass communication theory in a global pandemic. *Communication Today* 11(2): 4-16.

Chaffee, S. H. & Berger, C. R. (1987). What communication scientists do. In C. Berger & S. Chaffee (Eds.) *Handbook of Communication Science* (pp. 99-122). Thousand Oaks, CA: Sage.

Metzger, M. (2009). The study of media effects in the era of Internet communication. In R. L. Nabi and M. B. Oliver (Eds.), *The Sage Handbook of Media Processes and Effects* (pp. 561-576). Thousand Oaks, CA: Sage.

Shah, D. V., McLeod, D. M., Rojas, H., Cho, J., Wagner, M. W., Friedland, L. A. (2017). Revising the communication mediation model for a new political communication ecology. *Human Communication Research* 43(4): 491-504.

Additional Readings:

Lowrey, W. & Sherrill, L. (2020). Fields and ecologies: Meso-level spatial approaches and the study of journalistic change. *Communication Theory* 30(3): 247-267.

Heath, R. L. & Bryant, J. (1992). Why study communication theories and conduct research? (pp. 1-27). Hillsdale, NJ: Erlbaum.

Bryant, J. & Zillmann, D. (2009). A retrospective and prospective look at media effects. In R. L. Nabi and M. B. Oliver (Eds.), *The Sage Handbook of Media Processes and Effects* (pp. 9-17). Thousand Oaks, CA: Sage.

Feb 8 Using Social Psychology to Orient the Study Mass Communication

Eagly, A. & Chaiken, S. (1993). *The Psychology of Attitudes*. Chapters 1-2

Shah, D. V., Rojas, H., & Cho, J. (2009). Media and civic participation: On understanding and misunderstanding communication effects. In Jennings Bryant and Mary Beth Oliver (Eds.) *Media Effects: Advances in Theory and Research, Third Edition* (pp. 207-227). New York: Routledge.

Sundar, S. S. (2009). Media effects 2.0: Social and psychological effects of communication technologies. In R. L. Nabi and M. B. Oliver (Eds.), *The Sage Handbook of Media Processes and Effects* (pp. 545-560). Thousand Oaks, CA: Sage.

Young, D. G. & Bleakley, A. (2020). Ideological health spirals: An integrated political and health communication approach to COVID interventions. *International Journal of Communication* 14: 3508-3524.

Feb 15 Schema Theory and Media Constructions

Mastro, D. (2009). Effects of Racial and Ethnic Stereotyping. In Jennings Bryant and Mary Beth Oliver (Eds.) *Media Effects: Advances in Theory and Research, Third Edition* (pp. 325-341). New York: Routledge.

Dixon, T. & Maddox, K. (2005). Skin tone, crime news and social reality judgments: Priming the stereotype of the dark and dangerous black criminal. *Journal of Applied Social Psychology*, 35 1555-1570.

Gorham, B. W. (2006). News media's relationship with stereotyping: The linguistic intergroup bias in response to crime news. *Journal of Communication* 56: 289-308.

Potter, W. J., Pashupati, K., Pekurny, R. G., Hoffman, E., & Davis, K. (2002). Perceptions of television: A schema. *Media Psychology*, 4, 27-50.

Grizzard, M., Juang, J., Fitzgerald, K., Ahn, C., & Chu, H. (2020). Sensing heroes and villains: Character-schema and the disposition formation process. *Communication Research* 45(4): 479-501.

Additional Readings:

Erickson, S. E. & Dal Cin, S. (2017). Romantic parasocial attachments and the development of romantic scripts, schemas, and beliefs among adolescents. *Media Psychology* 21(1): 111-136.

Harrison, K., Peralta, M., & STRONG Kids Team. (2012). Parent and child media exposure, preschooler dietary intake, and preschooler healthy-meal schemas in the context of food insecurity. *Journal of Communication*, 65, 443-464.

Steineke, J (1997). A portrait of a woman as a scientist: breaking down barriers created by gender-role stereotypes. *Public Understanding of Science* 6: 409-428.

Feb 22

Mass Media Selection and Perception

DUE: Paper proposal

Rubin, A. M. (2009). Uses-and-gratifications perspective on media effects. In Jennings Bryant and Mary Beth Oliver (Eds.) *Media Effects: Advances in Theory and Research, Third Edition* (pp. 165-184). New York: Routledge.

Hwang, Y. (2010). Selective exposure and selective perception of anti-tobacco campaign messages: The impacts of campaign exposure on selective perception. *Health Communication, 25*, 182-190.

Ederly, S. (2015). Red media, blue media, and purple media: New repertoires in the colorful media landscape,” *Journal of Broadcasting and Electronic Media, 59*, 1-21.

Perryman, M.R. (2020). Where the other side gets news: Audience perceptions of selective exposure in the 2016 election. *International Journal of Public Opinion Research* 32(1): 89-110.

Wells, C. F, Friedland, L., Hughes, C., Shah, D.V., Suk, J. & Wagner, M.W. (2021). News media use, talk networks, and anti-elitism across geographic location: Evidence from Wisconsin. *International Journal of Press Politics*. Online First.

Additional Readings:

Arceneaux, K., Dunaway, J., Johnson, M., & Vander Wielen, R. J. (2020). Strategic candidate entry and congressional elections in the era of Fox News. *American Journal of Political Science* 64(2): 398-415.

Thorson, K., Vraga, E., & Ekdale, B. (2010). Credibility in context: How uncivil online commentary affects news credibility. *Mass Communication and Society, 16*, 421-451.

Iyengar, S. & Han, K. S. (2009). Red media, blue media: Evidence of ideological selectivity in media use,” *Journal of Communication, 59*, 19-39.

Park, N., Kee, K. F., & Valenzuela, S. (2009). Being immersed in social networking environment: Facebook Groups, uses and gratifications, and social outcomes. *CyberPsychology & Behavior, 12*, 729-733.

March 1

Mental Structures and Communication Influence on Social Cognition

Cohen, J. (2001). Defining identification: A theoretical look at the identification of audiences with media characters. *Mass Communication and Society*, 4, 245-264.

Nabi, R. L. & Clark, S. (2008). Exploring the limits of social cognitive theory: Why negatively reinforced behaviors on TV may be modeled anyway. *Journal of Communication*, 58, 407-427.

Bandura, A. (2009). Social cognitive theory of mass communication. In R. L. Nabi and M. B. Oliver (Eds.), *The Sage Handbook of Media Processes and Effects* (pp. 94-124). Thousand Oaks, CA: Sage.

Lim, J. S., Choe, M-J., Zhang, J., Noh, G-Y. (2020). The role of wishful identification, emotional engagement, and parasocial relationships in repeated viewing of live-streaming games: A social cognitive theory perspective. *Computers in Human Behavior* 108.

Velasquez, A. & Quenette, A. (2018). Facilitating social media and offline political engagement during electoral cycles: Using social cognitive theory to explain political action among Hispanics and Latinos. *Mass Communication and Society* 21(6): 763-784.

Additional Readings:

Schiappa, E. Gregg, P. B., & Hewes, S. E. (2005). The parasocial contact hypothesis. *Communication Monographs*, 72, 92-115.

Shah, D. V., Kwak, N., Schmierbach, M., & Zubic, J. (2004). The interplay of news frames on cognitive complexity. *Human Communication Research*, 30, 102-120.

March 8 Cognition: Information Processing & Mental Models

Kean, L. G. & Albada, K. G. (2003). The relationship between college students' schema regarding alcohol use, their television viewing patterns, and their previous experience with alcohol. *Health Communication*, 15, 277-298.

Farrar, K. M., Kreman, M., & Nowak, K. L. (2006). Contextual features of violent video games, mental models, and aggression. *Journal of Communication*, 56, 387-405.

McCombs, M. & Stroud, N.J. (2018). Psychology of agenda-setting effects: Mapping the paths of information processing. *Review of Communication Research*. 2(1): 70-93.

Niederdeppe, J., Shapiro, M. A., Kim, H.K., Bartolo, D., & Porticella, N. (2014). Narrative persuasion, causality, complex integration, and support for obesity policy. *Health Communication*, 29, 431-444.

McGloin, R., Farrar, K. M., Krcmar, M., Park, S., & Fishlock, J. (2016). Modeling outcomes of violent video game play: Applying mental models and model matching to explain the relationship between user differences, game characteristics, enjoyment, and aggressive

intentions. *Computers in Human Behavior* 62: 442-451.

Additional Readings:

Roskos-Ewoldsen, D. R., Roskos-Ewoldsen, B., & Carpenter, F. D. (2009). In R. L. Nabi and M. B. Oliver (Eds.), *The Sage Handbook of Media Processes and Effects* (pp. 74-93). Thousand Oaks, CA: Sage.

Brader, T. (2005). Striking a responsive chord: How political ads Motivate and persuade voters by appealing to emotions. *American Journal of Political Science*, 49, 388-405.

March 15 Affective Processes and Emotional Responses to Media

Mock Prelim Provided

Nabi, R. L. (2009). Emotion and media effects. In R. L. Nabi and M. B. Oliver (Eds.), *The Sage Handbook of Media Processes and Effects* (pp. 205-221). Thousand Oaks, CA: Sage.

Han, J. Y., Shah, D. V., Kim, E. et al. (2011). Empathetic exchanges in online cancer support groups: distinguishing message expression and reception effects. *Health Communication*, 6, 185-197.

Riddle, K. (2014). A theory of vivid media violence. *Communication Theory*, 24, 291-310.

Wirz, D. (2018). Persuasion Through Emotion? An experimental test of the emotion-eliciting nature of populist communication. *International Journal of Communication* 12: 1114-1138.

Iyengar, S. Lelkes, Y., Levendusky, M., Malhotra, N., Westwood, S. (2018). The origins and consequences of affective polarization in the United States. *Annual Review of Political Science* 22: 129-146.

Additional Readings

Valkenburg, P. M. & Peter, J. (2013). The differential susceptibility to media effects model. *Journal of Communication*, 63, 221-243.

Oliver, M. B. (1993). Exploring the paradox of the enjoyment of sad films. *Human Communication Research*, 19, 315-342.

Peter, J. & Valkenburg, P. M. (2006). Adolescents' exposure to sexually explicit online material and recreational attitudes toward sex. *Journal of Communication*, 56, 639-660.

March 22 Mass Communication and Attitude Formation and Change

Eagly, A. & Chaiken, S. (1993). *The Psychology of Attitudes*. Chapters 6-7.

Holbert, R. L., Shah, D. V., & Kwak, N. (2003). Political implications of prime-time drama and sitcom use: Genres of representation and opinions concerning women's rights." *Journal of Communication*, 53: 45-60.

Hust, S. J., Marett, E. G., Lei, M., Cang, H., Ren, C., McNab, A. L. & Adams, P. M. (2013). Health promotion messages in entertainment media: crime drama viewership and intentions to intervene in a sexual assault situation. *Journal of Health Communication*, 18, 105-123.

Briñol, P. & Petty, R. E. (2006). Fundamental processes leading to attitude change: Implications for cancer prevention communications. *Journal of Communication* 56: S81-S104.

Li, J., & Wagner, M. W. (2020). The value of not knowing: Partisan cue-taking and belief updating of the uninformed, the ambiguous and the misinformed. *Journal of Communication* 70: 646-679.

Additional readings:

Reedy, J., Wells, C., & Gastil, J. (2014). How voters become misinformed: An investigation of the emergence and consequences of false factual beliefs. *Social Science Quarterly*, 95, 1399-1418.

March 29 Persuasion: Mass Communication Campaigns

Eagly, A. & Chaiken, S. (1993). *The Psychology of Attitudes*. Chapter 4.

Petty, R. E., Briñol, P., & Priester, J. (2009). Mass media attitude change: Implications of the elaboration likelihood model. In R. L. Nabi and M. B. Oliver (Eds.), *The Sage Handbook of Media Processes and Effects* (pp. 125-164). Thousand Oaks, CA: Sage.

Petty, R. E. & Cacioppo, J. T. (1979). Issue involvement can increase or decrease persuasion by enhancing message-relevant cognitive responses. *Journal of Personality and Social Psychology*, 37, 1915-1926.

Walter, N., Bilandzic, H., Schwarz, N., & Brooks, J. J. (2020). Metacognitive approach to narrative persuasion: the desirable and undesirable consequences of narrative disfluency. *Media Psychology*. Online First.

Ballard, A. M., Davis, A., & Hoffner, C. A. (2020). The impact of health narratives on persuasion in African American women: A systematic review and meta-analysis. *Health Communication*. Online First.

Additional Readings:

Liu, S. & Yang, J. Z. (2020). The role of temporal distance perception in narrative vs. non-narrative persuasion related to e-cigarettes. *Journal of Health Communication* 25(7): 543-553.

Roberto, A. J., Krieger, J. L., Katz, M. L., Groei, R., & Jain, P. (2011). Predicting pediatricians' communication with parents about the Human Papillomavirus (HPV) Vaccine: An application of the theory of reasoned action. *Health Communication, 26*, 303-312.

Hull, S. (2012). Perceived risk as a moderator of the effectiveness of frames HIV test promotion messages among women: A randomized controlled trial. *Health Psychology, 31*, 114-121.

Apr 5 Persuasion: Overcoming Resistance

Green, M. C. & Brock, T. C. (2000). The role of transportation in the persuasiveness of public narratives. *Journal of Personality and Social Psychology, 79*, 701-721.

Pfau, M., Holbert, R. L., Zubric, S. J., Pasha, N. H., Lin, W-K. (2000). Role and influence of communication modality in the process of resistance to persuasion. *Media Psychology, 2*: 1-33.

Moyer-Guse, E. & Nabi, R. L. (2010). Explaining the effects of narrative in an entertainment television program: Overcoming resistance to persuasion. *Human Communication Research 36*: 26-52.

Tormala, Z. L. & Petty, R. E. (2002). What doesn't kill me makes me stronger: The effects of resisting persuasion on attitude certainty. *Journal of Personality and Social Psychology, 83*, 1298-1313.

Tormala, Z. L. & Briñol, P. (2015). Attitude change and persuasion: past, present, and future directions. In M. I. Norton, D. D. Rucker, & C. Lambertson (Eds.), *Cambridge Handbook of Consumer Psychology* (pp. 29-64). Cambridge, MA: Cambridge Press.

Additional Readings:

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

Apr 12 Agenda-Setting, Framing, and Third Person Effects

DUE: Draft of Seminar Paper

McLeod, D. M. & Shah, D. V. (2014). *News frames and national security: Covering big brother*. New York: Cambridge University Press. (Chapter 1)

Leeper, T. J. & Slothuus, R. (n.d.) Can citizens be framed? How persuasive information more than emphasis framing changes political opinions.

McCombs, M.E. & Shaw, D. (1972). The agenda setting function of the mass media. *Public Opinion Quarterly*, 36, 176-187.

Gruszczynski, M. & Wagner, M. W. (2017). "Information flow in the 21st century: The dynamics of agenda-uptake." *Mass Communication and Society* 20(3): 378-402. DOI: 10.1080/15205436.2016.1255757

Gunther, A. (1991). What we think others think: Cause and consequence in the third-person effect. *Communication Research*, 18, 355-372.

Jang, S. M. & Kim, J. K. (2018). Third person effects of fake news: Fake news regulation and media literacy interventions. *Computers in Human Behavior* 80: 295-302.

Additional Readings

Choi, Y., Leshner, G., & Choi, J. (2008). Third person effects of idealized body image in magazine advertisements. *American Behavioral Scientist*, 52, 147-164.

Perloff, R. (2009). Mass media, social perception, and the third-person effect. In R. L. Nabi and M. B. Oliver (Eds.), *The Sage Handbook of Media Processes and Effects* (pp. 252-268). Thousand Oaks, CA: Sage.

Cacciatore, Michael, Dietram A. Scheufele, and Shanto Iyengar. "The End of Framing as we Know it. . . and the Future of Media Effects," *Mass Communication and Society* 19 (1): 7-23.

Chong, Dennis, and James N. Druckman. 2007. "Framing Public Opinion in Competitive Democracies." *American Political Science Review* 101(4): 637-655.

Slothuus, Rune and Claes H. de Vreese. 2010. "Political Parties, Motivated Reasoning, and Issue Framing Effects," *Journal of Politics* 72(3): 630-45.

Feezell, Jessica T. , Rebecca A. Glazier, Amber E. Boydston. 2019. "Framing, identity, and responsibility: do episodic vs. thematic framing effects vary by target population?," *Politics, Groups, and Identities*, 1-22 Online First.

Lecheler, Sophie and Claes H. de Vreese. 2011. "Getting real: the duration of framing effects," *Journal of Communication*, 61, 959-983.

Kahneman, Daniel and Amos Tversky. 1981. "The Framing of Decisions and the Psychology of Choice." *Science* 211: 453-58.

Scheufele, Dietram A. 1999. "Framing as a theory of media effects," *Journal Of Communication* 49 (1): 103-122.

Apr 19

Cultivation

DUE: Review of Colleague's Seminar Paper

Morgan, M., Shanahan, J., & Signorielli, N. (2015). Yesterday's new cultivation, tomorrow. *Mass Communication and Society*. 18(5): 674-699.

Potter, W. J. (1986). Perceived reality and the cultivation hypothesis. *Journal of Broadcasting & Electronic Media*, 30, 159-174.

Saito, S. (2007). Television and the cultivation of gender-role attributes in Japan: Does television contribute to the maintenance of the status quo? *Journal of Communication*, 57, 511-531.

Williams, D. (2006). Virtual cultivation: Online worlds, offline perceptions. *Journal of Communication*, 56, 69-87.

Potter, W. J. (2014). A critical analysis of cultivation theory. *Journal of Communication*, 64, 1015-1036.

Additional Readings

Morgan, M., Shanahan, J., & Signorielli, N. (2009). Growing up with television: Cultivation processes. In R. L. Nabi and M. B. Oliver (Eds.), *The Sage Handbook of Media Processes and Effects* (pp. 34-49). Thousand Oaks, CA: Sage.

Shrum, L.J., Lee, J., Burroughs, J. E., Rindfleisch, A. (2011). An online process model of second-order cultivation effects: How television cultivates materialism and its consequences for life satisfaction. *Human Communicatino Research* 37(1): 34-57.

Apr 26 Mass Communication Messages & the Individuals Who Create Them

Donsbach, W. (2004). Psychology of news decisions: Factors behind journalists' professional behavior. *Journalism*, 5, 131-157.

Graves, L., Nyhan, B., & Reifler, J. (2016). Understanding innovations in journalistic practice: A field experiment examining motivations for fact-checking. *Journal of Communication*, 66, 102-138. doi:10.1111/jcom.12198

Pingree, R. J. (2007). How messages affect their senders: A more general model of message effects and implications for deliberation. *Communication Theory*, 17, 439-461. doi:10.1111/j.1468-2885.2007.00306.x

McGregor, S. C. & Molyneaux, L. (2020). Twitter's influence on news judgment: An experiment among journalists. *Journalism* 21(5): 597-613.

Wang, Y. & Yang, Y. (2020). Dialogic communication on social media: How organizations use Twitter to build dialogic relationships with their publics. *Computers in Human Behavior* 104.

Freelon, D., Marwick, A., & Kreiss, D. (2020). False equivalencies: Online activism from left to right. *Science* 369: 1197-1201.

Additional Readings

Kreiss, D. & Saffer, A.J. (2017). Networks and innovation in the production of communication: Explaining innovations in US electoral campaigning from 2004 to 2012. *Journal of Communication* 67(4): 521-544.

White, K. C. (2018). *The branding of right-wing activism: The news media and the Tea Party*. Oxford University Press.

Bode, L. (2012). Facebooking it to the polls: A study in online social networking and political behavior. *Journal of Information Technology & Politics*, 9, 352-369.

May 1 **DUE: Mock Prelim (optional)**

May 3 **DUE: FINAL PAPER (via email)**