Theories of Media(ted) Communication
JOURN/ADV/MI 921
Doctoral seminar
Fall 2017

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Course description

The course covers theories that are widely used in the filed of mediated (mass) communication. The topic areas include media, technology, and information; communication; persuasion, strategic communication; journalism, among others. We will discuss fundamental theories that connect the fields of advertising/PR, journalism, and media & information and analyze different theoretical approaches from social science to critical and cultural studies. The review of theories will be a good introduction to media and information studies. It will help you to start building scholarly identity, find theories that you want to work with, and develop ideas that you want to be known for.

Course objectives/outcomes

1. Gaining knowledge of fundamental and widely used theories in the filed of mediated (mass) communication.
2. Getting familiar with leading scholars in the filed of mediated (mass) communication.
3. Synthesizing readings and critiquing existing theories and recent publications in academic journals.
4. Identifying theoretical areas of interest and starting to build scholarly identity.
5. Gaining confidence in leading intellectual discussions, asking research questions, and generating new ideas.
6. Applying the knowledge of theory to produce final course paper that includes an extensive literature review and method of a new study (study proposal).

Readings

There is no book that you have to buy for this course. The reading list consists of academic journal articles that you can find on Google Scholar or through MSU library and chapters from a number of books. I will distribute readings that are not available online electronically (look at D2L) or in class.

Course assignments

Participation
Students are expected to complete assigned readings before each class and actively participate in class discussions. The class is taught as a seminar, which means that discussion is its crucial element. Note that you will be heavily graded on participation – it is worth a fifth of your grade.

Reading notes
To help you prepare for each class, I will ask you to submit your reading notes that you will have taken when completing weekly readings. The only format requirement is that notes should be types in MS Word. You don't even have to write in complete sentences as long as the notes will help you navigate the readings in the future. Feel free to include your thoughts about the readings in your notes. It will help with class discussions. Submit notes on D2L before 12 p.m. each Thursday (before each class). This requirement will start on Sept. 7 (i.e., submit your first notes on/before that day). **Please do not copy and paste text verbatim. If you'd like to save a quote, use quotation marks and identify the page on which the quote is found. Do not take screenshots of text. Some screenshots are appropriate to take of models, graphs, and tables. When you do it, don't forget to indicate a page number.**

Discussion kick-starter
Once in the semester, you will be assigned to bring four or five discussion questions to class and lead class discussion. Write down questions/topics to discuss related to assigned readings and submit them electronically (D2L) before class (before 12 p.m. each Thursday). If there are more students enrolled in this course than classes, then two to three students will be assigned to lead the discussion in each class. Sign-up sheet will be circulated in class.

Author report
On the day you lead the discussion, you will also be asked to pick three authors of the assigned readings and tell the class who they are (university affiliation, main concepts, models, and theories they are known for, books published, journals edited, awards, if relevant, etc.). A three-minute oral report is enough; there is no need to submit a written version of it. You may consult with me in advance on what authors to pick for the report.

Journal article critique
Once during the semester, you will be asked to find a scholarly article related to the topic of the week but not included in the assigned readings (including the suggested optional readings). The article has to have been published recently (past two to three years) and use one of the theories discussed in class during that week. The article also should be well cited (check the number of citation on Google Scholar). In a one-page single-spaced written article report, provide the reference, short description of the article including its goal, theory used, method used, and main findings. Also, provide a short analysis of the article including its theoretical contributions to the filed and limitations. Present the article in class and submit your critique on D2L a Thursday it is due before 12 p.m. Sign-up sheet will be circulated in class.

Theory presentation
Once during the semester, you will be required to select a theory, model, or concept that will not be discussed in class. Refer to the list at the end of this syllabus or consult me to pick one and make sure it will not be discussed in class. You are also welcome to pick a theory, model, or concept not listed in the syllabus. Write a half- to one-page single-spaced theory/concept/model description. Present the report in class (you are welcome to use PowerPoint for presentation) and submit it on D2L a Thursday it is due before 12 p.m. Sign-up sheet will be circulated in class.

Final paper
By the end of the semester, you are required to produce a final paper, which is a study proposal. The proposal should include four main parts: 1) introduction (statement of the study's goal, identification of theoretical framework, study theoretical and practical significance); 2) literature review (pick a theory from the list provided in the syllabus, review relevant literature, state hypotheses, and ask research questions); 3) method (briefly describe HOW you are planning to answer your research questions and test hypotheses); 4) describe expected study outcomes and their THEORETICAL significance. You may not submit the same paper to two courses. I will ask you to submit **a draft of the paper on Monday, Nov. 6.** I will grade the draft and provide feedback to you to complete the final paper. **Final paper is due on Dec. 8 (Friday).** Paper presentations are scheduled for Dec. 7 (last day of class). You will be able to adjust the final papers after your class presentations.

Three sheets will be distributed in class for you to sign up for discussion kick-starter/author report, journal article critique, and theory/concept/model presentation.

Course grade breakdown

ASSIGNMENT	%
Participation	20
❖ Reading notes	5
Discussion kick-starter	10
❖ Author report	5
Journal article critique	10
Theory presentation	10
Final paper	
❖ First draft	10
❖ Second draft	30

Class expectations
- ❖ Complete readings
- ❖ Meet deadlines
- ❖ Participate
- ❖ Respect each other and each others' opinions
- ❖ Have fun! ☺

Academic honesty and integrity

Students also have the responsibility to behave honorably in an academic environment. The MSU Code of Student Conduct states that it is a violation to engage in academic dishonesty, plagiarism, cheating or a misuse of academic resources. Personal integrity, professional attitude and conduct, and a mutual respect for a diversity of viewpoints and values are expected in this class. Any violations of academic integrity will be penalized with a failing grade on the assignment and/or the entire course. All violations will be reported to MSU's Graduate School.

Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the (insert name of unit offering course) adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site: www.msu.edu.) Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See Academic Integrity webpage.)

Accommodations for Students with Disabilities
(from the Resource Center for Persons with Disabilities (RCPD)
Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.

Disruptive Behavior
Article 2.III.B.4 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Judicial Affairs office.

SCHEDULE

Week 1
Thursday August 31
Introduction to the course
Introduction to Theories of Mass Communication or Introduction to… what exactly?
- o Berger C. R., M. E. Roloff, &, D. R. Roskos-Ewoldsen. (2010). What is communication science? In Berger C. R., M. E. Roloff, &, D. R. Roskos-Ewoldsen (Eds.), *Handbook of communication science* (pp. 3-21, 2nd ed.). Thousand Oaks, CA: Sage.
- o Chaffee, S. H. (1996). Thinking about theory. In D. W. Stacks & M. B. Salwen (Eds.), *An Integrated Approach to Communication Theory & Research* (pp. 13-29). Routledge, Taylor & Francis Group: New York, London.
- o Chaffee, S. H., & Metzger, M. J. (2001). The end of mass communication? *Mass communication & society*, *4*(4), 365-379.
- o Lang, A. (2013). Discipline in crisis? The shifting paradigm of mass communication research. *Communication Theory*, *23*(1), 10-24.

Week 2
Thursday September 7
History of mass communication and reflections about the field
- o Bryant, J., & Pribanic-Smith, E.J. (2010). A historical overview of research in communication science. In C.R. Berger, M.E. Roloff, & D. Roskos-Ewodsen (Eds.). *Handbook of communication science* (pp. 21-36, 2nd ed.). Thousand Oaks, CA: Sage.
- o Hardt, Hanno. "On ignoring history: mass communication research and the critique of society." Critical Communication Studies, Routledge, London, 1992, pp. 77-122.
- o Katz, E. (1987). Communications research since Lazarsfeld. *Public Opinion Quarterly*, S25-S45.
- o Carey, J. W. (1988). Technology and Ideology: The Case of the Telegraph. In J. W. Carey Communication as Culture (pp. 201-231).
- o Rogers, E.M. (1982). The empirical and critical schools of communication research. *Communication Yearbook 5*, 215-244.

Optional (not required):
- o Carey, J. W. (1967). Harold Adams Innis and Marshall McLuhan. *The Antioch Review*, 5-39.

Week 3
Thursday September 14
Effects 101: Mass Communication Basics (agenda, framing, cultivation, priming)
- o Nabi, R., & Oliver, M.B. (2010). Mass media effects. In C.R. Berger, M.E. Roloff, & D. Roskos-Ewodsen (Eds.). *Handbook of communication science* (pp. 255-272). Thousand Oaks, CA: Sage.
- o <u>McCombs, M. (2005). A look at agenda-setting: Past, present and future.</u> *<u>Journalism studies</u>*<u>, *6*(4), 543-557.</u> **See next page**

Week 3 (continued)

Thursday September 14

Effects 101: Mass Communication Basics (agenda, framing, cultivation, priming)
- o Morgan, M., Shanahan, J., & Signorielli, N. (2009). Growing up with television: The cultivation perspective. In J. Bryant and D. Zillmann (Eds.), *Media effects: Advances in theory and research* (pp. 34-50). Hillsdale, NJ: LEA.
- o Roskos-Ewoldsen, D.R., Roskos-Ewoldsen, & Dillman Carpentier, F. (2009). Media priming. An updated synthesis. In J. Bryant & M.B. Oliver (Eds.), *Media effects. Advances in theory and research* (pp. 74-93, 3rd ed.). New York: LEA.
- o Scheufele, D. A. (1999). Framing as a theory of media effects. *Journal of Communication, 49*(1), 103-122.
- o 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.

Optional (not required):
- o McCombs, M.E., & Shaw, D.L. (1993). The evolution of agenda-setting research: Twenty-five years in the marketplace of ideas. *Journal of Communication, 43*(2), 58-67.
- o McGuire, W.J. (1986). The myth of massive media impact: Savagings and salvagings. In *Public Communication Behavior, 1*, 175-257.

Week 4

Thursday September 21

Effects or processes? Information processing of mediated messages
- o Geiger, S. & Newhagen, J. (1993). Revealing the black box: Information processing and media effects. *Journal of Communication, 43*(4), 42-51.
- o Lang, A. (2006). Using the limited capacity model of motivated mediated message processing to design effective cancer communication messages. *Journal of Communication, 56*(s1), S57-S80.
- o Lang, A. (2014). Dynamic Human-Centered Communication Systems Theory. *The Information Society, 30*(1), 60-70.
- o Lang, A., Potter, R.F., & Bolls, P.D. (2009). Where psychophysiology meets the media. In J. Bryant & M.B. Oliver (Eds.), *Media Effects: Advances in Theory and Research* (pp. 185-207), 3rd edition. Mahwah, NJ: Lawrence Erlbaum.
- o Shoemaker, P. J. & Cohen A.A. (2006). Evolution and news. In Shoemaker, P. J. & Cohen A.A. (Eds.) *News Around The World* (pp. 7-21). Routledge, Taylor & Francis Group: New York, London.

Week 5

Thursday September 28

Media attendance (Social cognitive theory, Uses & Gratifications approach)
- o Bandura, A. (2009). Social cognitive theory of mass communication. In J. Bryant & M.B. Oliver (Eds.), *Media effects. Advances in theory and research* (3rd ed., pp. 94-124) New York: LEA. **See next page**

Week 5 (continued)

Thursday September 28

Media attendance (Social cognitive theory, Uses & Gratifications approach)

- o 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.
- o Ruggiero, T. E. (2000). Uses and gratifications theory in the 21st century. *Mass communication & society*, *3*(1), 3-37.
- o Rubin, A. M. (2009). Uses-and-Gratifications perspective on media effects. In J. Bryant & M.B. Oliver (Eds.), *Media effects. Advances in theory and research* (3rd ed., pp. 165-185) New York: LEA.
- o 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.

Optional (not required):

- o Katz, E., Blumler, J. G., & Gurevitch, M. (1973). Uses and gratifications research. *Public opinion quarterly*, 509-523.
- o Papacharissi, Z., & Rubin, A. M. (2000). Predictors of Internet use. *Journal of Broadcasting & Electronic Media*, *44*(2), 175-196.

Week 6

Thursday October 5

Technology adoption and distribution (Diffusion of Innovation, TAM, UTAUT; Knowledge gap, Digital Divide)

- o Brandtzæg, P. B. (2010). Towards a unified Media-User Typology (MUT): A meta-analysis and review of the research literature on media-user typologies. *Computers in Human Behavior*, *26*(5), 940-956.
- o Norris, P. (2001). *Digital divide: Civic engagement, information poverty, and the Internet worldwide*. Cambridge University Press. Chapters 1 and 2 only (pp. 3-39).
- o Hargittai, E., & Hinnant, A. (2008). Digital inequality: Differences in young adults' use of the Internet. *Communication research*, *35*(5), 602-621.
- o Scheerder, A., van Deursen, A., & van Dijk, J. (2017). Determinants of Internet Skills, Use and Outcomes. A Systematic Review of the Second-and Third-Level Digital Divide. *Telematics and Informatics*.
- o Venkatesh, V., Morris, M. G., Davis, G. B., & Davis, F. D. (2003). User acceptance of information technology: Toward a unified view. *MIS quarterly*, 425-478.
- o Williams, M. D., Rana, N. P., Dwivedi, Y. K., & Lal, B. (2011, June). Is UTAUT really used or just cited for the sake of it? A systematic review of citations of UTAUT's originating article. In *ECIS*.

Optional (not required):

- o McAnany, E.G. (1984). The diffusion of innovations: Why does it endure? *Critical Studies in Mass Communication, 1*(4), 439-442.
- o Grabe, M. E., Kamhawi, R., & Yegiyan, N. (2009). Informing citizens: How people with different levels of education process television, newspaper, and web news. *Journal of Broadcasting & Electronic Media*, *53*(1), 90-111.

Week 7

Thursday October 12

Computer-mediated communication and human-computer interaction: Overview of the areas; Simultaneous uses of media and technology

- o Walther, J. B. (2010). Computer-Mediated Communication. In Berger C. R., M. E. Roloff, &, D. R. Roskos-Ewoldsen (Eds.), *Handbook of communication science* (pp. 489-507, 2nd ed.). Thousand Oaks, CA: Sage.
- o Lee, E-J. & Sundar, S. S. (2010). Human-Computer Interaction. In Berger C. R., M. E. Roloff, &, D. R. Roskos-Ewoldsen (Eds.), *Handbook of communication science* (pp. 507-525, 2nd ed.). Thousand Oaks, CA: Sage.
- o Lang, A., & Chrzan, J. (2015). Media Multitasking: Good, Bad, or Ugly?. *Annals of the International Communication Association*, *39*(1), 99-128.
- o Jeong, S. H., & Hwang, Y. (2016). Media Multitasking Effects on Cognitive vs. Attitudinal Outcomes: A Meta-Analysis. *Human Communication Research*, *42*(4), 599-618.
- o Yeykelis, L., Cummings, J. J., & Reeves, B. (2014). Multitasking on a single device: Arousal and the frequency, anticipation, and prediction of switching between media content on a computer. *Journal of Communication*, *64*(1), 167-192.

Optional (not required):
- o Reeves, B., & Nass, C. (1996). *How people treat computers, television, and new media like real people and places* (pp. 3-18). CSLI Publications and Cambridge university press.

Week 8

Thursday October 19

Computer-mediated communication and human-computer interaction: Theories; Social media research

- o Walther, J. B. Theories of computer-mediated communication and interpersonal relations. Chapter 14.
- o Biocca, F., Harms, C., & Burgoon, J. K. (2003). Toward a more robust theory and measure of social presence: Review and suggested criteria. *Presence*, *12*(5), 456-480.
- o Khang, H., Ki, E. J., & Ye, L. (2012). Social media research in advertising, communication, marketing, and public relations, 1997–2010. *Journalism & Mass Communication Quarterly*, *89*(2), 279-298.
- o Carr, C. T., & Hayes, R. A. (2015). Social media: Defining, developing, and divining. *Atlantic Journal of Communication*, *23*(1), 46-65.
- o Ellison, N. B., Steinfield, C., & Lampe, C. (2007). The benefits of Facebook "friends:" Social capital and college students' use of online social network sites. *Journal of Computer-Mediated Communication*, *12*(4), 1143-1168.
- o Kramer, A. D., Guillory, J. E., & Hancock, J. T. (2014). Experimental evidence of massive-scale emotional contagion through social networks. *Proceedings of the National Academy of Sciences*, *111*(24), 8788-8790.

Week 9

Thursday October 26

Persuasion I: Dual-processing models, attitude, and attitude change
- o Petty, R. E., & Cacioppo, J. T. (1986). *The elaboration likelihood model of persuasion*). Springer New York.
- o Chen, S., & Chaiken, S. (1999). The heuristic-systematic model in its broader context. *Dual-process theories in social psychology*, 73-96.
- o Maio, G. R., & Haddock, G. (2007). Attitude change.
- o Greenwald, A. G., McGhee, D. E., & Schwartz, J. L. (1998). Measuring individual differences in implicit cognition: the implicit association test. *Journal of personality and social psychology*, *74*(6), 1464.
- o Payne, B. K., Cheng, C. M., Govorun, O., & Stewart, B. D. (2005). An inkblot for attitudes: affect misattribution as implicit measurement. *Journal of personality and social psychology*, *89*(3), 277.

Optional (not required):
- o Hilgard, J., Bartholow, B. D., Dickter, C. L., & Blanton, H. (2015). Characterizing switching and congruency effects in the Implicit Association Test as reactive and proactive cognitive control. *Social cognitive and affective neuroscience*, *10*(3), 381-388.
- o Roskos-Ewoldsen, D. R., & Fazio, R. H. (1992). On the orienting value of attitudes: attitude accessibility as a determinant of an object's attraction of visual attention. *Journal of personality and social psychology*, *63*(2), 198.
- o Dillard, J. P. & Seo K. (2013). Affect and Persuasion. In Dillard, J. P. & Shen L. (Eds.) The Sage Handbook of Persuasion (pp. 150-167). LA: Sage.

Week 10

Thursday November 2

Persuasion II: Selected theories
- o Ajzen, I. (1991). The theory of planned behavior. *Organizational behavior and human decision processes*, *50*(2), 179-211.
- o Madden, T. J., Ellen, P. S., & Ajzen, I. (1992). A comparison of the theory of planned behavior and the theory of reasoned action. *Personality and social psychology Bulletin*, *18*(1), 3-9.
- o Montano, D. E., & Kasprzyk, D. (2015). Theory of reasoned action, theory of planned behavior, and the integrated behavioral model. *Health behavior: Theory, research and practice*.
- o Compton, J. (2013). Inoculation theory. In Dillard, J. P. & Shen L. (Eds.) The Sage Handbook of Persuasion (pp. 220-237). LA: Sage.
- o Quick B.L., Shen, L., & Dillard J.P. (2013). Reactance Theory and Persuasion. In Dillard, J. P. & Shen L. (Eds.) The Sage Handbook of Persuasion (pp. 167-184). LA: Sage.

Optional (not required):
- o Fishbein, M., & Ajzen, I. (2011). *Predicting and changing behavior: The reasoned action approach*. Taylor & Francis.

Week 11

Monday November 6
First draft of the final paper due

Thursday November 9
Health communication *(the reading list below is subject to change)*
- o Atkin, C., & Silk, K. (1996). Health Communication. In D. W. Stacks & M. B. Salwen (Eds.), *An Integrated Approach to Communication Theory & Research* (pp. 489-504). Routledge, Taylor & Francis Group: New York, London.
- o Dutta-Bergman, M. J. (2006). Media use theory and Internet use for health care. In M Murero & Rice R. E. (Eds.) *The Internet and Health Care. Theories, Research, and Practice* (pp. 83-107). Mahwah, New Jersey: Lawrence Erlbaum.
- o Walsh-Childers, K. & Brown, J.D. (2009). Effects of media on personal and public health. In J. Bryant & M.B. Oliver (Eds.), *Media effects. Advances in theory and research* (3rd ed., pp. 469-489) New York: LEA.
- o Glanz, K., Rimer, B. K., & Viswanath, K. (Eds.). (2008). *Health behavior and health education: theory, research, and practice*. John Wiley & Sons. **SELECTED CHAPTERS TBA**

Optional (not required):
- o Gurak, L. J. & Hudson, B L. (2006). E-health: Beyond Internet Searches. In M Murero & Rice R. E. (Eds.) *The Internet and Health Care. Theories, Research, and Practice* (pp. 29-48). Mahwah, New Jersey: Lawrence Erlbaum.

Week 12

Thursday November 16
Humanistic approaches to studying mass media: Cultural studies, ideology, hegemony, feminism, and normative theory I *(the reading list below is subject to change)*
- o Guba, Egon G., and Yvonna S. Lincoln. "Competing paradigms in qualitative research." *Handbook of qualitative research* 2, no. 163-194 (1994): 105.
- o Hesmondhalgh, David. "What Cultural, Critical and Communication Might Mean—And Why Cultural Studies Is a Bit Like Rave Culture." *Communication and Critical/Cultural Studies* 10, no. 2-3 (2013): 280-284.
- o Johnson, Richard. "What is cultural studies anyway?." *Social text* 16 (1986): 38-80.
- o Raymond Williams (1995). The analysis of culture. In Boyd-Barrett, O. & Newbold, C. (Eds.) *Approaches to Media. A reader* (pp. 332-337). London: Arnold.
- o Stuart Hall (1995). Cultural studies: Two paradigms. In Boyd-Barrett, O. & Newbold, C. (Eds.) *Approaches to Media. A reader* (pp. 338-347). London: Arnold.
- o Carey, J.W. (1988). Mass Communication and Cultural Studies. In J. W. Carey *Communication as Culture* (pp. 37-69)
- o Ono, Kent A. "Critical: A finer edge." *Communication and Critical/Cultural Studies* 8, no. 1 (2011): 93-96.
- o Azmanova, Albena. "Crisis? Capitalism is Doing Very Well. How is Critical Theory?." *Constellations* 21, no. 3 (2014): 351-365.

Week 12

Thursday November 16
Humanistic approaches to studying mass media: Cultural studies, ideology, hegemony, feminism, and normative theory I
Optional (not required):
- James W. Carey (1988). A cultural approach to communication. In J. W. Carey *Communication as Culture* (pp. 13-36)
- Foss, Karen A., and Sonja K. Foss. "A tale of two travelers: The divergent journeys of critical scholars and rhetorical theorists." *Western Journal of Communication* 77, no. 5 (2013): 529-532.

Week 13

Thursday November 23 Thanksgiving

Weeks 14

Thursday November 30
Humanistic approaches to studying mass media: Cultural studies, ideology, hegemony, feminism, and normative theory II (the reading list below is subject to change)
Humanistic approaches to studying mass media: Critical theory, cultural studies, ideology, hegemony, feminism, and normative theory
- Adorno, T., & Horkheimer, M. (1995). The culture industry. Enlightenment as mass deception. In Boyd-Barrett, O. & Newbold, C. (Eds.) *Approaches to Media. A reader* (pp. 77-81). London: Arnold.
- Chris Newbold (1995) Feminist studies of the media. In Boyd-Barrett, O. & Newbold, C. (Eds.) *Approaches to Media. A reader* (pp. 388-391). London: Arnold.
- H. Leslie Steeves (1995) Feminist theories and media studies. In Boyd-Barrett, O. & Newbold, C. (Eds.) *Approaches to Media. A reader* (pp. 392-400). London: Arnold.
- Andrea Press (1995) Class and gender in the hegemonic process: Class differences in women's perceptions of television realism and identification with television characters. In Boyd-Barrett, O. & Newbold, C. (Eds.) *Approaches to Media. A reader* (pp. 420-429). London: Arnold.
- Tony Bennett (1995) Popular culture and the turn to Gramci. In Boyd-Barrett, O. & Newbold, C. (Eds.) *Approaches to Media. A reader* (pp. 348-353). London: Arnold.
- Schudson, Michael. "The new validation of popular culture: sense and sentimentality in academia." *Critical Studies in Media Communication* 4, no. 1 (1987): 51-68.
- Habermas, Jürgen. "Institutions of the public sphere." *Approaches to media: A reader* (1997).

Optional:
- Peck, Janice. "Why we shouldn't be bored with the political economy versus cultural studies debate." *Cultural Critique* 64, no. 1 (2006): 92-125.

Week 15

Thursday December 7
Paper presentations

Friday December 8
Final paper due

Other theories, models, and concepts that…

… we will not purposefully discuss in class but the faculty of ADV/PR, JOURN, and MI suggested you to know. You can pick any of the following for your theory report:

- ❖ Two-step flow of information
- ❖ Spiral of silence
- ❖ Protection motivation theory
- ❖ Prospect theory
- ❖ Task-technology fit
- ❖ Cognitive fit
- ❖ Cognitive load
- ❖ Expectancy-violation
- ❖ Expectancy-confirmation
- ❖ Cognitive dissonance
- ❖ Flow theory
- ❖ Stereotype, prejudice, stigma, and social cognition
- ❖ Self-perception, identity, and self-presentation
- ❖ Self-regulation theory
- ❖ Self-determination theory
- ❖ Distributed cognition
- ❖ Complex adaptive systems
- ❖ Communication accommodation theory
- ❖ Attribution theory
- ❖ Excellence theory
- ❖ Affective disposition theory
- ❖ Uncertainty reduction theory
- ❖ Actor-network theory
- ❖ Adaptive structuration theory
- ❖ General systems theory
- ❖ Construal level theory