Media Psychology
MMC 6936-14E5

The best way to reach me is through email. I check my email very frequently. If you send me an email, I will respond within 48 hours. Send me a reminder if you do not hear back from me after 48 hours.

Course Objectives

How do people with different motivations approach media? How do people's emotions affect the way they use media? How do people process mediated messages? Moreover, how does the media affect users? Media psychology examines how we interact with media from a psychology perspective. Instead of focusing only on the user or the media, media psychology examines media use and effects as an interaction between media, content message, and users. This course is structured into three general sections: 1) Motivation and adoption of media. 2) Media processing theories. 3) Media effects. The course is designed to help you gain an understanding of the theories and methods in the field. As an advanced course, you will go through the complete process of designing and conducting a media psychology study. Students should have basic knowledge of (or have strong motivations to learn) quantitative research methods to succeed in this course.

Readings

There are no required textbooks for this class; all the readings will be posted on the Canvas course site (https://lss.at.ufl.edu) select "e-Learning in Canvas," and log in using your Gatorlink ID

Requirements

Moderate discussions: You will present the key concepts of each reading, background/theory, research questions/hypotheses, methods, results, conclusions.

IMPORTANT: You should assume that the class has already read the readings, your role is not to give a detailed presentation of the readings, but to come up with thought-provoking question

that helps the class compare and integrate the theories and applications. You can send me the discussion questions on the weekend before class if you want me to look over them.

Based on your understanding of the readings, find media examples to facilitate discussion. Share the example with the class and discuss how it relates to the weekly topics. You may prepare slides or handouts to stimulate class discussion but do not do excessive stylistic work on your slides.

Mini-prospectus (Due Jan. 21): You will identify a specific research question, explain why it is of interest to you, and review at least two theoretical approaches that have been applied to examine the research question or phenomenon. Explain why the research question is important (i.e., the 'so what?' question), and why our current understanding is insufficient. The purpose of the mini prospectus is to help you identify key research questions or constructs that can be developed into a research project.

Research proposal (Due Feb. 25): You will focus on the specific construct/phenomenon that was presented and revised in the mini-prospectus. Provide a literature review of the issue by focusing on various theoretical approaches that have been applied to the phenomenon. The paper may discuss this in an evolutionary manner, i.e., detailing how theories have developed and replaced one another. Identify competing theories and perspectives and how they have been applied to related phenomena, highlight the disagreements that need to be resolved conceptually and empirically. The literature review should NOT be a reading list of existing literature. You must compare and summarize existing studies, identify what the critical arguments and differential explanations are that remain contested or conflicted which need resolution in order for a more sophisticated understanding of the phenomenon to be reached. The research should conclude with a proposed study design including your measurement scales. The purpose of this proposal; is to demonstrate that you understand how to formally apply theory to problems and deduce testable research questions that can be operationalized.

In short. Your second paper should be the first half of your final paper, including introduction, literature review, and methods. Please include all the stimuli and measurements.

The final research paper (Due April 25): As an advanced course. The final paper should be a complete research paper that can be submitted to a conference or journal for publication. You will extend the second paper by revising the method section and reporting your study results. Your final paper should be 20-25 pages in length and should include an introduction, literature review, research question/ hypotheses, method, results and discussion (approximately 8000 words). Follow APA 6th edition for formatting and citation.

Final presentation: at the end of the semester, you will have 10 minutes to present your paper (not including Q&A) in which we will discuss your topic of research and provide feedback. Prepare your presentation as you will in an academic conference.

Grading

Moderate discussions	20%
Mini prospectus	5%

Research proposal   35%
Final paper   30%
Class participation   10%

A	93% -100%
A-	90%-92.99%
B+	85%-89.99%
B	80%-84.99%
C+	75%-79.99%
C	70%-74.99%
D	< 70%

Class Policy

Attendance: Seriously, graduate students do not skip classes. The class will start promptly, if you come in late or must leave early, please do so quietly without disturbing others.

Electronic devices: You are allowed to bring laptops or tablets for note-taking. But uses of other electronic devices are strictly prohibited during class, ESPECIALLY cellphones. Please turn your phone off or to silent mode during class and keep it tucked away.

Honor Code: As a student at this university, you have accepted a commitment to the Honor Code, and the principles of academic integrity, personal honesty, and responsible citizenship on which it was founded. As an instructor at this university, I am also charged with its enforcement and take that responsibility very seriously.

You can find the complete honor code via this link:
https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/

Among the activities that could result in Honor Code violations are plagiarism, cheating, misrepresenting sources, the unauthorized use of others' work, etc.

Examples of academic dishonesty include, but are not limited to:

- Using phrases or quotes from another source without proper attribution or quotation marks. This includes paraphrasing without proper attribution
- Pass off other people's ideas as your own
- Turning in the same assignment or paper from your other courses
- Fabrication of literature or data
- For this class, five or more words (verbatim) from a source without proper

Ask the instructor if you are uncertain about your Honor Code responsibilities within this course.

Special Needs: According to University policy, students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide appropriate documentation to you, and you should provide this documentation to me when requesting specific accommodation. It is your responsibility to initiate this conversation early in the semester, and you should plan to meet with me during in person to discuss this.

Date	Topic	Readings
Jan. 7	Introduction	1. Chaffee, S. H., & Berger, C. R. (1987). What do communication scientists do? In C. R. Berger & S. H. Chaffee (Eds.), Handbook of communication science (pp. 99-122). Newbury Park, CA: Sage. [Read up to page 105] 2. Sutton, R. I., & Staw, B. M. (1995). What theory is not. Administrative science quarterly, 371-384. Giles, D. (2010). Chapter 1: History of the mass media; Chapter 2: Ways of thinking about the psychology of media. In Psychology of the media (pp. 5-26). New York, NY: Palgrave Macmillan. 3. Giles, D. (2003). Chapter 1: What is media psychology, and why do we need it?; Chapter 2: Theoretical issues in media research. In Media psychology (pp. 3-27). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
Motivation and adoption of media		
Jan. 14	Motivations	1. Elliot, A. J. (1999). Approach and avoidance motivation and achievement goals. Educational Psychologist, 34(3), 169-189. 2. Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. American Psychologist, 55(1), 68. 3. Tamborini, R., Bowman, N. D., Eden, A., Grizzard, M., & Organ, A. (2010). Defining media enjoyment as the satisfaction of intrinsic needs. Journal of communication, 60(4), 758-777. 4. Oliver, M. B., & Bartsch, A. (2011). Appreciation of entertainment. Journal of Media Psychology. 23, 29-33 5. Reinecke, L. (2017). Mood Management Theory. The International Encyclopedia of Media Effects.
Jan. 21	Holiday (No Class) [Mini prospectus due on before 11:59 pm]	
Jan. 28	Expected utility theories: Social cognitive theory & Theory of Planned Behavior	1. Bandura, A. (2001). Social cognitive theory of mass communication. Media Psychology, 3(3), 265-299. 2. LaRose, R., Lin, C. A., & Eastin, M. S. (2003). Unregulated Internet usage: Addiction, habit, or deficient self-regulation?. Media Psychology, 5(3), 225-253. 3. Fox, J., & Bailenson, J. N. (2009). Virtual self-modeling: The effects of vicarious reinforcement and identification on exercise behaviors. Media Psychology, 12(1), 1-25.

		4. Ajzen, I. (1991). The theory of planned behavior. Organizational behavior and human decision processes, 50(2), 179-211. 5. Fishbein, M. (2008). A reasoned action approach to health promotion. Medical Decision Making, 28(6), 834-844.
Feb. 4	Norms	1. Cialdini, R. B., & Goldstein, N. J. (2004). Social influence: Compliance and conformity. Annu. Rev. Psychol., 55, 591-621. 2. Cialdini, R. B., Reno, R. R., & Kallgren, C. A. (1990). A focus theory of normative conduct: recycling the concept of norms to reduce littering in public places. Journal of personality and social psychology, 58(6), 1015. 3. Goldstein, N. J., Cialdini, R. B., & Griskevicius, V. (2008). A room with a viewpoint: Using social norms to motivate environmental conservation in hotels. *Journal of Consumer Research*, *35*(3), 472-482. 4. Wooten, D. B., & Reed, A. (2004). Playing it safe: Susceptibility to normative influence and protective self-presentation. *Journal of consumer research*, *31*(3), 551-556. 5. Kincaid, D. L. (2004). From innovation to social norm: Bounded normative influence. *Journal of health communication*, *9*(S1), 37-57.
How do we process mediated messages?		
Feb. 11	Attention	1. Anderson & Kirkorian, (2006). Chapter 3. "Attention and Television," in Psychology of Entertainment, eds. Jennings Bryant and Peter Vorderer, Mahwah, NJ: Lawrence Erlbaum. b. 2. Pashler, H. E. (1998). Capacity and selection: Theorizing about attention. *The psychology of attention*, 217-261. 3. Yeykelis, L., Cummings, J. J., & Reeves, B. (2018). The Fragmentation of Work, Entertainment, E-Mail, and News on a Personal Computer: Motivational Predictors of Switching Between Media Content. *Media Psychology*, *21*(3), 377-402. 4. Ravaja, N. (2004). Contributions of psychophysiology to media research: Review and recommendations. Media Psychology, 6(2), 193-235.

Feb. 18	Emotions	1. Konijn, E. A., & ten Holt, J. M. (2010). From noise to nucleus: Emotion as key construct in processing media messages. In *The Routledge handbook of emotions and mass media* (pp. 51-73). Routledge. 2. Bolls, P. D. (2010). Understanding emotion from a superordinate dimensional perspective: A productive way forward for communication processes and effects studies. Communication Monographs, 77(2), 146-152. 3. Nabi, R. L. (1999). A cognitive-functional model for the effects of discrete negative emotions on information processing, attitude change, and recall. Communication Theory, 9, 292-320. 4. Västfjäll, D., Slovic, P., Burns, W. J., Erlandsson, A., Koppel, L., Asutay, E., & Tinghög, G. (2016). The arithmetic of emotion: Integration of incidental and integral affect in judgments and decisions. Frontiers in psychology, 7. 5. Greifeneder, R., Bless, H., & Pham, M. T. (2010). When do people rely on affective and cognitive feelings in judgment? A review. Personality and Social Psychology Review.
Feb. 25	Cognitive processing of mediated message [Paper 2 due before 11:59pm]	1. Lang, A., Potter, R. F., & Bolls, P. D. (2009). Where psychophysiology meets the media: Taking the effects out of media research. In J. Bryant & M. B. Oliver (Eds.), Media effects: Advances in theory and research (pp. 185-206). New York, NY: Routledge. 2. Lang, A. (2006). Using the limited capacity model of motivated mediated message processing to design effective cancer communication messages. Journal of Communication, 56, S57-S80. 3. Lang, A., Sanders-Jackson, A., Wang, Z., & Rubenking, B. (2013). Motivated message processing: How motivational activation influences resource allocation, encoding, and storage of TV messages. Motivation and Emotion, 37(3), 508-517. 4. Fisch, S. M. (2000). A capacity model of children's comprehension of educational content on television. Media Psychology, 2(1), 63-91.
Mar. 4	SPRING BREAK	

Mar. 11	Persuasion: HSM & ELM	1. Todorov, A., Chaiken, S., & Henderson, M. D. (2002). The heuristic-systematic model of social information processing. The persuasion handbook: Developments in theory and practice, 195-211.
		2. Petty, R. E., Briñol, P., & Priester, J. R. (2009). Mass media attitude change: Implications of the elaboration likelihood model of persuasion. In J. Bryant & M. B. Oliver (Eds.), Media effects: Advances in theory and research (3rd Ed., pp. 125-164). Mahwah, NJ: Lawrence Erlbaum Associated, Inc.
		3. Petty, R. E., Cacioppo, J. T., & Kasmer, J. A. (2015). The role of affect in the elaboration likelihood model of persuasion. Communication, Social Cognition, and Affect (PLE: Emotion), 117.
		4. Shrum, L. J. (2001). Processing strategy moderates the cultivation effect. Human Communication Research, 27(1), 94-120.
		5. Evans, J. S. B. (2003). In two minds: dual-process accounts of reasoning. *Trends in cognitive sciences, 7*(10), 454-459.
Mar. 18	CMC context and norms: SIDE	1. Hogg, Michael A., and Scott A. Reid. "Social identity, self-categorization, and the communication of group norms." Communication theory 16.1 (2006): 7-30.
		2. Reicher, S., Spears, R., & Postmes, T. (1995). A social identity model of deindividuation phenomena. European Review of Social Psychology, 6, 161-198. doi: 10.1080/14792779443000049
		3. Lea, M., Spears, R., & De Groot, D. (2001). Knowing me, knowing you: Effects of visual anonymity on self-categorization, stereotyping and attraction in computer-mediated groups. Personality and Social Psychology Bulletin, 27, 526-537. doi: 10.1177/0146167201275002
		4. Lee, E.-J. (2004). Effects of visual representation on social influence in computer-mediated communication: Experimental tests of the social identity model of deindividuation. Human Communication Research, 30, 234-259. doi: 10.1111/j.1468-2958.2004.tb00732.x
		5. Klein, O., Spears, R., & Reicher, S. (2007). Social identity performance: Extending the strategic side of SIDE. *Personality and Social Psychology Review, 11*(1), 28-45.

Mar. 25	Priming and Framing Effects	1. Entman, R. M. (1993). Framing: Toward clarification of a fractured paradigm. *Journal of communication*, *43*(4), 51-58. 2. Scheufele, D. A., & Tewksbury, D. (2006). Framing, agenda setting, and priming: The evolution of three media effects models. *Journal of communication*, *57*(1), 9-20. 3. Molden, D. C. (2014). Understanding priming effects in social psychology: What is "social priming" and how does it occur?. *Social Cognition*, *32*(Supplement), 1-11. 4. Roskos-Ewoldsen, D. R., Roskos-Ewoldsen, B., & Carpentier, F. R. D. (2002). Media priming: A synthesis. Media effects: Advances in theory and research, 2, 97-120. 5. Cesario, J. (2014). Priming, replication, and the hardest science. *Perspectives on Psychological Science*, *9*(1), 40-48.
Apr. 1	Bias in judgment and decision making	1. Tversky, A., & Kahneman, D. (1981). The framing of decisions and the psychology of choice. *Science*, *211*(4481), 453-458. 2. O'Keefe, D. J., & Jensen, J. D. (2007). The relative persuasiveness of gain-framed loss-framed messages for encouraging disease prevention behaviors: A meta-analytic review. *Journal of health communication*, *12*(7), 623-644. 3. Gigerenzer, G., & Brighton, H. (2009). Homo heuristicus: Why biased minds make better inferences. *Topics in cognitive science*, *1*(1), 107-143. 4. Slovic, P., Finucane, M. L., Peters, E., & MacGregor, D. G. (2004). Risk as analysis and risk as feelings: Some thoughts about affect, reason, risk, and rationality. *Risk analysis*, *24*(2), 311-322. 5. Slovic, P. (2010). If I look at the mass I will never act: Psychic numbing and genocide. In *Emotions and risky technologies* (pp. 37-59). Springer Netherlands.
Apr. 8		
Apr. 15		
Apr. 22	Final presentation	

Resources:

- Media Psychology
- Journal of Media Psychology
- Journal of Communication
- Communication Research
- Journal of Computer-Mediated Communication
- Human Communication Research

- Journal of Broadcasting & Electronic Media
- Cyberpsychology, Behavior, and Social Networking
- Computers in Human Behavior
- Journal of Consumer Research
- Journal of Personality and Social Psychology
- Psychological Science
- Journal of Marketing
- Journal of Advertising
- Journalism & Mass Communication Quarterly

Note: Based on your input and our progress, I reserve the right to amend and change the syllabus, readings, and grading events during the semester.