

Psychology Applied to the Media (Winter 2017)
PSY 349
T-TH 1:00-2:15 (ASH 2132)

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Office Hours -- T & TH (11:30-12:30) or by appointment

Text – Pratkanis & Aronson (2000) Age of Propaganda: The Everyday Use and Abuse of Persuasion.

Additional readings will be on e-reserve and on Blackboard

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.**

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.

LEVEL OF DIFFICULTY = HIGH

3) *Global Warming Paper: You are required to write **one** 2-3 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 dealing with the issue of global warming. You should randomly select 10 sources that argue global warming is real and a result of human behavior and 10 that argue global warming is either not real or is not a result of human behavior. Discuss what you have found using **three readings, concepts and/or theories** discussed in this class.*

Definitely read the Hoggan and Littlemore chapters that are on e-reserve prior to beginning the project so that you have a context in which to put the project in.

*Thus, the paper is divided into **two sections**. The first section deals with comparing how proponents from each side of the issue use the concepts/theories that you have chosen to make their case to the audience (and therefore either reinforce existing beliefs or alter the audience's attitude). As noted in the previous paragraph, this section should be two to three pages in length. A good way to begin your discussion of each concept is to communicate that you know what the concept/theory is that you are about to discuss; then discuss the **percentage** of those from each side who tend to use the concept in question. After this discussion, you can then give an example, or two, from each side. Make sure the example(s) truly exemplifies the concept in question.*

*The second section of the paper is a spreadsheet that consists of each of the 20 sources that you have used. It should consist of the title of the source in question, the author, your assessment of the author's/source's credibility and the reasoning behind your assessment, and the position that the author takes. You should see this section as one that allows you to demonstrate, and me to assess, your critical thinking skills. I want you to investigate who the source is and what gives the source the right to be considered as one that should be speaking on the issue. Here, you need to assess whether the communicator has anything to gain by taking the position, whether the communicator is biased or not, whether the source is knowledgeable or not. You should think of yourself as an investigative journalist, or a scientist, when working on this section. **See the last page of the syllabus for an example of this section.***

Each section is worth 15 points, and thus, each is equally important in deciding your final grade for the paper.

LEVEL OF DIFFICULTY = MODERATE

4) Thought Paper: In completing this paper you are required to listen to eight past or current episodes of the Diane Rhem Podcast or from the NPR show A1. You can find episodes at either **drshow.org** or **subscribe to The Diane Rehm Show podcast in iTunes**. You can also get the **A1 podcast at iTunes**. The paper entails your discussing your current level of knowledge about national and international issues and where this knowledge has come from. In discussing this you should incorporate relevant course material from the lectures, the readings and the films. Then, after listening to the eight episodes, you should complete the second section of the paper. In this section, you should address how your knowledge regarding national and/or international issues has or has not changed. You should discuss the factors in the show that were significant in either changing, or maintaining, your knowledge, beliefs, and attitudes **and** relate this process to the course material (for example, you might discuss the Zaller readings, different ways of gaining knowledge about the world, persuasion, propaganda, etc.)

The paper should be no longer than 2.5 pages in length.

LEVEL OF DIFFICULTY = EASY

6) Quizzes: There will be three pop 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 over the reading material in a particular section

LEVEL OF DIFFICULTY = MODERATE

7) DO NOT BRING ANY FORM OF COMPUTER TO CLASS.

8) 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
Thought Paper – 20 pts
Global Warming Paper – 30 pts
Final Exam – 70 pts

Thus, the total number of points in the course is 260.

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%-->

1/10 – 1/12 Introduction, Theoretical Approaches

1/17 – 1/19 Theoretical Approaches/Models

Readings (Complete by 1/18)

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

e-reserve

2) Matloff, J. (2016). Documentary filmmakers fear more legal challenges in Trump era. *Columbia Journalism Review*, (Dec. 7, 2016).

blackboard

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

4) Dill, K. E. (2009). *How Fantasy Becomes Reality: Seeing Through Media Influence* (Ch. 1, pgs 5-30) **e-reserve**

1/24 -- 1/26 **Film: The Corporation**

1/31 Discussion

2/2 Methodologies

2/6 Take-home essay posted on Blackboard by noon

2/7 – 2/9 Methodologies

Levitan

2/12 Take-home essay Due on Blackboard by noon

2/14 ***** EXAM 1 *****

2/16 Attitudes

Readings (Complete by 2/17)

1) Zaller, J. (1997) A Model of Communication Effects at the Outbreak of the Gulf War) **e-reserve**

2) Douglas S. (1995) *Where the Girls Are: Throwing Out Our Bras* (Ch. 7, pgs 139 -- 161) **e-reserve**

2/21 **THOUGHT PAPER DUE BY 5pm via Blackboard**

2/21 – 2/23 Attitudes and Persuasion

Readings (Complete by 2/24)

1) Pratkanis & Aronson (pgs 1 - 67, 121 - 258, 285 - 294)

2) Levitin (pgs 129 – 151) **blackboard**

2/28 – 3/2 Persuasion

3/7 – 3/9 SPRING BREAK

3/10 **LAST DAY TO DROP WITH A GRADE OF “W”**

3/14 – 3/16 Propaganda

Readings (Complete by 3/15)

1) Hoggan and Littlemore (2009) Climate Cover-up: The Crusade to Deny Global Warming. (Ch. 3, 4, 5, 6, and 7; pgs 23-87) **e-reserve**

2) Ward, K. (2005) *History in the Making: An Absorbing Look at How American History Has Changed in the Telling Over the Last 200 Years* (pgs 3-18) **e-reserve**

3) Pratkanis & Aronson (pgs 261-268)

3/16 Film: Merchants of Doubt

3/21 – 3/23 Propaganda

3/22 **GLOBAL WARMING PAPER DUE**

3/23 **Discussion of film**

3/22 Take-home essay posted on Blackboard by noon

3/2 Take-home essay Due on Blackboard by noon

3/28 Propaganda

3/30 * Exam 2*****

4/4 – 4/7 News

Readings (Complete by 4/5)

1) Rapp, D. N. (2016). The consequences of reading inaccurate information. *Current Directions in Psychology*, 25, 281-285.

blackboard

2) Albright, J. (2016). *The #Election2016 Micro-Propaganda Machine*

blackboard

3) Englehaupt, E. (2016). You've probably been tricked by fake news and don't even know it. *Science and the Public (blog)*. **blackboard**

4) Rowse: Drive-By Journalism (Ch. 5) **e-reserve**

4/11 – 4/13 **Film: Bill Moyers Journal: Buying the War**

4/14 Take-home portion of final exam posted on Blackboard by 12 NOON

4/18 -- 4/20 News

4/21 Take-home portion of final exam DUE on Blackboard by 5pm

4/24 * Final Exam (Cumulative) (12:00-1:50)**

Example of one form that spread sheet for paper can take. Note this is not the only format and information that you can use.

[illegible]

