In this course we will examine the psychology behind the relationship between the individual and the media. We will explore whether and how the media influences people’s perceptions of themselves, others, and the world in which they live. Yet, the relationship between the media and its audience is by no means unidirectional, the audience has a profound effect on the media. Consequently, we will also discuss how people influence what is presented in the media.

1) **YOU MUST TAKE NOTES DURING CLASS.**

2) There will be three exams in the course with the last of the three being cumulative. PLEASE BE CLEAR ON THE FACT THAT I DO NOT GIVE OUT REVIEW SHEETS.

3) Paper: You are required to write one 2 page, double-spaced, paper over the course of the semester. The paper will entail your doing a search for 20 articles, books, and or opinion pieces in national, international, and local papers, magazines, and websites and ascertaining the professional credentials of the author. You should randomly select 10 sources that argue for same sex marriage and 10 that argue against same sex marriage. Discuss what you have found using three readings, concepts and/or theories discussed in this class. **If the paper is turned in by October 28, the student will receive 1.5 extra credit points.**

4) Exams: Exams will consist of multiple-choice, short answer and essay questions. The essay questions will require you to show that you understand a particular concept(s) or reading and discuss the concept(s) in relation to other course material. For the final exam, there will be a take-home essay to complete and an in-class portion that will consist of multiple choice and short-answer items.

5) Quizzes: There will be three quizzes given over the course of the semester. Each quiz will be worth 10 points and will consist of multiple-choice questions. The quizzes will be announced at least two days before being given.
6) DO NOT BRING ANY FORM OF COMPUTER TO CLASS.

7) CELL PHONES MUST BE TURNED OFF DURING CLASS. EVERY THIRD TIME THE CLASS IS INTERRUPTED BY A CELL PHONE RINGING OR I AM DISTRACTED BY SOMEONE TEXTING, I HAVE THE OPTION OF GIVING THE CLASS A SNAP QUIZ.

- Exam 1 – 55 pts
- Exam 2 – 55 pts
- Quizzes – 30 pts
- Paper – 20 pts
- Final Exam – 70 pts

Thus, the total number of points in the course is 230.

Grade Distribution:

- A -- 100 -94%
- A- -- 93.9-90%
- B+ -- 89.9-87%
- B -- 86.9-83%
- B- -- 82.9-80%
- C+ -- 79.9-77%
- C -- 76.9-73%
- C- -- 72.9-70%
- D+ -- 69.9-67%
- D -- 66.9-63%
- D- -- 62.9-60%
- F -- 59.9%-->

8/26 – 8/28 Introduction, Theoretical Approaches

9/4 Theoretical Approaches/Models

Readings (Complete by 9/11)

1) Introduction and Ch. 1 in McChesney: Rich Media, Poor Democracy


3) Marx, K. & Engels, F. The Communist Manifesto (e-book) pgs. 8-26


9/09 -- 9/11 Film: The Corporation and Discussion

9/16 -- 9/18 Discussion

9/23 -- 9/25 Methodologies

9/30 Methodologies

10/02 *** EXAM 1 ***
10/07 – 10/9  Attitudes

   Readings (Complete by 10/16)
   1) Zaller, J. (1997) A Model of Communication Effects at the 
      Outbreak of the Gulf War

10/14 – 10/16  Attitudes and Persuasion

   Readings (Complete by 11/02)
   2) Hoggan and Littlemore (2009) Climate Cover-up: The Crusade to 
      Deny Global Warming. (pgs 23-87)

10/21 – 10/23 Persuasion

10/24  LAST DAY TO DROP WITH A GRADE OF “W”

10/28 – 10/30 Propaganda

   Film: PsyWar

11/04 – 11/06 Propaganda

   Readings (Complete by 11/13)
   1) Behind TV Analysts, Pentagon’s Hidden Hand (New York Times)
      at How American History Has Changed in the Telling Over the Last
      200 Years (pgs 3-18)
   3) Pratkanis & Aronson (pgs 261-268)

11/11 – 11/13 PsyWar Discussion

11/13  Paper due

11/18  *** Exam 2 ***

11/20  News

11/25  Film: Bill Moyers Journal: Buying the War

   Readings (Complete by 11/30)
      Elections
   2) Akre, J. (2002) The Fox, the Hounds, and the Sacred Cows
   3) Ch. 5 in Rowse: Drive-By Journalism
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/25</td>
<td>News</td>
</tr>
<tr>
<td>11/25</td>
<td>Take-home portion of final exam posted on Blackboard (due 12/5)</td>
</tr>
<tr>
<td>11/26</td>
<td>Thanksgiving break</td>
</tr>
<tr>
<td>12/2 – 12/4</td>
<td>News</td>
</tr>
<tr>
<td>12/5</td>
<td>Take-home portion of final exam due</td>
</tr>
<tr>
<td>12/10</td>
<td>*** Final Exam (Cumulative) (12:00-1:50)</td>
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Example of one form that spread sheet for paper can take. Note this is not the only format and information that you can use.

<table>
<thead>
<tr>
<th>Article/ Source Title:</th>
<th>Author</th>
<th>Credentials/ Credibility</th>
<th>Position For or Against Global Warming:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Naturalnews.com</td>
<td>Dr. David Gutierrez</td>
<td>Clinical Oncologist In California. Although he does have advanced training in Medicine he appears to not have an environmental education background from his listed resume. Not the best source for information on global warming.</td>
<td>For Global Warming The article uses peripheral routes to persuasion stating various “predicted” changes in the climate of the U.S. No objective data presented. Again appeals to fears of widespread consequences for our actions.</td>
</tr>
<tr>
<td>Naturalnews.com</td>
<td>Jerome Douglas Citizen Op- Ed writer for naturalnews.com</td>
<td>Op-Ed writer for Naturalnews.com Journalism background</td>
<td>For Global Warming and believes that it will lead to widespread drought and famine over the next century. Again appeals to fears and implies end of life as we know it.</td>
</tr>
</tbody>
</table>