

JOUR 801 RESEARCH I: THEORY

William Allen White School of Journalism and Mass Communications, University of Kansas
Fall 2018, Tuesdays, 4:30–7 p.m., 206 Stauffer-Flint

INSTRUCTOR

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OBJECTIVES

By the end of this course, you will be able to:

- Identify where the major theories that guide mass communication research fit within the general model of communication.
- Critically evaluate the major theories that guide mass communication research.
- Develop a research interest into a concept-focused and theory-driven mass communication model.
- Write academically using American Psychological Association (APA) style.

TEXTBOOKS

Required: American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Suggested: Baran, S. J., & Davis, D. K. (2012). *Mass communication theory: Foundations, ferment, and future* (6th ed.). Boston, MA: Wadsworth.

ASSIGNMENTS (575 OR 600 possible points)

Readings and discussions

You will be asked to read one or two readings for class each week. In addition, you will read much more for your individual assignments (aim for three to five articles per week, or equivalent). While you should be reading the assigned articles in their entirety, you should focus on understanding each article's introduction and literature review, method, and discussion sections. For this class, it is not imperative that you understand each article's results section (the discussion section should explain the results in non-specialist terms).

Many of the class readings will be challenging. We will clarify each reading in class. But you need to come prepared, having read all of the readings ahead of time, and generated insightful questions about each.

Theory summaries

One (Master's students) or two (Ph.D. students) (25 points each).

Each week, two classmates will collaborate in a shared Google Document to summarize one of the theories in the mass communication "cannon." You will identify each theory's key scholars and readings. You will provide a reference list and links to the theory's seminal articles, chapters, or books. You will summarize the theory's main premise(s), typical research questions, research methods associated with it, and its limitations. You will attribute all sources used in the summary, and provide links when possible. You also will map each theory onto the general model of mass communication, which we will discuss on the first day.

Each presenter's contribution to the summary will be clearly identified in the document. Consider these summaries to be works-in-progress; they do not need to be written at the level of a polished research paper. The summary will be due at the beginning of each class.

Presenters will present and discuss their summary in class. These presentations will not last longer than 10 minutes, with an additional 5 minutes for Q&A and discussion.

Research conversations

Two by mid-November (25 points each).

You will have at least two face-to-face conversations with your instructor about your research ideas and progress in the class. The first conversation should happen in the first three weeks of the semester (the sooner, the better). The second conversation should happen in late October/early November. It's up to you to make sure that these conversations take place. They can be scheduled during office hours or at another time. Use email to set up when and where you will talk.

In the first week, you will be assigned to have a conversation with either Professor Bobkowski or Erba.

Research assignments

All research assignments are due by 4:30 on their due dates. Assignments submitted late receive zero points. You will use Blackboard to submit all of these assignments.

We will use a "scaffolding" approach to the research assignments. That is, each new assignment will build on the previous assignment and the feedback you receive. Instead of thinking about these as separate assignments, think of them as one, semester-long project that you get to revise (and make better) several times.

Type all assignments in Word, save each document on your computer, and upload it in the appropriate place on Blackboard. If you use Pages, save the file as a Word document before submitting.

You will receive most assignments back with track changes from the instructor. **Make sure you know how to operate track changes.** Before submitting the next version of the assignment, address all comments and revisions. Submit a “clean” document each time.

You should work ahead and share drafts of your major assignments with your instructor before they are due, to receive feedback and directions for each assignment’s final draft. If you do this, be mindful of your instructor’s schedule. It may take a few days to give you feedback.

Initial search

Due Aug. 28 (50 points).

In this assignment, you will summarize the research you conduct during the first week. Start with a literature search and identify a peer-reviewed research article that is related to a topic you want to research. Read/skim this article and identify other sources about your topic. Search the article’s “Cited by” list in Google Scholar and identify more sources about your topic. Download the articles that seem most appropriate, and begin reading/skimming these articles.

For this first assignment, Ph.D. students need to end up with at least four peer-reviewed articles; Master’s students need to end up with at least two peer-reviewed articles.

Begin to keep track of the concepts and theories that these articles use. You will add to these lists throughout the semester.

In the assignment you submit on Blackboard, summarize your search process and results. First, write a sentence or two identifying your research interest. Then list search terms and phrases related to this research interest. Explain what search terms and database(s) you used in your search, and what the results looked like. If you built subsequent searches based on your initial search, explain why and how you did that. Explain why you chose your initial article, and how it fits with your research topic. List the other sources you identified from the article and from Google Scholar. For each source, specify whether you have downloaded it, and if not, how you will access it. Summarize your initial impressions of each article. For each article, list the concepts and theories on which the article focuses. If you can graph the relationships between concepts that the article examines, include these graphs in the article’s summary.

When finished, go to Blackboard and submit the assignment using the appropriate link.

Research question

Due Sept. 13 (50 points).

In the first paragraph, explain the significance of your research topic. Think about this as the first paragraph of your paper, in which you are making an argument for why your research topic is important enough to write about. This is the place to summarize general statistics or trends.

In the second paragraph, explain the research “gap” that your research question will address. That is, summarize the research on your topic that has been completed, and identify an idea, relationship, or

question that the research has not addressed. Then state your research question, which needs to directly address the gap you identified.

In the second paragraph MA students will cite at least two peer-reviewed articles per research concept or theory; Ph.D. students will cite at least four peer-reviewed articles per research concept or theory.

Lastly, break down your research question into its component parts. Clearly identify the concepts and theory your research will address.

Your research question may mature as the semester progresses, so don't get wedded to it. Use it to remind yourself what the direction of your research is but don't be afraid to develop your research question as you read more.

Annotated bibliography

Due Oct. 2 (100 points).

An annotated bibliography is a list of references, with each reference followed by a summary (annotation) of the referenced work. The following is an example of one very long entry in an annotated bibliography. Your entries do not need to be as detailed as the following. In your bibliography, summarize the elements of an article (or another source) that are most applicable to your research topic. You can explain in your summaries how each source is relevant to your work.

While the sources you use in the theory and methods bibliographies can overlap, your annotations in these two bibliographies cannot be the same. Do not be tempted to simply copy-and-paste from one bibliography to the other. The two classes emphasize different parts of the research process, and your annotations also need to focus on different elements of the articles, chapters, or books you cite. For this bibliography, pay attention to introductions, literature reviews, conceptual and theoretical developments, hypotheses and RQs, and discussion sections, including limitations.

Ho, J. Y. C., & Dempsey, M. (2010). Viral marketing: Motivations to forward online content. *Journal of Business Research*, 63, 1000–1006. doi: 10.1016/j.jbusres.2008.08.010

Theory. The authors use the theoretical framework of FIRO (Fundamental Interpersonal Relations Orientation) (Schutz, 1966), to predict and test online users' motivations to share marketing content by way of e-WOM (electronic word-of-mouth). According to FIRO, three needs motivate individuals to communicate with one another: the need to feel included (i.e., belong), the need to show affection, and the need to control their social environment. Drawing on this framework, the authors predict that online users share content (1) to belong, (2) to distinguish themselves from others, (3) to engage in altruism, (4) to exert control over their personal growth, and (5) because they are curious.

Method & Results. The authors' predictions were tested with a survey of 582 undergraduate students. The dependent variable was the frequency with which respondents forwarded electronic

information in a typical week. Data were analyzed with a structural equation model (SEM). Results confirmed that all motivations except for the need to belong predict online information sharing.

Implications. This is a useful study because it offers a theoretical model that can be adapted to predict the sharing of online news. It also identifies potential predictors of news sharing: the need to individuate, the need to be altruistic, and the need to control one’s growth. Curiosity does not seem to fit with the other predictors – it should predict information gathering but not information sharing. Although it could be tied to issue involvement.

You will use these types of works in your bibliography: academic (peer-reviewed) journal articles, academic book chapters, academic books, non-academic research reports (e.g., Pew; use a limited number). You will NOT use these types of works in your bibliography: blog posts, websites, newspaper and magazine articles (including trade publications), theses and dissertations, unpublished research papers (including conference papers), encyclopedia entries, textbooks, non-academic books.

Categories and **minimum** number of entries in the bibliography:

Element	Category	Ph.D. students	Master’s students
Concept 1	Seminal (any date)	2	1
	Recent (2013-2018)	6	3
Concept 2	Seminal (any date)	2	1
	Recent (2013-2018)	6	3
Theory	Seminal (any date)	2	1
	Recent (2013-2018)	6	3
TOTAL		24	12

You can’t “double dip” an entry, that is, use it for more than one research element or category. Organize your bibliography using subheads according to the three research elements and categories. Number entries within each research element and category.

Concept explication

Due Oct. 23 (100 points).

The goal of this assignment is an exhaustive analysis of the two concepts that are central to your research question.

First, identify the two concepts to explicate. These should be the two concepts from your research question. You will then find many peer-reviewed articles and academic book chapters that discuss and use your concepts. In the concept explication paper, you should cite at least all of the concept-related sources you summarized in your annotated bibliography.

Your concept paper will be structured as follows:

(1) Introduction (about $\frac{3}{4}$ to 1 page). In this section, you will briefly introduce and re-state your research question. You will then introduce the two concepts by providing brief definitions and key citations. You will then foreshadow how the rest of the paper is structured and it says (write this last part last, when you know what the paper says).

(2) Conceptual definitions of concept 1 (3-5 pages). In this section, first, you will thoroughly explain how non-researchers and researchers have defined this concept. You will then summarize the research studies in which this concept has been used, and what the results of these studies say about your concept. You can structure this section around what predicts your concept, and then what your concept predicts. Toward the end of the section, critically evaluate what others have written about this concept. At the end of the section, explain which of the conceptual definitions you will use in your work, and which relationships are most relevant to your research.

(3) Conceptual definitions of concept 2 (3-5 pages). This section will be structured the same as your concept 1 section.

(4) In the conclusion (2-3 pages), you will re-state and summarize the key ideas and arguments you presented in the previous two sections. You will clearly explain how you intend to define the concepts in your research. Make sure that the focal relationship between the two concepts, and your reasons for studying it, are clear in the conclusion.

Writing tip: After you write your conclusion, go back and revise your introduction so that it accurately foreshadows what the rest of your paper argues. You can also then revise the intros and conclusions to your two sections. Make sure that the entire paper presents a **coherent argument** about your concepts.

(5) Reference list. Follow APA citation style and list all of the works that you cite in the text. Follow APA citation style for in-text citations. Persistent style mistakes in the text or in the reference section will decrease your grade.

Here are some examples of published concept explications:

Kalyanaraman, S., & Sundar, S. S. (2008). Portrait of the portal as a metaphor: Explicating web portals for communication research. *Journalism & Mass Communication Quarterly*, 85(2), 239-256.

Kikuchi, M., & Coleman, C. (2012). Explicating and measuring social relationships in social capital research. *Communication Theory*, 22(2), 187-203. doi:10.1111/j.1468-2885.2012.01401.x

Lüders, M. (2008). Conceptualizing personal media. *New Media & Society*, 10(5), 683-702.

Marchionni, D. M. (2013). Journalism-as-a-conversation: A concept explication. *Communication Theory*, 23(2), 131-147. doi:10.1111/comt.12007

Park, S. (2012). Mediated intergroup contact: Concept explication, synthesis, and application. *Mass Communication & Society*, 15(1), 136-159. doi:10.1080/15205436.2011.558804

Potter, W. J. (2011). Conceptualizing mass media effect. *Journal of Communication*, 61(5), 896-915. doi:10.1111/j.1460-2466.2011.01586.x

Shah, D. V., & Scheufele, D. A. (2006). Explicating opinion leadership: Nonpolitical dispositions, information consumption, and civic participation. *Political Communication*, 23(1), 1-22. doi:10.1080/10584600500476932

e. Theory development

Due Nov. 27 (100 points).

The goal of this assignment is an exhaustive analysis of a theory that's central to your research question. Theories explain relationships between concepts, so your theory should be closely related to the concepts you explicated in the previous assignment.

First, identify a theory to develop. Here are some of the theories we will talk about in class: cultivation, exemplification, gatekeeping, selective exposure, social cognitive theory, third-person perception, uses and gratifications. There are many others out there. You only have to choose one.

You will then find many articles and book chapters that discuss, test, and expand your theory.

Your paper will be structured as follows:

(1) Introduction (about 1 page). In this section, you will briefly introduce and re-state your research question, and your two concepts. Then, introduce your theory, explain how it relates to your research question and concepts. Lastly, foreshadow how your paper is structured and what else you say in it.

(2) Historical background (3-5 pages). In this section, you will explain how the theory came to be and how it has developed over time. You need to cite seminal articles, book chapters, or books. Then provide examples of how the theory has been applied to research questions. Discuss how this theory has been used to explain relationships between concepts. If there are elements of the theory that do not pertain directly to how you will be using it, you can explain those succinctly in this section. You also will critically evaluate what others have written about this theory.

Writing tip: Use your own voice instead of relying on others' quotations. Reserve direct quotes only for the most unique statements that you can't or shouldn't paraphrase.

(3) Relevance to the research question and concepts (3-5 pages). In this section, you will write about how the theory relates to your research question and concepts. You will summarize what others have found using this theory about the relationship between your two concepts, or about similar relationships or concepts. You will explain what you expect to find using these concepts and theory. You can finish this section with hypotheses, if there is enough evidence to formulate them. Hypotheses don't need to be

presented formally and can be integrated into your writing (e.g., “Based on this evidence, I expect that ...”).

Writing tip: Your paper should provide a coherent narrative, a story. Through the narrative, you should be leading your readers incrementally toward the hypothesis or another overall point you are making. Once you have all of the literature summarized, you may want to give it shape by editing each section’s intro and concluding statements, and transitions, so that they lead the reader toward your conclusions.

(4) Conclusion (2-4 pages). In this section, you will synthesize everything you wrote in the previous two sections. You will clearly explain how this theory applies to your research questions and explains what you expect to happen in your research.

(5) Reference list. Follow APA citation style and list all of the works that you cite in the text. Follow APA citation style for in-text citations. Persistent style mistakes in the text or in the reference section will decrease your grade.

f. Final paper

Due Dec. 13 (100 points).

This paper will integrate your concept explication and theory development assignments. You will expand your introduction and transitions in these prior assignments, so that your final paper presents a cohesive and convincing argument. You will also include your methods and results section. You will submit the same paper for both JOUR 801 and 802, but they will be graded separately.

The goal of a research paper’s introduction and literature review sections is to convince readers that the study being undertaken is worth pursuing. This is also the goal of this assignment. Re-work what you have written already in a way that argues for conducting your study. Emphasize what research has found in this area, what has been overlooked, and how your research will fill this gap.

GRADING

Letter grade	Percent	What it means
A	94-100	Flawless work
A-	90-93	Excellent work with a few minor issues that can be addressed easily
B+	87-89	Solid work with several minor issues
B	84-86	Solid work with a number of minor issues and at least one major issue
B-	80-83	Work meets most expectations but requires considerable revisions
C+	77-79	Work meets some expectations and requires considerable revisions
C	74-76	Work misses most expectations and requires major revisions
C-	70-73	At least one key element is mostly absent
D+	67-69	At least one key element is completely absent and work exhibits other major flaws
D	64-66	More than one key element is completely absent
D-	60-63	Work needs almost a full re-write
F	0-59	Work is either missing or needs a full re-write

CLASS SCHEDULE

Week 1: Tuesday, Aug. 21 | Introduction to class | Research questions | Sources

Week 2: Tuesday, Aug. 28 | Social science and mass communication theory

1. Post a summary of your initial search on Blackboard by 4:30 p.m. (see Research assignments section, above, for instructions). Bring the articles to class (digital or physical copies).
2. Theory summary: Theory summary: Two-step flow. Presenter: Professor Bobkowski.
3. Read the following chapter [see the Additional Readings folder on Blackboard]:

Potter, W. J. (2014). Patterns in the use of theory in media effects research. In R. S. Fortner & P. M. Fackler (Eds.), *The handbook of media and mass communication theory* (pp. 95–114). Malden, MA: John Wiley & Sons.
4. Thinking about your research topic and using information from Potter's chapter, come to class ready to discuss the following questions: Is your research topic a "media effects" topic? If so, which of the theories Potter lists might explain something about your topic? Looking at the table on p. 102, to which types of effects and functions is your topic related? If your research topic is not a media effects topic, what type of theory might explain parts of your topic?
5. Read chapter 1 in the *Publication Manual of the APA*. Focus on sections 1.01-1.06 and 1.10. Flag the guidelines from this chapter that seem most important.

Week 3: Tuesday, Sept. 4 | Third-person effect and individual differences

1. Theory summary: Third-person effect. Presenters: Matthew Blomberg and Melody Alexander.
2. Read sections 1 and 4 in the following article. Be prepared to discuss these concepts: (1) Five-factor model of personality (and each of the five factors), (2) shyness and narcissism, (3) the study's findings and limitations, and (4) the implications of this study (e.g., potential effectiveness of Facebook advertising). Note any questions or arguments you have about this study and bring them up in class.

Ryan, T., & Xenos, S. (2011). Who uses Facebook? An investigation into the relationship between the Big Five, shyness, narcissism, loneliness, and Facebook usage. *Computers in Human Behavior*, 27, 1658–1664.
3. Read chapter 2 in the *Publication Manual of the APA*. Focus on sections 2.01, 2.05-2.08, 2.11, and Figure 2.1. Flag the guidelines from this chapter that seem most important.

Week 4: Tuesday, Sept. 11 | Message senders and newsroom sociology

Guest speaker: Scott Reinardy, Ph.D.

1. Submit your research question assignment on Blackboard by 4:30 p.m. on Thursday, Sept. 13. See full instructions for this assignment above.
2. Theory summary: Gatekeeping. Presenters: Michael Douglas and Annalise Baines.
3. Read the following article (skip the Results section), and be prepared to discuss (1) self-determination theory, (2) the concept of job satisfaction, (3) how job satisfaction is measured (operationalized), (4) the concept of autonomy, (3) how autonomy is measured.

Reinardy, S. (2014). Autonomy and perceptions of work quality. *Journalism Practice*, 8(6), 855-870. doi: 10.1080/17512786.2014.882481

4. Read the following article and (1) determine how it differs from the previous two articles we read in this class, (2) consider how the authors' arguments fit with the classical communication model we have been discussing; (3) consider the implications of their arguments for understanding what may be the effects of posting things on social media or commenting on online news articles.

Pennebaker, J. W., & Seagal, J. D. (1999). Forming a story: The health benefits of narrative. *Journal of Clinical Psychology*, 55(10), 1243–1254.

5. Read sections 6.22-6.32 in chapter 6 of the *Publication Manual of the APA*. Flag the guidelines that seem most important.

Week 5: Tuesday, Sept. 18 | Media selection | Bibliography introduction

1. Theory summary: Selective exposure. Presenters: Jackie Liu and Norah Dawshi.
2. Theory summary: Uses and gratifications. Presenters: Chanapa Noonark and Jarial Franklin.
3. Read the following article, up to p. 66 (stop at Results), and be prepared to discuss (1) the role that selective exposure plays in this article, (2) other conceptual (theoretical) elements that comprise the authors' conceptual model. This is the first experiment we are reading in this class so we will also dive into the experiment's setup and how it tests the conceptual model.

Knobloch-Westerwick, S., & Lavis, S. (2017). Selecting serious or satirical, supporting or stirring news? Selective exposure to partisan versus mockery news online videos. *Journal of Communication*, 67(1), 54-81. doi: 10.1111/jcom.12271

4. Read the following article, to the top of p. 176, and be prepared to discuss (1) the definitions of paralinguistic digital affordances and phatic communication, (2) how the authors integrate uses and gratifications in their theoretical foundations, and what limits of uses and gratifications they identify, (3) the definition of adaptive structuration theory.

Hayes, R. A., Carr, C. T., & Wohn, D. Y. (2016). One click, many meanings: Interpreting paralinguistic digital affordances in social media. *Journal of Broadcasting & Electronic Media*, 60(1), 171-187.

5. Read chapter 7 in the *Publication Manual of the APA*. Focus on sections 7.01-7.05. Flag the guidelines that seem most important.

Week 6: Tuesday, Sept. 25 | Message processing | Concept explication introduction

1. Theory summary: Elaboration likelihood model (ELM). Presenters: Rhiannon Riesenmy and Anissa Fritz.
2. Read the following article, focusing on pp. 777-779 (stopping at Study 1), and pp. 785 (starting at General Discussion) to the end. Be prepared to discuss the overall theoretical model that these authors develop and test in this study, and the constituent theories on which they draw in the process of developing this model.

Small, D. A., & Verrochi, N. M. (2009). The face of need: Facial emotion expression on charity advertisements. *Journal of Marketing Research*, 46(6), 777-787. doi: 10.1509/jmkr.46.6.777

3. Read the following article, stopping on p. 401 (before the first Method section). Come prepared to discuss the similarities and differences between the way that this article and the previous one use a dual-process model in its theoretical development.

Lewis, R. J., Tamborini, R., & Weber, R. (2015). Testing a dual-process model of media enjoyment and appreciation. *Journal of Communication*, 64, 397-416. doi: 10.1111/jcom.12101

4. In chapter 3 of the *Publication Manual of the APA*, read sections 3.01-3.17. Flag the guidelines that seem most important.

Week 7: Tuesday, Oct. 2 | Diffusion and digital divide

1. Submit your annotated bibliography on Blackboard by 4:30 p.m.
2. Theory summary: Diffusion of innovations. Presenters: Harrison Rosenthal and Tara Gire.
3. Read the following article, stopping at the bottom of p. 22, and be prepared to discuss (1) how these authors develop the concept of the digital divide in relation to people with disabilities, (2) the quality of the theoretical/conceptual model they develop, and (3) the data they use, and (4) how they measure disability and (5) internet experiences and skills.

Dobransky, K., & Hargittai, E. (2016). Unrealized potential: Exploring the digital disability divide. *Poetics*, 58(1), 18-28. doi: 10.1016/j.poetic.2016.08.003

4. Read the following article and be prepared to discuss how the authors use (1) digital divide, (2) diffusion of innovations, and (3) uses and gratifications theories to set up their study; and (4) how their findings about economic instability, educational trajectories, and social isolation contribute to these theories.

Bobkowski, P. S., & Smith, J. E. (2013). Social media divide: Characteristics of emerging adults who do not use social network websites. *Media Culture & Society*, 35(6), 771-781.
doi:10.1177/0163443713491517

5. In chapter 3 of the *Publication Manual of the APA*, read sections 3.18-3.23. Flag the guidelines that seem most important.

Week 8: Tuesday, Oct. 9 | Priming and agenda setting

1. Theory summary: Agenda setting. Presenters: Fatemeh Shayesteh and Jill Hinrich.
2. Read the following article before class, focusing on pp. 34-39 and 47-51. Be ready to discuss (1) priming, (2) the structure of memory, (3) examples of priming in mass media, and (4) what this study contributes to the operationalization of priming intensity, particularly in the context of sexual content. This study is not the easiest, so note any questions you have while reading this study and bring them up in class.

Carpentier, F. R. D., Northup, C. T., & Parrott, M. S. (2014). Revisiting media priming effects of sexual depictions: Replication, extension, and consideration of sexual depiction strength. *Media Psychology*, 17(1), 34–54. doi: 10.1080/15213269.2013.870045

3. Skim chapter 4 in the *Publication Manual of the APA*. Notice the many detailed guidelines that are here and make a mental note to look up these guidelines when you write your papers. Flag the guidelines that seem most important.

Week 10: Tuesday, Oct. 23 | Framing

1. Submit your concept explication on Blackboard by 4:30 p.m.
2. Theory summary: Framing. Presenters: Matthew Blomberg and Jackie Liu.
3. Read the following article, stopping at the top of p. 42 (before Methods). Be prepared to discuss (1) how the author sets up her study in a way that's different from other articles we have read, and (2) how the author integrates framing into her conceptual argument.

Kruvand, M. (2012). The pill at fifty: How the New York Times covered the birth control pill, 1960-2010. *American Journalism*, 29(4), 34-67.

4. Read the following article before class, focusing on pp. 219-225 and 232-235. Be prepared to discuss (1) how framing has been used in sports journalism, (2) performance and character

frames, (3) the object-evaluation model, (4) the role of fanship and religion in sports enjoyment, and (5) how these authors' approach to framing differs from that of the previous article.

Lewis, N., & Weaver, A. (2015). More than a game: Sports media framing effects on attitudes, intentions, and enjoyment. *Communication & Sport*, 3(2), 219-242.

5. Read sections 6.03-6.09 and 6.11-6.21 in chapter 6 of the *Publication Manual of the APA*. Flag the guidelines that seem most important.

Week 11: Tuesday, Oct. 30 | Race, ethnicity and social identity

Guest speaker: Joseph Erba, Ph.D.

1. Read the following articles before class:

Whittler, T. E., & Spira, J. S. (2002). Model's race: A peripheral cue in advertising messages? *Journal of Consumer Psychology*, 12(4), 291-301. doi:10.1207/15327660260382333

Erba, J. (2018). Media representations of Latina/os and Latino students' stereotype threat behavior. *Howard Journal of Communications*, 29(1), 83-102.

Fhagen-Smith, P. E., Vandiver, B. J., Worrell, F. C., & Cross, W. E. (2010). (Re)Examining racial identity attitude differences across gender, community type, and socioeconomic status among African American college students. *Identity: An International Journal of Theory and Research*, 10(3), 164-180. Read only pp. 165-169.

Week 12: Tuesday, Nov. 6 | Social cognitive theory and Self-determination theory

1. Theory summary: Social cognitive theory (or social learning theory). Presenters: Michael Douglas and Chanapa Noonark.
2. Theory summary: Self-determination theory. Presenters: Harrison Rosenthal and Fatemeh Shayesteh.
3. Read the following article, stopping at the top of p. 9 (before Methods), and be prepared to discuss the following: (1) which element of social cognitive theory do these authors emphasize initially? (2) how do the authors advance the concept of political self-efficacy? (3) to what extent do the authors use and not use the concept of triadic reciprocity?

Velasquez, A., & Quenette, A. M. (in press). 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*. doi: 10.1080/15205436.2018.1484489

4. Read the following article, stopping at the top of the second column on p. 81 (before Method), and be prepared to discuss the following: (1) how do the authors build on uses and gratifications,

and other media use theories? (2) how does this research differ from prior self-determination theory research on video games? (3) what are the concepts within self-determination theory that the authors focus on, and how do these concepts relate to their hypotheses?

Adachi, P. J. C., Ryan, R. M., Frye, J., McClurg, D., & Rigby, C. S. (2018). "I can't wait for the next episode!" Investigating the motivational pull of television dramas through the lens of self-determination theory. *Motivation Science*, 4(1), 78-94. doi: 10.1037/mot0000063

Week 13: Tuesday, Nov. 13 | Cultivation

1. Theory summary: Cultivation. Presenters: Everyone.
2. Read the following chapter and identify the key parts of these authors' overall argument. What "story" are they attempting to tell in this chapter?

Romer, D., Jamieson, P., Bleakley, A., & Jamieson, K. H. (2014). Cultivation theory: Its history, current status, and future directions. In R. S. Fortner & P. M. Fackler (Eds.), *The handbook of media and mass communication theory* (pp. 115–136). Malden, MA: John Wiley & Sons. [see Blackboard for a link to this chapter]

3. Read the following article, focusing on pp. 5-9 and 14-17. Be ready to discuss: connections between cultivation, priming, and dual-process theories; and reactance. Note any questions or arguments you have about this study and bring them up in class.

Russell, C. A., Russell, D. W., Boland, W. A., & Grube, J. W. (2014). Television's cultivation of American adolescents' beliefs about alcohol and the moderating role of trait reactance. *Journal of Children and Media*, 8(1), 5–22. doi: 10.1080/17482798.2014.863475

Week 14: Tuesday, Nov. 20 | Writing workshop

1. Bring to class a laptop containing your concept explication document with instructor feedback, and the draft of your theory paper.

Week 15: Tuesday, Nov. 27 | Critical cultural and feminist theories

Guest speaker: Barbara Barnett, Ph.D.

1. Submit your theory paper on Blackboard by 4:30 p.m.
2. Read the following article [see Blackboard]. Note any differences you notice between the structure, voice, and overall "feel" of this article versus articles we read earlier in this class.

Barnett, B. (2008). Framing rape: An examination of public relations strategies in the Duke University lacrosse case. *Culture & Critique*, 1, 179-202.
doi:10.1111/j.1753-9137.2008.00018.x

Nielsen, C. (2013). Wise Latina: Framing Sonia Sotomayor in the general-market and Latina/o-oriented prestige press. *The Howard Journal of Communication*, 24, 117-133. doi: 10.1080/10646175.2013.776418

Week 16: Tuesday, Dec. 4 | Normative theories and legal research

Guest speaker: Genelle Belmas, Ph.D.

1. Submit the introduction to your final paper on Blackboard by 4:30 p.m.
2. Read the following chapter [see Blackboard]:

Ugland, E., Dennis, E. E., & Gillmor, D. M. (2003) Legal research in mass communication. In G. H. Stempel, III, D. H. Weaver, & G. C. Wilhoit (Eds.), *Mass communication research and theory* (pp. 386-405). Boston, MA: Allyn and Bacon.

Finals week: Thursday, Dec. 13

1. Submit your final paper on Blackboard by 4:30 p.m.