

COURSE SYLLABUS

NEW MEDIA AND BEHAVIOR

IFSA-Butler London Flagship

US semester credit hours: 3 credits

Contact Hours: 45

Course Code: CCM381-08 or PS318-08

Course length: Semester

Delivery method: Face to face

Language of Instruction: English

Departmental Cross-listings: Communications, Psychology

COURSE DESCRIPTION

As individuals increasingly consume news from sources of personal choice and become producers of news through social media engagement, this course investigates communication patterns and human action. The relationship between media reporting and its impact on the psyche and decision-making provides a basis for course discussions.

Students will be introduced to the field of media psychology in this course. Through the application of theories of psychology and principles of communications, media psychology seeks to understand the interaction between media use, message content, and the effects on users. Students will explore issues of new media through the lens of theories such as social cognitive theory, perceived reality/cultivation theory, and the theory of planned behavior.

Specific topics of discussion will include the nature of participatory media culture, the complex interactions between media technologies, individuals and societies, and the differences between online and in-person communications and the connections of each to the ways in which humans make meaning of their worlds. We will ask ourselves questions such as: How does social networking affect our views of ourselves and others? How does our personal selectivity in news media consumption impact our choices and communications behavior? What kinds of actions are taken by individuals through social media engagement that might be viewed as the production of news?

The concepts of discourse, controversy and critique underpin the content and delivery of this highly interactive course.

COURSE DELIVERY

Students are expected to read or view assigned resources in advance and be prepared to actively discuss them in class. In most meetings, the instructor will overview the topic and then facilitate a group discussion, drawing out relevant themes, following up on specific lines of inquiry, and prompting students' thoughtful engagement with the topic.

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Students are encouraged to bring their prior learning experiences into class discussions (based on experiential learning theory) and to make cognitive connections between this course and others in the IFSA-Butler London Flagship whenever possible (based on the philosophy of integrative learning).

STUDENT LEARNING OBJECTIVES

Students who successfully complete this course will:

- Understand the main ideas within the field of media psychology
- Become aware of theories through which new media and behavior can be examined
- Understand the relationship between theories of psychology and communication and media psychology
- Become familiar with the concept of participatory media culture
- Understand the complex differences between online and in-person communication and the relationship of each to individual behavior
- Become familiar with resources available for further research on new media and behavior
- Make cognitive connections between learning in this course and other learning experiences in the IFSA-Butler London Flagship

COURSE OUTLINE

Week 1 – Introductions, Building a Community of Learners, Course Overview What is Media?

Selected chapters from:

Jenkins, H., Ford, S., & Green, J. (2013). *Spreadable media: Creating value and meaning in a networked culture*: NYU Press.

Week 2 – Introduction to Media Psychology

Selected chapters from:

Dill, K. (Ed.). (2013). *Oxford handbook of media psychology*. New York: Oxford University Press.

Week 3 – Social Influence

Video: “Experts explore how social networks can influence behavior and decision-making”

<https://today.law.harvard.edu/experts-explore-how-social-networks-can-influence-behavior-and-decision-making-video/>

Cialdini, R. B., & Goldstein, N. J. (2004). Social influence: Compliance and conformity. *Annual Review of Psychology*, 55, 591-621.

Baym, Nancy K. (2010). *Personal connections in the digital age*. Digital media and society series. Malden, MA: Polity.

- Essay #1 due – The first essay is a personal reflection/status check on your understanding of the concepts to be examined in this course. What is your knowledge level of these concepts and

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why? How are you engaged with social media? In what ways has social media engagement impacted your behavior or communications? How has social engagement affected your thinking about news events? (four pages, 12 point Times New Roman, double-spaced; cite as least three peer-reviewed journals or books not included in the syllabus)

Week 4 – Perceived Reality and Cultivation Theory

Morgan, M., & Shanahan, J. (2010). The state of cultivation. *Journal of Broadcasting & Electronic Media*. *Journal of Broadcasting & Electronic Media*, 54(2), 337-355.

Group Discussion of Essay #1

Week 5 – Uses and Gratification Theory

Lee, C. S., & Long., M. (2012). New sharing in social media: The effect of gratifications and prior experience. *Computers in Human Behavior*, 28(2) 331-339.

Sundar, S. S., & Limperos, A. M. (2013). Uses and grats 2.0: New gratifications for new media. *Journal of Broadcasting & Electronic Media*. 57(4), 504–525.

Week 6 – Social Cognitive Theory and Media

Bandura, A. (2001). Social cognitive theory of mass communication. *Media Psychology*, 3(3), 265-299.

LaRose, R., & Eastin, M. S. (2004). A social cognitive theory of Internet uses and gratifications: Toward a new model of media attendance. *Journal of Broadcasting & Electronic Media*, 48(3), 358-377.

Brinol, P., & Petty, R. E. (2015). Elaboration and validation processes: Implications for media attitude change. *Media Psychology*, 18(3). 267-293.

Week 7 – Cognitive Processing of Media

Selected chapters from:

Vorderer, P., Hefner, D., Reinecke, L, & Klimmt, C. (2017). Permanently online, permanently connected: Living and communicating in a POPC world. Routledge.

- Essay #2 due – Focus on one of the two theories presented. Which of these theories do you find most helpful in your evolving understanding of the relationship between socially engaged media usage and individual behavior and communications, and why? (four pages, 12 point Times New Roman, double-spaced; cite as least three peer-reviewed journals or books not included in the syllabus)

Week 8 – Media Practice Model: Individual Selectivity of Media Consumption

Miller, A. N., Kinnally, W., Montano, E. & Robinson, L. (2017). A comparison of three approaches to electronic media diaries. *Communication Research Reports*, 34(2), 171-179.

Slater, M. (2007). Reinforcing spirals: The mutual influence of media selectivity and media effects and their impact on individual behavior and social identity. *Communication Theory*, 17(3), 281-303.

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Lee, J. K., Choi, J., Kim, C., & Y. Kim (2014). Social media, network heterogeneity, and opinion polarization. *Journal of Communication*.

Shoemaker, P. J. (1996). Hardwired for news: Using biological and cultural evolution to explain the surveillance function. *Journal of Communication*, 46 (3), 32-47.

Week 9 – Media Practice Model: Self-Identity and Media Interaction

Kramer, N. C., & Winter, S. (2008). Impression management 2.0: The relationship of self-esteem, extraversion, self-efficacy, and self-presentation within social networking sites. *Journal of Media Psychology*, 20(3), 106-116.

Miltner, K. M., & Baym, N. K. (2015). The selfie of the year of the selfie: Reflection on a media scandal. *International Journal of Communication*, 9, 1701-1715.

Perloff, R. M., Mass Media, Social Perception, and the Third Person Effect, Chapter 12. In Bryant, J. & Oliver, M.B., eds. (2009). *Media effects: Advances in theory and research (3rd ed.)*. Hillsdale, NJ: Erlbaum.

Week 10 – Persuasion of Media

Cialdini, R. B. (2007). *Influence: The psychology of persuasion* (Revised ed.). New York: Harper Collins Publishers.

Garrett, R. K. (2009). Echo chambers online: Politically motivated selective exposure among internet news users. *Journal of Computer-Mediated Communication*, 14(2), 265-285.

Week 11 – Effects of Media

Potter, W. J. (2011). Conceptualizing mass media effect. *Journal of Communication*, 61(5), (896-915).

Newhagen, J. E. (1998). TV news images that induce anger, fear, and disgust: Effects on approach-avoidance and memory. *Journal of Broadcasting & Electronic Media*, 42(2), 265-276.

Week 12 – Media Framing

Lecheler, S., & de Vreese, C. H. (2013). What a difference a day makes? The effects of repetitive and competitive news framing over time. *Communication Research*, 40(2), 147-175.

Scheufele, D. A., & Tewksbury, D. (2007). Framing, agenda setting, and priming: The evolution of three media effects models. *Journal of Communication*, 57(1), 9-20. doi:10.1111/j.0021-9916.2007.00326.x

Cacciatore, M. A., Scheufele, D. A., & Iyengar, S. (2015). The end of framing as we know it and the future of media effects. *Mass Communication and Society*, 117. doi:10.1080/15205436.2015.1068811

- Essay #3 due – The media plays a fundamental role in shaping public opinion of politicians, governments and political events. How do you see this happening right now in London? Describe examples of media framing and make predictions on possible impact based on your

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knowledge of the theories discussed. (four pages, 12 point Times New Roman, double-spaced; cite as least three peer-reviewed journals or books not included in the syllabus)

Week 13 – Media and Political Behavior

Video: “Attitudes toward the News Media and Voting Behavior”
faculty.georgetown.edu/jml89/LaddMediaVoting06.pdf

Conway, B. A., Kenski, K., & Wang, D. (2015). The rise of Twitter in the political campaign: Searching for intermedia agenda setting effects in the presidential primary. *Journal of Computer-Mediated Communication*, 20(4), 363-380

Bennett, W. L., & Iyengar, S. (2008). A new era of minimal effects? The changing foundations of political communication. *Journal of Communication*, 58(4), 707-731.

Thorson, K. (2013). Facing an uncertain reception: Young citizens and political interaction on Facebook. *Information, Communication & Society*. doi:10.1080/1369118X.2013.862563

Week 14 – Shifting Roles of Producers and Consumers

Selected chapters from:

Jenkins, H. (2008). *Convergence culture: Where old and new media collide*. (Revised ed.) New York: New York University Press.

Week 15 – Group presentations. Review and Course Evaluation.

- Group presentations (final projects)
Topic: Media, society and audiences are changing. What impact will the effort to understand these changes have on future psychology and communication theory research?
As a group, answer the question and present your ideas to your classmates. Include a visual aid and engage your classmates in a discussion.
Also, submit to the instructor a 1-2 page reflection paper on this collaborative learning experience. This is not intended as an opportunity for you to comment on individual classmates but instead to reflect on the extent to which the group presentation may or not have accurately reflected your personal thinking. What would you change if repeating the exercise?

ASSESSMENT METHODS

The course instructor will provide specific requirements and grading rubrics for individual assignments for the course. Your final grade in the course will be comprised of the following course requirements:

Participation (includes attendance, engagement in discussion, civility, and respect) – 20%

Three essays (20% each) – 60%

Due dates, requirements, and topics are listed in the course outline above.

Group presentations/Final projects – 20%

Timely Submissions

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Assignments submitted after the deadline will be accepted at the discretion of the course instructor and generally only in the event of a documented illness or emergency.

ACADEMIC INTEGRITY

Any academic endeavor must be based upon a foundation of honesty and integrity. Students are expected to abide by principles of academic integrity and must be willing to bear individual responsibility for their work while studying abroad. Any academic work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work. Any act of academic misconduct, such as cheating, fabrication, forgery, plagiarism, or facilitating academic dishonesty, will subject a student to disciplinary action.

IFSA-Butler takes academic integrity very seriously. Students must not accept outside assistance without permission from the instructor. Additionally, students must document all sources according to the instructions of the professor. Should your instructor suspect you of plagiarism, cheating, or other forms of academic dishonesty, you may receive a failing grade for the course and disciplinary action may result. The incident will be reported to the IFSA-Butler resident director as well as your home institution.

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