CULTURE, COGNITION AND THE MEDIA—920: 572: 01

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Class Time: Tuesday 1:00 to 3:40PM
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OBJECTIVES

This course examines the interrelations between culture, cognition and mass media. We will explore a variety of issues, with an eye to mastering the following topics … (what the graduate school calls learning goals):

- Understanding the ever changing role of media in society and the historical development of theory designed to understand media impact

- Understanding message makers and the cultural and cognitive dimensions of their persuasiveness

- Understanding messages and meaning including issues of content, structural design, frames and narratives

- Understanding technology and its role in the conception of place, actorhood and interaction

- Understanding audience impact on meaning making

- Understanding the literature on media effects, including cognitive, emotional, behavioral and socialization issues.

We will discuss both classical and contemporary excursions on these very complex subjects.

BOOKS

All readings for this course will be posted on Sakai. To access them:

- Go to https://sakai.rutgers.edu/portal and log in. Our course site, identified by our course number, should immediately pop up as one of your Sakai locations.

- Look at the bar on the left side of the screen and click on "Resources."

- Look for the reading using the author's last name. If I use an author more than once, I'll have name and topic listed.

REQUIREMENTS

This course presents a variety of requirements designed to tap the full array of your intellectual strengths and skills:

1) "Deep Thoughts": Good discussion is critical to successful class meetings. I'll do some lecturing, but I also want to hear from you. So to help us make the most of each period, every student is expected to come to class with two "reactive" discussion questions that grow from the readings assigned for the day. Writing these questions down will, I hope, focus your thinking and facilitate good classroom exchanges.

Your assignments will be collected and graded on a weekly basis. This work will constitute **15% of your final grade.** *No late papers will be accepted.*

*2) Oral Presentations***:** Many of our meetings will devote some portion of class time to student led discussions. Each student will be expected to lead one such discussion during the semester. If class size is large, two or more students will share the week's discussion task. Presentations will be scheduled during the first week of classes. Students will be graded on their performance. These grades will count for **10% of the final grade.**

*3) Toward a Research Paper***:** Three short, focused written assignments are part of the course requirements:

A) *Paper Topic and Bibliography:* Each student must propose a research topic addressing any of the substantive areas covered in this course. Students must *provide a 1-3 page description of their project*, *and generate a list of 10 bibliographic citations* representing their research area. **This assignment will count for 20% of your final grade.**

B) *Summary and Critique of the Literature:* Using the *Social Science Citation Index*, students will identify the three most cited items in their bibliography. Students also will select two additional items from their list – selections driven solely by the student's intellectual tastes. (Obviously, if you have a list of books, we will negotiate the number of things that you read.)

With these five items in hand, students should a) read the materials, b) summarize the writings' collective contribution to the literature, c) forward two weaknesses of this literature, and d) explain why these works are relevant to your research question. In doing your reading, consider e.g. what the writings say about the current state of sociological knowledge on your topic … the issues and controversies introduced by these materials … the questions and puzzles these articles/books pose for the topic you are planning to research … the questions/issues that are currently missing from discourse in your field.

This paper should be 8-10 pages in length. It will count for **30% of your final grade.**

Requirements, con't.

    C) *Research Proposal:* Students have proposed a research topic and explored some relevant literature. In this assignment students must *revisit and revise the 1-3 page description* of their research topic, expanding it to something akin to an article introduction – say 3-5 pp. Students also are required to *discuss one possible method for studying the problem at hand*. Extra credit will go to students who identify a viable funding source for their project.

    This paper should be 5-8 pages in length (as it should contain your methods and references as well). It will constitute **20% of your final grade.**

Alternatives to Research Paper requirement: Some students are currently working on qualifying papers that address culture, cognition and the media. I am willing to discuss ways of incorporating this writing into the class, making your work on the qualifier count toward the grades for this class. If you think you would like to go this route, please see me **during the first week of class.**

4) Attendance*:* I will view student input as vital to this course. Faithful attendance is a must, and students are expected to come to class prepared and ready to enter discussion. Attendance and participation will constitute **5% of your final grade**.

5) Use Media!!!!!! During this semester, I expect you to become an avid media user, including television, film, radio, and the Internet. If you are a media addict, Great!!!!!! You now have a legitimate excuse to "feed your habit." If you hate media, please make this 14 week sacrifice. I think it is important that you experience – first hand – exactly what we are studying.

In this regard, please note: as part of your "deep thoughts" assignments, I will also ask that you tell me the most thought provoking media experience of your week.

CLASS ENVIRONMENT: The Rutgers Sociology Department strives to create an environment that supports and affirms diversity in all manifestations, including race, ethnicity, gender, sexual orientation, religion, age, social class, disability status, region/country of origin, and political orientation. We also celebrate diversity of theoretical and methodological perspectives among our faculty and students and seek to create an atmosphere of respect and mutual dialogue. We have zero tolerance for violations of these principles and have instituted clear and respectful procedures for responding to such grievances.

Knowing this, our classroom should be considered a "safe place" for everyone. Students are encouraged to engage in discussion and debate related to the readings and topics scheduled for the class provided that one's views are not intended to provoke, insult, or damage another member of the class or the instructor. To facilitate such an environment, all of us (students and instructor) must act with mutual respect and common courtesy.

CLASS SCHEDULE

MTG. 1 (1/21):   Introduction to the Class

       ✓ Overview of the Course

       ✓ Discussion of Class Requirements

       ✓ *Lab:* Doing a Literature Review

       Assignment: Saturday is my birthday. Make sure to tell me how young I look!

MTG. 2 (1/28): Let's start at the very beginning: a brief history of early media theories. This review gives us a sense of the intellectual frames that drive social science studies of communication.

       ✓ When Media Met Cognition – The Hypodermic Needle Theory

       ✓ Enter Sociocultural Concerns – The Two Step Flow and One Step Flow Theories

Readings for Today's Class

1) Lowery, Shearon A. and Melvin L. DeFleur. 1995. "The Invasion from Mars: Radio Panics America." **Pp. 45-67** in *Milestones in Mass Communication*. New York: Longman.

2) Lowery, Shearon A. and Melvin L. DeFleur. 1995. "The People's Choice: The Media in a Political Campaign." **Pp. 69-92** in *Milestones in Mass Communication*. New York: Longman.

Note: We will liten to portons of the Hindenburg disaster radio converage and the"War of the Worlds" broadcast.

Selected Bibliography: *The Original Studies*

Cantril, Hadley. 1940. *The Invasion From Mars: A Study in the Psychology of Panic.* Princeton, NJ: Princeton Univ. Press.

Katz, Elihu and Paul F. Lazarsfeld. 1955. *Personal Influence*. Glencoe, IL: Free Press.

Lazarsfeld, Paul F., Bernard Berelson and Hazel Gaudet. 1944. *The People's Choice*. New York: Harper and Rowe.

Peterson, Ruth. C. and L. L. Thurstone. 1933. *Motion Pictures and Social Attitudes*. New York: Macmillan.

Also of Interest: The Mercury Theatre. 1938. *War of the Worlds.* New York: CBS Radio Network.

MTG. 3 (2/4): Who – Professional Sources.

Today, we'll examine research on professional sources, noting the factors that are thought to enhance the communicator's effectiveness with an audience. This will include issues of credibility and trustworthiness. We will do some hands on analysis in class.

Readings for Today's Class

1) Lowery, Shearon A. and Melvin L. DeFleur. 1995. "Communication and Persuasion: The Search for the Magic Keys." Pp. **165-174** in *Milestones in Mass Communication*. New York: Longman.

2) Jackson, Brooks and Kathleen Hall Jamiesen. 2007. "The Bridesmaid's Bad Breath: Warning Signs of Trickery." **Pp. 25-40** in *un:Spun-Finding Facts in a World of Disinformation.* New York: Random House.

Student Led Discussion Items (Non-presenters should read these as well.)

Edwards, Chad, Patric R. Spence, Christina J. Gentile, America Edwards, and Autumn Edwards. 2013. "How Much Klout Do You Have… A Test of System Generated Cues on Source Credibility." *Computers in Human Behavior* 29: 1: **12-16**.

Lederman, Reeva, Hanmeia Fan, Stephen Smith and Shanton Chang. forthcoming. "Who Can You Trust: Asserssment in Online Health Forums." *Health Policy and Technology. (***25 pp.**)

Yang, Jiang, Scott Counts, Meredith Ringel Morris and Aaron Hoff. 2013. "Microblog Credibility Perceptions: Comparing the USA and China." In *Proceedings of the 2013 conference on Computer Supported Cooperative Work* (**pp. 575-586**). ACM.

Selected Bibliography:

The Original Studies

Hess, Stephen. 1981. *The Washington Reporters*. Washington, DC: Brookings Institution.

Hovland, Carl, Janis, Irving, Kelley, Harold R. 1953. *Communication and Persuasion*. New Haven: Yale Univ. Press.

Merton, Robert. [1948] 1968. *Mass Persuasion: The Social Psychology of the War Bond Drive*. New York: Free Press.

Some Newer Ideas:

Bakir, Vian, and David M. Barlow. 2007. *Communication in the Age of Suspicion: Trust and the Media.* Basingstoke, UK: Palgrave Macmillan.

Hargittai, Eszter, Lindsay Fullerton, Ericka Menchen-Trevino, and Kristin Yates Thomas. "Trust online: Young adults' evaluation of web content." *International Journal of Communication* 4, no. 1 (2010): 468-494.

Marwick, Alice E. 2011. "I tweet honestly, I tweet passionately: Twitter users, context collapse, and the imagined audience." *New Media & Society* 13: 1: 114-133.

Metzger, Miriam J., Andrew J. Flanagan, Keren Eyal, Daisy R. Lemus, and Robert M. McCann. 2005. "Credibility for the 21st Cenutry: Integrating Perspectices on Source, Message and Media Credibility in the Contemporary Media Environment." *Communication Yearbook* 27: 293-335

Pornpitakpan, Chanthika. 2004. "The Persuasiveness of Source Credibility: A Critical Review of Five Decades' Evidence." *Journal of Applied Social Psychology* 34: 2: 243-281.

MTG. 4 (2/11): Says What – Media Messages, Part I.

We will spend today's class examing message content and its manipulation. Topics include:

- ✓ Agenda Setting
- ✓ Knowledge Construction and Cultivation Analysis
- ✓ Frames and Schemata

Readings for Today's class

1) Morgan, Michael, James Shanahan and Nancy Signorielli. 2012. *Living with Television Now: Advances in Cultivation Theory and Research.* New York: Peter Lang. **Pp. 1-10.**

2) Kendall, Diana Elizabeth. 2011. *Framing Class: Media Representations of Wealth and Poverty in America*. Rowman & Littlefield. **Chapter 7: 209-229.**

3) Saguy, Abigail. 2013. "Fashioning Frames" **Pp. 107-130** in What's Wr*ong with Fat?*. Oxford University Press. ***Note: Abby Saguy will Skype into class for a brief Q&A.***

4) Scheufele, Dietram A. and Shanto Iyengar, S. (forthcoming). "The State of Framing Research: A Call for New Directions." In K. Kenski and K. H. Jamieson (Eds.), *The Oxford Handbook of Political Communication Theories*. New York: Oxford University Press. **Pp. 1-25.**

Selected Bibliography:

The Original Studies: Agenda Setting

Cohen, Bernard C. 1963. *The Press and Foreign Policy*. Princeton, NJ: Princeton University Press.

McCombs, Maxwell E. and Donald Shaw. 1972. "The Agenda Setting Function of Mass Media." *Public Opinion Quarterly* 36: 2: 176-187.

Classics in Social Construction and Media Knowledge:

Berger, Peter L. and Thomas Luckmann. 1967. *The Social Construction of Reality*. New York: Anchor.

Luhmann, Niklas. 2000 [1996]. *The Reality of the Mass Media.* Stanford, CA: Stanford University Press.

Tuchman, Gaye. 1978. *Making News: A Study in the Construction of Reality.* New York: Free Press.

Classic Media Framing Articles:

Conrad, Peter. 1997. "Public Eyes and Private Genes: Historical Frames, News Constructions, and Social Problems." *Social Problems* 44: 2: 139-154.

Ferree, Myra Marx; William A. Gamson, Jürgen Gerhards and Dieter Rucht. 2002. *Shaping Abortion Discourse: Democracy and the Public Sphere in Germany and the United States.* New York: Cambridge University Press.

Gamson, William; Croteau, David; Hoynes, William; and Sasson, Theodore. 1992. "Media Images and the Social Construction of Reality." *Annual Review of Sociology* 18: 373-393.

Goffman, Erving. 1974. *Frame Analysis.* New York: Harper Colophon.

_____. 1976. *Gender Advertisements.* New York: Harper Colophon.

Scheufele, Dietram A. 2000. "Agenda-Setting, Priming and Framing Revisited: Another Look at Cognitive Effects of Political Communication." *Mass Communication and Society* 3:2-3: 297-316.

Cultivation Analysis

Gerbner, George. 1976. "Living With Television: The Violence Profile." *Journal of Communication* 26: 173-199.

Morgan, Michael, James Shanahan and Nancy Signorielli. 2012. *Living with Television Now: Advances in Cultivation Theiry and Research.* New York: Peter Lang.

NeoMarxist and Hegemonic Approaches to Content Selection: The Power of the Elite:

Gitlin, Todd. 2000. *Inside Prime Time.* Berkeley, CA: University of California Press.

Hall, Stuart. 1977. "Culture, the Media, and Ideological Effect." Pp. 315-348 in J. Curran et al. (eds.) *Mass Communication and Society*. London: Edward Arnold.

MTG. 5 (2/18): Says What – Media Messages, Part II.

We continue our examination of messages, turning this week to narration in the media.

Readings for Today's Class

1) Huisman, Rosemary, Julian Murphet, and Anne Dunn. 2006. "Narrative Concepts," **Pp. 11-27** in *Narrative and Media*. New York: Cambridge University Press.

2) Halverson, Jeffry R., Scott W. Ruston, and Angela Trethewey. 2013. "Mediated Martyrs of the Arab Spring: New Media, Civil Religion, and Narrative in Tunisia and Egypt." *Journal of Communication* 63: 2: **312-32**.

Student Led Discussion Items on the next page

Student Led Discussion Items: (Non Presenters should read article 1 and one of articles 2 and 3

1) Booth, Paul. 2009. "Narractivity and the Narrative Database: Media-Based Wikis as Interactive Fan Fiction." *Narrative Inquiry* 19: 2: **372-392**.

2) Meyers, Oren, Motti Neiger, and Eyal Zandberg. 2011. "Structuring the Sacred: Media Professionalism and the Production of Mediated Holocaust Memory." *The Communication Review* 14: 2: **123-144**.

3) Zandberg, Eyal, Oren Meyers, and Motti Neiger. 2012. "Past Continuous: Newsworthiness and the Shaping of Collective Memory." *Critical Studies in Media Communication* 29: 1: **65-79**.

Selected Bibliography: Classics and Selected Empirical Applications of Media Narration

Bird, S. Elizabeth and Dardenne, Robert W. 1988. "Myth, Chronicle, and Story: Exploring the Narrative Qualities of News." Pp. 67-86 in John. Carey (ed.), *Media, Myths and Narratives: Television and the Press.* Beverly Hills, CA: Sage.

Carey, John. 1989. *Communication As Culture: Essays on Media and Society.* Winchester, MA: Unwin and Hyman.

Eason, David. 1981. "Telling Stories and Making Sense." *Journal of Popular Culture* 15: 2: 125-129.

Fine, Gary Alan, and Ryan D. White. 2002. "Creating Collective Attention in the Public Domain: HumanInterest Narratives and the Rescue of Floyd Collins." *Social Forces* 81: 1: 57-85.

Fiske, John. 1986. "Television, Polysemy and Popularity: *Critical Studies in Mass Communication* 3: 391-408.

Fiske, John. and Hartley, J. 1978. *Reading Television.* London: Methuen and Co.

Glassman, Barry. 2004. "Narrative Technique of Fear Mongering*." Social Research*. 71: 4: 819-826

Gurevitch, Michael. and Kavoori, A. P. 1994. Global Texts, Narrativity, and the Construction of Local and Global Meanings in Television News." *Journal of Narrative and Life History* 4: 1&2: 2-24.

Jacobs, Ronald. N. 1996. "Civil Society and Crisis: Culture, Discourse, and the Rodney King Beating." *American Journal of Sociology* 101: 5: 1238-1272.

Kitch, Carolyn. 2002. "A Death in the American Family: Myth. Memory and National Values in the Media Mourning of John F. Kennedy Jr." *Journalism and Mass Communication Quarterly* 79: 2: 294-309.

Ryan, Marie-Laurie. 2004. *Narrative Across Media:the Languages of Storytelling*. Lincoln: University of Nebraska Press.

Swanson-Golberg, Elizabeth. 2007. *Beyond Terror: Gender, Narrative, Human Rights.* New Brunswick, NJ: Rutgers University Press.

Zelizer, Barbie. 1990. "Achieving Journalistic Authority Through Narrative." *Critical Studies In Mass Communication*: 7: 4: 366-376.

MTG. 6 (2/25): Says What – Media Messages, Part III.

We continue our examination of messages, turning this week to an exploration of message structure or design and its role in meaning making. Todays' topics include:

- ✓ A crash course in semiotics
- ✓ Spatial and temporal design

Readings for Today's Class

1) Bignell, Jonathan. 2002. *Media Semiotics: An Introduction.* Manchester: Manchester University Press. Pp. **1-27**.

2) Cerulo, Karen A. 1995. *Identity Designs* (The Arnold and Caroline Rose Book Series of the American Sociological Association), ASA Rose Book Series), New Brunswick, NJ: Rutgers University Press. Read Chapter 4 (pp. **75-90**) *OR* Chapter 5 (pp. **91-116**).

3) _____. 1998. *Deciphering Violence: the Cognitive Structure of Right and Wrong*, Chapter 3 (pp. **39-75**). New York/London: Routledge.

Selected Bibliography:

Theoretical Works

Barthes, R. 1977. *Image-Music-Text: Essays Selected and Translated by S. Heath.* Glasgow: Fontana Collins.

_____. 1985. *The Responsibility of Forms* New York: Hill and Wang. Chapter 1.

Douglas, M. 1975. *Implicit Meanings* London: Routledge and Kegan Paul.

_____. 1970. *Natural Symbols* New York: Pantheon. Chapter 3.

Eco, U. 1976. *Theory of Semiotics*. Bloomington, IN: University of Indiana press.

_____. 1985. "How Culture Conditions the Colors We See." Pp. 157-175 in (M. Blonsky, ed.) *On Signs*. Baltimore, MD: Johns Hopkins Press.

Gombrich, E. H. 1960. *Art and Illusion: A Study in the Psychology of Pictorial Representation.* New York: Phaidon.

_____. 1981. "Image and Code: Scope and Limits of Convention in Pictorial Representation." in W. Steiner (ed.) *Image and Code*. Ann Arbor: Univ. of Michigan Press.

Leach, E. 1976. *Culture and Communication* Cambridge: Cambridge Univ. Press.

Peirce, Charles Sanders. *Peirce on Signs: Writings on Semiotics*.

de Saussure, F. 1959. *Course in General Linguistics* New York: Philosophical Library. Chapters 1-3.

Review Articles and Books

Bignell, Jonathan. 2002. *Media Semiotics: An Introduction*, 2nd edit. Manchester: Manchester University Press

Selected Bibligraphy continued on next page.

Chandler, Daniel. 2007. *Semiotics: The Basics* New York: Routledge.

Cobley, Paul. 2013. "12 Semiotic Models of Communication." Pp. 223-238 in (Paul Cobley, Peter J. Schulz, eds.) *Theories and Models of Communication,*. New York: Walter de Gruyter.

Danesi, Marcel. 2002. *Understanding Media Semiotics.* New York/London: Arnold, Pp. 178-200.

_____. 2007. *The Quest for Meaning: A Guide to Semiotic Theory and Practice.* Toronto: Univ. of Toronto Press.

Jepperson, R. L. and Swidler, A. 1994. "What Properties of Culture Should We Measure?" *Poetics* 22: 359-371.

Mohr, J. 1998. "Measuring Meaning Structures." *Annual Review of Sociology* 24: 345-370.

Potter, W. James. 2012. *Media Literacy.* Tousand Oaks, CA: Sage.

Interesting Empirical Applications

Bell, Philip; Milic, Marko. 2002. "Goffman's Gender Advertisements Revisited: Combining Content Analysis with Semiotic Analysis." *Visual Communication* 1: 2: 203-222

Bergesen, A., and A. Jones. 1992. "Decoding the Syntax of Modern Dance." Pp. 169-181 in *Vocabularies of Public Life,* R. Wuthnow edit. London: Routledge

Bernstein, B. 1971. *Class, Codes, and Control* London: Routledge and Kegan Paul. Chapter 8.

Cerulo, Karen A. and Janet M. Ruane. In progress. "Apologies of the and Famous: Why We Care and Why We Forgive." Conditional acceptance: *Social Psychology Quarterly.*

Muschert, Glenn W. and Leah Janssen. 2013. "Deciphering Rampage: Assigning Blame to Youth Offenders in News Coverage of School Shootings." *Studies in Media and Communications* 7: 2:181-200.

Shortell, Timothy. 2004. "The Decline of the Public Sphere: A Semiotic Analysis of the Rhetoric of Race in New York City." *Research in Urban Sociology* 7: 159-177

Vannini, Phillip. 2004. "The Meanings of a Star: Interpreting Music Fans' Reviews." *Symbolic Interaction* 27: 1: 47-69

MTG. 7 (3/4): Class Presentations of Research Abstracts

Students will prepare a short presentation of their proposed research topics. Class members should be prepared to offer constructive feedback on each proposal, helping presenters to limit, focus, or strengthen their topics.

Assignment 1 due today – 3/4   No late papers accepted!

MTG. 8 (3/11): How Part I: Technology and Theories of Thought

This week, we will discuss two of the most influential theories in the field of communication technologies and cognition. First up is Marshall McLuhan who initiates the premise that specific technologies alter messages in ways that confer specific meaning. Second, we focus on Bruno Latour's Actor-Network Theory and the re-assembling of the social. Both of these theorists will give us a basis for exploring contemporary communication phenomena in the coming two weeks.

Readings for Today's Class

1) McLuhan, Marshall. 1964. *Understanding Media*. New York: McGraw Hill. **Pp 7-32**.

2) Latour, Bruno. 2005. *Re-assembling the Social: An Introduction to Actor-Network-Theory.* New York: Oxford University Press. **Pp. 1-17; 63-86.**
Note: We may also watch part of a Latour lecture in class.

Selected Bibliography

Other Important Theories and Ideas on Technoloy and Communication:

Altheide, David L. 1995. *An Ecology of Communication: Cultural Formats of Control.* New York: Aldine de Gruyter.

Beniger, Jamer. R. 1986. *The Control Revolution: Technological and Economic Origins of the Information Society.* Cambridge, MA: Harvard University Press.

Castells, Manuel. 2009. *Communication Power*. New York: Oxford University Press.

Griswold, Wendy, Gemma Mangione, and Terence E. McDonnell. 2013. "Objects, Words, and Bodies in Space: Bringing Materiality into Cultural Analysis." *Qualitative Sociology* 36: 4: 343-364.

Habermas, Jurgen. 1976. *Communication and the Evolution of Society.* Boston: Beacon Press.

_____. 1989. *The Structural Transformation of the Public Sphere* trans. by T. Burger. Cambridge: MIT Press.

Latour, Bruno. 2007. *We Have Never Been Modern.* Cambridge: Harvard University Press.

Law, John and Hassard, John. 2002. *Actor-Network Theory and After.* Oxford: Blackwell.

Marcuse, Herbert. 1964. *One-Dimensional Man* Boston: Beacon Press.

McCarthy , John and Wright, Peter. 2004. *Technology as Experience.* Cambridge: MIT press.

Postman, Neil. 1992. *Technopoly: The Surrender of Culture To Technology*. New York: Knopf.

Tenner, Edward. 2003. *Our Own Devices: How Technology Remakes Humanity.* New York: Vintage.

Cut Loose – Spring Break!

MTG. 9 (3/25) How: The Medium is the Message, Part II

We continue our examination of communication technologies and their impact on our perceptions. Today, we ask: Who is a Social Actor and What is a Social Connection?

Reading for Today's Class

Part 1:

Cerulo, Karen A. 2011. "Social Interaction: Do Non-humans Count? *Sociology Compass* 5: 9: 775-791.

Turkle, Sherry. 2012. Álive Enough" **Pp. 35-52** in *Alone Together: Why We Expect More from Technology and Less from Each Other*. New York: Basic Books**.**

Part II:

Chayko, Mary. 2008. *Portable Communities: The Social Dynamics of Online and Mobile Connectedness*. Albany: Suny Press. **Pp. 3-62.**
NOTE: Mary Chayko will visit our class today

Rainie, Harrison, Lee Rainie, and Barry Wellman. 2012. **Pp. (To be announced—book in press)** *Networked: The New Social Operating System*. Cambridge, MA: The MIT Press

Selected Bibliography

Anderson, Benjamin. 1983. *Imagined Communities*. London: Verso.

Campos, Castillo, Celeste. "Copresence in Virtual Environments." *Sociology Compass* 6:5: 425-433.

Campos-Castillo, Celeste, and Steven Hitlin. "Copresence Revisiting a Building Block for Social Interaction Theories." *Sociological Theory* 31:2: 168-192.

Cerulo, Karen A. 2009. "Nonhumans in Social Interaction." *Annual Review of Sociology* 35: 531-552.

Cerulo, Karen A. and Ruane, Janet M. 1997. "Death Comes Alive: Technology and the Reconception of Death." *Science As Culture* 6: 28: 3: 444-466.

Chayko, Mary. 2002. *Connecting: How We Form Social Bonds and Communties in the Internet Age*. New York: SUNY Press.

DiMaggio, Paul, Eszter Hargittai, W. Russell Neuman, and John P. Robinson. 2001. "Social implications of the Internet." *Annual Review of Sociology*: 307-336.

Frosh, Paul. 2006. "Telling Presences: Witnesses, Mass media, and the Imagined Lives of Starngers." *Critical Studies in Mass Communication* 23: 4: 265-284.

Gottschalk, Simon. 2010. "The Presentation of Avatars in Second life: Self and Interaction in Social Virtual Spaces." *Symbolic Interaction* 33: 4: 501-525.

Hampton, Keith N., Lauren F. Sessions, Eun Ja Her, and Lee Rainie. 2009. "Social Isolation and New Technology: How the Internet and Mobile Phones Impact Americans\'Social Networks." *Pew Internet: http://www.pewinternet.org/Reports/2009/18--Social-Isolation-and-New-Technology.aspx*

Selected Bibliography continued on next page

Hampton, Keith. 2013. "New Communication Technologies and the Nature of Community."
    Family Therapy Magazine 12: 2: 10-15.

Jerolmack, Colin. 2009. "Humans, Animals, and Play: Theorizing Interaction When
    Intersubjectivity is Problematic." *Sociological Theory* 27: 4: 371-389.

McEwen, Rhonda, and Barry Wellman. 2013. "Relationships, Community, and Networked
    Individuals." Pp. 168-187 in (Robin Teigland and Dominic Power, eds.), *The Immersive
    Internet: Reflections on the Entangling of the Virtual with Society, Politics and the
    Economy.* New York: Palgrave.

Meyrowitz, J. 1986. *No Sense of Place*. New York: Oxford Univ. Press.

_____ 1989. "The Generalized Elsewhere." *Critical Studies in Mass Communication* 6: 3: 323-
    334.

Mok, Diana, Barry Wellman, and Juan Carrasco. 2010. "Does Distance Matter in the Age of the
    Internet?." *Urban Studies* 47: 13: 2747-2783.

Shank, Daniel B. 2012. "Perceived Justice and Reactions to Coercive Computers1." *Sociological
    Forum* 27: 2: 372-391.

Turkle, Sherry. 2007. *Evocative Objects: Things We Think With.* Cambridge: Oxford Univerity
    Press.

Vermeulen, Niki, Sakari Tamminen, and Andrew Webster, eds. 2012. *Bio-objects: Life in the
    21st Century*. Ashgate Publishing.

Zottarelli, Lisa K. 2010. "Broken Bond: An Exploration of Human Factors Associated with
    Companion Animal Loss During Hurricane Katrina1." *Sociological Forum*. 25: 1: 110-
    122.

MTG. 10 (4/1): How: The Medium is the Message, Part III

Today we conclude our discussions of new communication technologies by considering two
    topics of central importance in the contemporqry literture: multitasking and surveillance.

Reading for Today's Class

Part I:
Ophir, Eyal, Clifford Nass, and Anthony D. Wagner. 2009. "Cognitive Control in Media
    Multitaskers." *Proceedings of the National Academy of Sciences* 106: 37: **15583-15587**.

Wang, Zheng, and John M. Tchernev. 2012. "The "Myth" of Media Multitasking: Reciprocal
    Dynamics of Media Multitasking, Personal Needs, and Gratifications." *Journal of
    Communication* 62: 3: **493-513.**

Part II:
Staples, William G. 2014. "Wired I Am."Pp. **167-198** in *Everyday Surveillance: Vigilence and
    Visibility in Postmodern Life.* Boston: Rowan and Littlefield.
    Note: Willim Staples will Skype into our class for a brief Q&A on his work.

Student led discussion items on next page

Student Led Discussion Items (Non-presenters should skim this as well.)

Sociological Forum 2013 Symposium on Surveillance and Security: 28: 3: **615-633**

    1) Bajc, Vita: Sociological Reflections on Security through Surveillance

    2) Sáenz, Rogelio: Reflections on the Sociology of Security and Surveillance in the Study of Immigration

    3) Berda, Yael: Managing Dangerous Populations: Colonial Legacies of Security and Surveillance

    4) Stampnitzky, Lisa: Towards a Sociology of "Security"

2) *Note: A Multitasking reading to be announced.*

Selected Bibliography

On Multitasking

Greenfield, Patricia M. "Technology and Informal Education: What is Taught, What is Learned." *Science* 32: 5910: 69-71.

Kleinman, Sharon, ed. 2007. *Displacing Place: Mobile Communication in the Twenty-first Century.* New York: Peter Lang.

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Lovink, Geert. 2012. *Networks Without a Cause: A Critique of Social Media*. New York: Polity Press.

Rice, Ronald E., and Ingunn Hagen.2010.   "Young Adults' Perpetual Contact, Social Connection, and Social Control through the Internet and Mobile Phones." *Communication Yearbook* 34: 2-39.

On Surveillance

Haggerty, Kevin D. and Ericson, Richard V. (eds.). 2005. *The New Politics of Surveillance and Visibility.* (Toronto, ON: U Toronto Press.

Lyon, David, Kirstie Ball, and Kevin Haggerty. 2012. *Routledge Handbook of Surveillance Studies.* New York: Routledge.

Marx, Gary T. 1999. "What's In a Name? Some Reflections on the Sociology of Anonymity" *Information Society* 15: 2: 99-112.

_____. 2003. "A Tack in a Shoe: Neutralizing and Resisting the New Surveillance." *Journal of Social Issues* 53: 2: 369-390.

Marx, Gary, and Valerie Steeves. 2010. "From the Beginning: Children as Subjects and Agents of Surveillance." *Surveillance and Society* 7: 3-4: 192-230

Monahan, Torin. 2010. *Surveillance in the Time of Insecurity*. New Brunswick: Rutgers University Press.

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Noch, Steven L. *The Costs of Privacy: Surveillance and Reputation in America*. New York: Aldine de Gruyter.

Simmel, Georg. 1950. "The Stranger," Pp. 402-408 in *The Sociology of Georg Simmel,* trans. Kurt Wolff. New York: Free Press.

Turow, Joseph. 2005. "Audience Construction and Cultural Production: Marketing Surveillance in the Digital Age." *The Annals of the American Academy of Political and Social Science* 597: 103-121.

MTG. 11 (4/8): To Whom: The Active Audience

In today's class, we will look at a variety of works that bring the power of meaning to the hands of the audience. This literature was initiated with the concept "the active audience." With the growth of the web, the idea has taken on new meanings

Readings for Today's Class

1) Griswold, Wendy, Elizabeth Lenaghan, and Michelle Naffziger . 2014. "Readers as Audiences." **Pp 19-40 in** *The Handbook of Media Audiences* (V. Nightingale, ed.). London: Wiley.

2) Cerulo, Karen A. 2000. "The Rest of the Story: Sociocultural Patterns of Story Elaboration." *Poetics* 28: **21-45.** (skim)

For Student Presentation

3) Bird, S. Elizabeth. "Are We All Produsers Now? Convergence and media audience practices." *Cultural Studies* 25: 4-5: **502-516**.

3) Ritzer, George. 2013. "Prosumption: Evolution, revolution, or eternal return of the same?." *Journal of Consumer Culture* 13: 3: **1-22**.

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Classics in the Area:

Ang, Ien. 1985. *Watching Dallas: Soap Opera and the Melodramatic Imagination.* London: Methuen.

Beisel, Nicola. 1993. "Morals Versus Art: Censorship, the Politics of Interpretation, and the Victorian Nude." *American Sociological Review* 58: 2: 145-162.

Corner, John. 1997. "Reappraising Reception: Aims, Concepts and Methods." Pp. 280-304 in James Curran and Michael Gurevitch (eds.) *Mass Media and Society* 2nd edit. London: Arnold.

DeVault, Marjorie. 1990. "Novel Readings: The Social Organization of Interpretation." *American Journal of Sociology* 95: 887-921.

Fiske, John and Hartley, John. 1978. *Reading Television.* London: Methuen and Co..

Gamson, Joshua. 1994. *Claims to Fame.* Berkeley: University of California Press.

Hunt, Darnell M. 1997. *Screening the Los Angeles "Riots": Race, Seeing and Resistance*. New York: Cambridge University Press.

Jensen, K. 1986. *Making Sense of the News.* Aarhus: The University Press.

Jhally, Sut and Lewis, Justin. 1992. *Enlightened Racism*. Boulder, CO: Westview Press.

Liebes, Tamar. and Katz, Elihu. 1986. "Patterns of Involvement in Television Fiction: A Comparative Analysis." *European Journal of Communication* 1: 2: 151-172.

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Livingstone, Sonia. and Lunt, Peter. 1994. *Talk On Television*. London: Routledge.

Long, Elizabeth. 1986. "Women, Reading, and Central Authority: Some Implications of the Audience Perspective in Cultural Studies." *American Quarterly* 38: 591-612.

Lull, J. 1995. *Media, Communication, and Culture.* New York: Columbia Univ. Press.

Morley, David. 1980. *The Nationwide Audience.* London: British Film Institute.

_____. 1992. *Television, Audiences, and Cultural Studies.* London: Routledge.

_____. 2006. "Unanswered Questions in Audience Research." *The Communication Review* 9: 101-121.

Nightingale, Virginia, ed. *The handbook of media audiences*. Vol. 5. London: Wiley.

Press, Andrea. 1991. *Women Watching Television: Gender, Class, and Generation in the American Television Experience.* Philadelphia, PA: Univ. of Pennsylvania Press.

Radway, J. 1984. *Reading the Romance*. Chapel Hill, NC: Univ. of North Carolina Press.

Scheuer, J. 1995. "The Television Thing." *Dissent* 42: Summer: 299-301.

Schlesinger, P., Dobash, R. E., Dobash, R. P., and Weaver, C. 1992. *Women Viewing Violence*. London: Bristish Film Institute.

Shively, JoEllen. 1992. "Cowboys and Indians: Perceptions of Western Films Among American Indians and Anglos." *American Sociological Review* 57: 725-734.

Steiner, Linda. 1988. "Oppositional Recoding As An Act of Resistance." *Critical Studies in Mass Communication* 5: 1: 1-15.

Assignment 2 due at the end of class.

No late papers accepted!

MTG. 12: (4/15) With What Effect: Modeling, Cognition, Emotions, and Identity

Media influences us … but how? For decades, researchers looked for a direct link between media exposure, media content and behavior. Thankfully, recent works have taken a more nuanced approach. We'll examine some of these ideas in today's class.

Readings for today's class: *We cannot begin to tackle this massive literature. So today's readings are samples of the field; lecture will fill in some of the blanks.*

Cognitive effects:

Cerulo, Karen A. 1995. "Designs on the White House: TV Ads, Message Structure, and Election Outcome." *Research In Political Sociology* vol. 7: **63-88**.

Emotion:

Hoffner, Cynthia A., and Elizabeth L. Cohen. 2013. "Media Related Fear." *The International Encyclopedia of Media Studies* 5: 1-28. London: Blackwell.

Identification and Socialization:

Signorielli, Nancy. 2013. "Gender Role Socialization in the Twenty First Century." Pp. 1-23 in *The International Encyclopedia of Media Studies* (E Sharrer, ed.). London: Blackwell.

Tal-Or, Nurit, and Jonathan Cohen. 2010. "Understanding Audience Involvement: Conceptualizing and Manipulating Identification and Transportation." *Poetics* 38: 4: **402-418**.

Student Presentation:

Valkenburg, Patti M., and J. O. C. H. E. N. Peter. Forthcoming. "Five Challenges for the Future of Media-effects Research." *International Journal of Communication* 7: **197-215.**

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Literature Review Sources:

Bryant, Jennings, and Zillman, Dolf. 2009. *Media Effects: Advances in Theory and Research*, 3rd edit. New York: Routledge.

Freedman, Jonathan L. 2002. *Media Violence and Its Effects on Agression: Assessing the Scientific Evidence.* Toronto: Univ. of Toronto Press.

Grimes, Tom., Anderson, James A., and Bergen, Lori. 2007. *Media Violence and Aggression: Science and Ideology.* Thousand Oaks: sage.

Kirsch, Steven J. 2011. *Children, Adolescents and Media Violence: A Critical Look at the Research.* Thousand Oaks: Sage.

Sparks, Glenn G. 2011. *Media Effects Research: A Basic Overview: A Basic Overview*. Cengage Learning.

Classics Effects Studies

Bandura, Albert. 1965. "Influence of Models' Reinforcement Contingencies on the Acquisition of Imitative Responses." *Journal of Personality and Social Psychology* 1: 589-595.

_____. 1994. "Social Cognitive Theory of Mass Communication." In J. Bryant and D. Zillman (eds.) *Media Effects: Advances in Theory and Research*. Hillsdale: NJ Erlbaum.

Klapper, Joseph T. 1960. *The Effects of Mass Media*. New York: Free Press.

Kubey, Robert and Csikszentmihalyi, Mihaly. 1990. *Television and the Quality of Life: How Viewing Shapes Everyday Experience*. Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers.

Some interesting applications:

Adarves-Yorno, Inmaculada, Jolanda Jetten, Tom Postmes, and S. Alexander Haslam. 2013. "What Are We Fighting For?: The Effects of Framing on Ingroup Identification and Allegiance." *The Journal of social psychology* 153: 1: 25-37.

Böckler, Nils, Thorsten Seeger, and Peter Sitzer. 2012. "Media dynamics in school shootings: A socialization theory perspective." *Studies in Media and Communications* 7: 1: 25-46.

Callanan, Valerie J. 2012. "Media consumption, perceptions of crime risk and fear of crime: examining race/ethnic differences." *Sociological Perspectives* 55: 1: 93-115.

Cohen, Jonathan. 2001. "Defining Identification: A Theoretical Look at the Identification of Audiences with Media Characters." *Mass Communication and Society* 4: 3: 245-264.

Fischer, Peter, Tobias Greitemeyer, Andreas Kastenmüller, Claudia Vogrincic, and Anne Sauer. 2011. "The effects of risk-glorifying media exposure on risk-positive cognitions, emotions, and behaviors: A meta-analytic review." *Psychological bulletin* 137: 3: 367.

Godlewski, Lisa R., and Elizabeth M. Perse. "Audience activity and reality television: Identification, online activity, and satisfaction." *Communication Quarterly* 58, no. 2 (2010): 148-169.

Nacos, Brigitte L., Yaeli Bloch-Elkon, and Robert Y. Shapiro. *Selling fear: counterterrorism, the media, and public opinion*. University of Chicago Press, 2011.\

Slater, M. D.; Henry, K. L.; Swaim, R. C. 2004. "Vulnerable Teens, Vulnerable Times: How Sensation Seeking, Alienation, and Victimization Moderate the Violent Media Content-Aggressiveness Relation." *Communication Research* 31: 6: 642-668.

Trend, David. 2006. *The Myth of Media Violence: A Critical Introduction*. Malden: Wiley.

Fear

Altheide, David L. 2006. "Terrorism and the Politics of Fear." *Cultural Studies↔ Critical Methodologies* 6: 4: 415-439.

Glassner, Barry. 2010. *Culture of Fear: Why Americans Are Afraid of the Wrong Things-Crime, Drugs, Minorities, Teen Moms, Killer Kids, Mutant Microbes, Plane Crashes, Road Rage, and So Much More*. New York: Basic Books.

Kupchik, Aaron, and Nicole L. Bracy. 2009. "The News Media on School Crime and Violence Constructing Dangerousness and Fueling Fear." *Youth Violence and Juvenile Justice* 7: 2: 136-155.

Nacos, Brigitte L., Yaeli Bloch-Elkon, and Robert Y. Shapiro. 2011. *Selling Fear: Counterterrorism, the Media, and Public Opinion*. Chicago: University of Chicago Press.

MTG. 13 (4/22): Individual Meetings:

This week, I will meet with students individually to "check in" on progress toward the final assignment. We will not meet as a class.

MTG. 14 (4/29) Focus Groups

Focus groups area valuable methodology in studies of media, culture, and cognition. They are underused, often misunderstood, and rarely taught in traditional methods courses. To compensate for that gap, today's class will be a focus group. In part one, we will execute the task; in part two we will discuss the pros and cons of the methodology.

Readings for Today's Class

Kamberelis, George, and Greg Dimitriadis. 2013. *Focus Groups: From Structured Interviews to Collective Conversations*. New York: Routledge. **Pages to be announced.**

Merton, Robert K. 1987. "The Focused Interview and Focus Groups: Continuities and Discontinuities*.' Public Opinion Quarterly* 51: **550-556**.

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Barber, Rosaline. 2008. *Doing Focus Groups.* Thousand Oaks: Sage.

Krueger, Richard A. 2009. *Focus Groups: A Practical Guide for Applied Research*. Thousand Oaks, CA: Sage.

Merton, Robert K. 1987. "The Focused Interview and Focus Groups: Continuities and Discontinuities*.' Public Opinion Quarterly* 51: 550-556.

Morgan, David L. 1993. *Successful Focus Groups: Advancing the State of the Art*. Thousand Oaks, CA: Sage.

_____. 1996. *Focus Groups As Qualitative Research*, 2nd edition. Thousand Oaks, CA: Sage.

Morgan, David L. and Kruegar, Richard A. 1997. *The Focus Group Kit*, Vols. 1-6. Thousand Oaks, CA: Sage.

Assignment 3 due IN CLASS on 4/29.   No late papers accepted!