

COMM 113: MEDIA EFFECTS ON INDIVIDUALS

Fall, 2022

Hybrid class format

T: Watch lectures on gauchospace asynchronously

R: 12:30- 1:45 pm: Class in person: SH 1431

Professor: Dr. Muniba Saleem

Email: msaleem@ucsb.edu

Office hours: after class & Wednesdays 3 pm-4 pm (please schedule first)

Office hours Zoom Meeting ID: 945 293 2863; Passcode: Saleem.

Teaching Assistants:

Yeweon Kim (PhD student)

Email: yeweonkim@ucsb.edu

Office Hours: 12:30pm-2:30pm on Mondays

<https://ucsb.zoom.us/j/8682607749>

Meeting ID: 868 260 7749

Course Format

Given the on-going impact of and difficulties associated with Covid-19, I am trying to create a flexible, yet engaging educational environment for all my students. Research studies and student surveys indicate that students prefer some kind of in person class component, especially when it allows them to engage with and apply the course content. This course will use a hybrid and “flipped classroom” approach with asynchronous lectures on Tuesday and in person class lecture/discussions on Thursday. My goal is for you to learn the weekly class concepts through asynchronous lectures and readings on Tuesdays but apply it, expand upon it, and discuss it in the in-person class sessions on Thursdays. Please note that the classroom we have been assigned to is unique in that you will be seated along with a group of peers to facilitate active learning, interaction, and engagement. To get the most out of this class, I expect you to stay engaged, involved, and attentive during class time to make it an enjoyable and interactive experience for all.

Course Objectives

The purpose of this course is to examine the role of the mass communication on individuals, including your own life, from the perspective of social scientific theory and research. For each topic we explore, we will: 1) outline its theoretical underpinnings, 2) review existing social scientific evidence, and 3) and apply it to understanding real world media content/experiences.

Sensitive Content

The content and discussion in this course will necessarily engage with some topics that are sensitive (race relations), graphic (violence), or charged (politics). Some of this content may be emotionally and intellectually challenging to engage with. I will do my best to present this content in a way where we can engage with it bravely, empathetically, and thoughtfully. My request is that you all engage with this material in a kind, compassionate, and civil manner to allow everyone the opportunity to share and express their opinions in a respectful way. If you would like assistance in navigating through this content, please contact me using my email address.

Readings:

All course related materials are available on Gaucho Space at <https://gauchospace.ucsb.edu/courses/login/>. You are expected to complete the assigned readings **prior to** the Thursday in person class each week.

Tuesday Asynchronous Lectures:

- Asynchronous lectures with PowerPoint slides will be uploaded at least 1 week in advance. In person sessions are intended to build upon (not replace) the content of the assigned readings each week.

Thursday In Person Class Sessions at SH 1431:

- In person class sessions will take place every week on Thursdays between 12:30- 1:45 pm in SH 1431. The goal of these sessions is to expand upon **some** of the important topics from the assigned readings or asynchronous lectures and to engage with that material through class discussion and applied examples.
- Please note that attendance is NOT required but strongly encouraged as we unpack, problem-solve, and tackle many issues that directly relate to your class assignments. In addition, these sessions WILL NOT be recorded as I am not exclusively lecturing but moving around the room to facilitate pair and group discussions/activities/assignments.
- Prior to coming to the Thursday in person class sessions, you should make sure to: 1) read the assigned readings, and 2) watch the asynchronous lecture.

Course Evaluation

This course is designed to accommodate students with different learning styles and needs. Accordingly, you are not required to do all of the assignments and activities in this course. Evaluation for this course will be based on a series of points you can earn through different activities and assignments. **You should choose to do the assignments/tasks that help you learn best and get the grade you wish to earn.**

Assignments	Points
Class reflections (5 points X 3)	15 points
+Apply it assignments (15 points X 2)	30 points
+Discussion points (5 points X 7: first half = 35) (2.5 point reactions x 2: second half)	40 points
Reading Guides (5 points x 10)	50 points
Weekly quizzes (5 points x 5: first half = 25) (8 points x 5: second half = 40)	65 points
Total points possible	200 points

+Option to work in pairs or groups (no more than 4) on these assignments

Final Grades*:

A = 177-190	B = 158-164	C = 139-145	D = 120-126
A- = 171-176	B- = 152-157	C- = 133-138	D- = 114-119
B+ = 165-170	C+ = 146-151	D+ = 127-132	F = <113

*Please note that even though there are 200 total possible points that can be earned in this class, letter grades are calculated using 190 points as the highest range. This allows you to have flexibility in how you would like to earn points based on which grade you would like to receive. Please note given the immense flexibility that I have built in this class upfront, I will NOT make exceptions for late assignments or missed due dates. Similarly, there are NO extra credit opportunities.

Course Assignments

Reading Guides

For assigned readings and some asynchronous lectures, you can complete reading guides on Gauchospace. These reading guides are designed to highlight some of the important information within the readings/lectures. Try to answer the questions within these guides in **your own words** rather than copying and pasting the content from readings/lectures. The idea is to see if you can succinctly answer the question in your own words based on the knowledge you gained from your readings/lectures. Try to answer each question within **one or two sentences**. All reading guides are due by **11:59 PM PST each Wednesday**. This allows the instructor and TA enough time to review these and address any consistent concerns/questions in the in-person class sessions on Thursdays.

Grading:

- Each reading guide will contain 10 questions (0.5 point per question x 10 = 5 points per week)
- Automatic grade will be assigned for answering six of the 10 questions (worth 3 points)
- Four questions (worth 2 points) in each reading guide will be randomly graded based on the quality of your response, i.e., your ability to answer the question succinctly, accurately, and in your own words.

Discussion points

As stated above, the “flipped classroom” approach emphasizes engagement with and application of class content. At different points in the quarter, you will be asked to engage with a “real world” problem associated with concepts learned in that week. We will use the knowledge learned in lectures and readings to problem solve and critically analyze the issue at hand. I will provide an opportunity for students to complete this asynchronously, although, I am certain the in-person experience for this exercise will be far more enriching as you can work together with your peers and instructor and share each other’s insights.

Regardless of the format in which you choose to complete this activity, your submission is due by **5 PM PST every Thursday**. **In the second half of the quarter, these will be due 11:59 PM, every Friday.**

- Each discussion question will be graded out of 5 points. In checking your discussion responses, we will look for not just completion of the instructions but rather the quality of your responses (i.e., your engagement with the question beyond the surface level, your ability to answer the question in your own words, your ability to cite examples illustrating course concepts, your connection of course material with different topics, etc).

Open book weekly quizzes

There will be weekly multiple-choice quizzes over the assigned readings/lectures on gauchospace. These 5 randomly generated questions are designed to serve as knowledge checks for the assigned content. In other words, if you complete the assigned readings and lectures, you will easily be able to answer these questions. You will have up to **10 minutes** on gauchospace to complete each weekly quiz. All weekly quizzes are due by **11:59 pm PST every Friday**.

Grading:

- Quiz questions will be automatically graded on gauchospace based on correct answers (1 point per question x 5 questions = up to 5 points weekly). **In the second half of the quarter, there will be 8 questions per quiz (8 points = 5 times = 40 points). You will have up to 15 minutes to complete these**

Apply it assignments (2 times in the quarter, 15 points each)

The content of our course is readily applicable to our real world and our everyday lives. Throughout the quarter, you will see me: 1) applying the course content to understanding real world issues, and 2) using media examples to illustrate different concepts and examples. In the apply it assignments, you will be asked to do the same! In this assignment your goal is to present information in a succinct, creative, and interesting manner (e.g., presentations, [Ted-ed videos](#), animations, [podcasts](#), interviews, etc). Respecting students' different learning styles and interests, I am allowing you the flexibility to choose any one of these apply it assignments. You are further encouraged (but not required) to work in pairs or in groups on these assignments. Please check the course schedule for due dates.

Choices for apply it assignments:

1. Teach course concepts through the use of media examples. Pick **one** course concept/theory and teach it in your own way to someone who has no background knowledge about communication phenomenon (e.g., parents, grandparents, friends not in class, imaginary audience). You are free to choose whichever manner in which you would like to teach (using slides, infographic, animated creation, video, podcast, etc). The different assignment components and the associated points are described in detail below. Approximate length for each section is given if you were using slides but please remember that you are free to choose whatever format you'd like to teach in. Slides are mentioned simply for reference.

- First, give a brief explanation of the relevant course concept in your own words (3 points). Be sure to explain the concept clearly as if you are teaching it to someone who has no background knowledge in communication, going beyond the definition and book explanation (1-2 slides).
- Second, explain your concept through **two related** media examples and give a detailed overview of your media examples (4 points). We may not be very familiar with the media example you choose so please provide a bit of background information so that we can understand the example you chose (2-3 slides).
- Third, specifically relate the media examples to the concept described in your first paragraph (4 points). Convince the audience why these are good or different examples of the concept you are describing and how different parts of the concept/theory are depicted in the media example. What the similarities or differences between the examples and how they relate to the concept/theory? (2-3 slides).
- Presentation style, clarity, grammar, writing. Please note that any spelling/grammar issues will automatically make you lose a point. Further, students who spend time creating professional, creative, and innovative presentations will be allocated higher points. (4 point)
- *Helpful notes*
 - Be sure to include your name (e.g., slide with title, state your name in the beginning of the video/podcast, include your name in the infographic/animation).
 - No references are required but you should use in-text citations based on APA guidelines.
 - You will upload your presentations on gauchospace before the due dates specified below.
 - Examples of this assignment for those who taught using slides are available on Gauchospace. Please look over those before submitting yours.
 - References for approximate length
 - Slides: 6-10 slides (including a title with your name).
 - Video/Podcast: ~ 10 minutes
 - Other formats: no reference but feel free to ask me if you are unclear

2. *Teach course concepts by interviewing people.* Pick one of the course concepts/topics/theories listed below and interview 2-3 people (not in class) about the topic and ask follow up questions to understand how well the concept/theory applies to them. Present your findings in an interesting manner as if you are teaching about this concept/theory based on the experiences of everyday individuals. In presenting the assignment, explain the concept/premise/theory in your own words (3 points). Next, briefly summarize the experiences of each of the interviews without mentioning their names (e.g., person A, B, C) (2 points). Next, apply the course concept/theory/phenomenon to the experiences shared by the interviewees (3 points). Finally, summarize how much the interviewees examples/experiences support or qualify the theories/existing research on this topic (3 points). Teach and summarize the information learned in any format you prefer (using slides, infographic, animated creation, video, podcast, etc). Students who spend time creating professional (e.g., no background noise), creative (e.g., unique formats), and innovative (e.g., technologically-savvy) presentations will be allocated higher points (4 point for presentation style/clarity/writing/creativity).

The questions listed below for each topic are for reference, you are welcome to ask different questions.

Media violence:

Possible interview questions: What kind of media did you watch as an adolescent? Was violence depicted within it? What kind/severity of violence was depicted? How much emphasis was placed on the perpetrators/victims/bystanders? Did you choose the media you watched? Why or why not? How did you feel about the violence within the content you watched? Did you identify with the perpetrator/victim? Do you think this content affected you? Did it affect others around you? Do you think it could affect others? Whom could it affect and why? Do you consider yourself aggressive? In which way? Why or why not? What are the reasons you think you are or aren't aggressive?

For the assignment: Try to identify or find one of the media examples mentioned by each of the interviewees. See if their recollection is correct. Identify the extent to which factors known to increase the effects of media violence on real world aggression are present in the example mentioned. How are the examples and experiences provided by each interviewee similar or different and why might those similarities or differences explain the commonalities or differential reactions/behaviors of these individuals?

Persuasion:

Possible interview questions: Think about an ad that is very memorable to you. Do you recall the setting/context where you first saw it? Were you watching the ad intentionally or unintentionally? What makes this ad memorable to you? How did it or does it make you feel? Why do you think you related to it/identified with it? Do you think it affected others in the same way? Why or why not? What do you think were the intentions of the creators of this ad? Do you think they successfully conveyed those intentions in the ad? What do you think/feel about the product in the ad? Do you think the ad influenced your opinion about the ad? Why or why not?

For the assignment: Try to identify or find one of the ads mentioned by each of the interviewees. See if their recollection is correct. Identify the mechanisms in the ad that are known to increase persuasion. How are the examples and experiences provided by each interviewee similar or different and why might those similarities or differences explain their reactions to the ad?

Media representation of gender/bodies:

Possible interview questions: Interview at least one male and female and ask them to reflect about the way men and women are depicted in advertisements, TV shows, movies, or music videos. Try to find one example mentioned by your interviewees and have everyone watch it (or relevant parts of it). Who are the main

characters in this media depiction? What are the attributes of male and/or female characters? Are they likeable? Relatable? What is their appearance like? What are their roles or what are the actions the characters are involved in? What did the interviewees think and feel while watching this media depiction? How do they think the media depiction affects their attitudes about gender and/or bodies? How do they think this media depiction affects others? Do the interviewees identify with any of the characters? Why or why not? What do they think were the intentions of the creators? Did they succeed or fail? Why or why not?

For the assignment: Try to identify or find one of the media examples discussed by the interviewees. Try to expose at least one male and female to this media depiction to get differential reactions. Identify the mechanisms in the media depiction that are known to influence our gender schemas, attitudes, or body schemas. How are the reactions of each interviewee similar or different and why might those similarities or differences explain their reactions to the media depiction and their overall attitudes towards gender and/or body image.

Course Policies:

Attendance: Not required but strongly encouraged in the in-person class sessions on Thursdays. Please note that the in-person class sessions will NOT be recorded as I do not intend to lecture the entire time. Instead, at least half of class time will be used for interactive and discussion related activities. Please DO NOT ask me for information covered in class if you were unable to attend.

Assignment Grading: Grades assigned by the TA are final and regrades are rare. Appeals for re-grades must be made within 48 hours of receiving the grade. If students wish to appeal an assignment graded by a TA, the instructor will regrade the entire assignment based on the instructor's independent assessment. Because the instructor might catch things missed by the TA, the assignment grade can go down if the instructor regrades it. If you feel the grade you received on an assignment was calculated incorrectly or contains a very clear error, you can file a grade appeal with the instructor. The appeal process consists of the following two steps.

1. Contact the TA (through email) within 48 hours of when your assignment grade is passed back or posted on Gauchospace.
2. In your email, include a detailed description of the grading error and a substantive reason for your grade appeal— state exactly where you believe the grading error occurred in the assignment. Stating that you worked really hard on the paper and/or need a higher grade for GPA purposes are not valid reasons for an appeal and will not be considered. No regrading will be done after an assignment has been posted for 48 hours.

Course Add/Remove Policies: We have limited seats in this classroom and thus cannot go above the enrollment number. Please check the following website for the Department of Communication's waitlist policy: <https://www.comm.ucsb.edu/courses/waitlist>. Please check the following website for UCSB policies regarding adding/removing classes: <https://registrar.sa.ucsb.edu/fees-residency/fee-information/payment-deadlines/2020-2021-registration-fee-payment-deadlines>

Communication. Best way to reach me or your TA quickly is by directly emailing us on our ucsb email accounts (see first page). Please allow us 48 hours to respond. Please don't use Gauchospace to message us as we may not check those daily. I will communicate with the class using Gauchospace announcements. You will receive weekly announcements outlining all your due dates.

Late work/Extra Credit Assignments: Late work will NOT be accepted especially because you are not required to complete all the assignments and activities. Please be sure to mark the due dates for all assignments and tasks in your calendars. There are no extra credit opportunities in this class to keep things fair and equitable for all.

Academic Honesty/Plagiarism: Plagiarism is using other people's work and ideas without giving them credit. This is a violation of both the university rules and regulations and the rules of this class. Please see the university policy. This applies to work on tests, papers, projects, interviews, reports, or anything else unless we specify that you can work with another class member. The purpose of the course is for you to learn – you do not learn by copying someone else's work. Another form of academic dishonesty is using the same assignment for two different courses without the permission of both instructors. If you have any questions, please talk to me.

Sharing course materials: All course materials (class lectures and discussions, handouts, examinations, web materials) and the intellectual content of the course itself are protected by United States Federal Copyright Law, the California Civil Code. The UC Policy 102.23 expressly prohibits anyone from recording lectures or discussions and from distributing or selling lectures notes and all other course materials without the prior written permission of the instructor (see <http://policy.ucop.edu/doc/2710530/PACAOS-100>). Students are permitted to take notes solely for their own private educational use. Exceptions to accommodate students with disabilities may be granted with appropriate documentation. To be clear, in this class students are forbidden from making/completing study guides and selling them to any person or organization. Please don't post my videos online or give access to people outside the class.

Students with Disabilities: If you are a student with a documented disability (registered with the DSP program: 893-2668, www.sa.ucsb.edu/dsp) and would like to arrange accommodations, please contact me ASAP and I will be happy to discuss alternative arrangements. If you are confused about an assignment or having difficulty, talk to us. We are glad to answer questions by email or through zoom. **IMPORTANT:** If you have a question about an assignment, **please email me and your TA(s)**. This will ensure you the quickest response possible.

Basic needs: If you are facing any challenges securing food or housing, and believe this may affect your performance in the class, you are urged to meet with a Food Security and CalFresh Advocate, who is aware of the broad variety of resources that UCSB has to offer (see their drop-in hours at food.ucsb.edu). Please visit food.ucsb.edu for additional resources including CalFresh, the AS Food Bank, and more. Furthermore, please notify instructors or your TA if you are comfortable doing so. This will enable us to provide any resources or support that we can.

Mental health services: If you are experiencing any difficulties meeting class requirements, or any difficulties in your personal life, please contact Counseling and Psychological Services. For information, please call (805--893--4411) or visit their web site (www.counseling.ucsb.edu).

Tentative Nature of the Syllabus: This syllabus represents a contract in the works. Sometimes events arise that necessitate modification of the course schedule and/or assignments. If any changes are needed to the course administration, they will be announced. To ensure you are always aware of any changes, regularly attend class, check your UCSB email, and visit Gauchospace.

Covid-19 related policies:

- General compliance. Student non-compliance with COVID-19 health and safety requirements or with related directions from the instructor is a violation of the UCSB Student Code of Conduct and will be adjudicated accordingly.
- Sickness policy. If you are feeling ill or suspect you may have been exposed to someone who is ill, please stay home. Attendance is NOT required in this class and thus for everyone's safety please DO NOT come to class if you are sick or suspect you may be sick.
- Masking: Please note that although masking is no longer required in classrooms, it will be **strongly recommended**. Free surgical face masks are available on campus at many locations: Library, UCEN, RecCen, and Housing front desks; N95 respirators are also available upon request at the UCEN Bookstore Customer Service Desk and the Pardall Service Center.
- Testing & Quarantine Guidelines
 - For return-to-campus after travel outside of California:
 - Whether you're vaccinated or not, get tested 3-5 days after returning with either a PCR or at home rapid antigen test.
 - If you are not fully vaccinated against COVID-19, including a booster shot if eligible, CDC requires that you stay home and self-quarantine for a full 5 days after travel.
 - PCR tests are available at Loma Pelona by appointment. PCR test kits can be picked up at Loma Pelona, the UCEN, RecCen, Library, SRB or some campus Housing front desks, samples prepared and then dropped off at your appointment time at Loma Pelona (within 4 hours of sample preparation).

Tentative Course Schedule

Week	Topic	Readings	Due Dates for Assignments/Tasks
1	Introduction to course	Syllabus	Reading guide 1 due by 11:59 pm PST, 9/28 Quiz 1 by 11:59 pm PST, 9/30 Complete readings for Week 2 by 9/28
2	Overview & Methods	Jackson & Sanborn, (2002). ONLY READ PP. 26-49. Prot & Anderson (2013). ONLY READ PP. 109-113; 120-130.	Reading guide 2 due by 11:59 PM PST, 9/28 Discussion activity 1 due by 5 PM PST, 9/29 Quiz 2 by 11:59 pm PST, 9/30 Complete readings for Week 3 by 10/5
3	Media's Influence on Our Thinking	Shrum, (2009). ONLY READ PP. 50-57. Ewoldsen & Rhodes (2020)	Reading guide 3 due by 11:59 PM PST, 10/5 Discussion activity 2 due by 5 PM PST, 10/6 Quiz 3 by 11:59 pm PST, 10/7 Complete readings for Week 4 by 10/12
4	Self enhancement & protection motives influencing media effects	Sedikides & Alicke, (2012). ONLY READ PP. 1-2; 4-11; 14-16; 18-20. Tsay-Vogel, M. (2020)	Reading guide 4 due by 11:59 PM PST, 10/12 Discussion activity 3 due by 5 PM PST, 10/13 Quiz 4 by 11:59 pm PST, 10/14 Complete readings for Week 5 by 10/19
5	Media violence	Groves et al., (2020) Huesmann et al., 2013. ONLY READ PP. 8-17	Reading guide 5 due by 11:59 PM PST, 10/19 Discussion activity 4 due by 5 PM PST, 10/20 Quiz 5 by 11:59 pm PST, 10/21 Complete apply it assignment 1 by 11:59 pm PST, 10/21 Complete readings for Week 6 by 10/26
6	Attachment with media characters	Tal-Or, N. (2017).	Reading guide 6 due by 11:59 PM PST, 10/26

			<p>Discussion reaction, 2.5 points, due by 11:59 PM PST, 10/28.</p> <p>Quiz 6 by 11:59 pm PST, 10/28</p> <p>Complete readings for Week 7 by 11/2</p>
7	Media depictions of gender	Scharrer, E. L. (2013).	<p>Reading guide 7 due by 11:59 PM PST, 11/2</p> <p>Discussion activity 5 due by 11:59 PM PST, 11/4</p> <p>Quiz 7 by 11:59 PM PST, 11/4</p> <p>Complete readings for Week 8 by 11/9</p>
8	Media depictions of bodies	Vandenbosch, L. (2017)	<p>Reading guide 8 due by 11:59 PM PST, 11/9</p> <p>Discussion activity 6 due by 11:59 PM PST, 11/11</p> <p>Quiz 8 by 11:59 pm PST, 11/11</p> <p>Complete readings for Week 9 by 11/16</p>
9	A Social Dilemma (documentary)	Guide to The Social Dilemma	<p>Reading guide 9 due by 11:59 PM PST, 11/16</p> <p>Discussion reaction, 2.5 points, due by 11:59 PM PST, 11/18.</p> <p>No in-person class this week!</p> <p>Quiz 9 by 11:59 pm PST, 11/18</p>
10	Thanksgiving break	Thanksgiving break	No in-person class this week! (Thanksgiving)
11	Persuasion	<p>Carpenter, 2020. ONLY READ PP. 1-6.</p> <p>Green & Fitzgerald, 2017. ONLY READ PP. 1-3; 8-10; 12-14</p>	<p>Reading guide 10 due by 11:59 PM PST, 11/30</p> <p>Discussion activity 7 due by 11:59 PM PST, 12/2</p> <p>Quiz 10 due by 11:59 PM PST, 12/2</p> <p>Complete apply it assignment 2 by 11:59 PM PST, 12/2</p> <p>Enjoy Winter Break!</p>

Assigned Readings:

Overview & Methods:

- Jackson, R.H., Sanborn, F.W. (2002). Research and Theory in Mass Communication. In J. Bryant & D. Zillmann (Eds), *Media effects* (2nd ed.). Mahwah, NJ: Erlbaum. Brown. **ONLY READ PP.** 26-49.
- Prot, S. & Anderson, C. A. (2013). Research methods, design, and statistics in media psychology. In Dill, K. E. (Ed.), *The Oxford Handbook of Media Psychology*. (pp. 109-136). Oxford, UK: Oxford University Press. **ONLY READ PP.** 109-113; 120-130.

Media's Influence on Our Thinking:

- Shrum, L. J. (2009). Media consumption and perceptions of social reality: Effects and underlying processes. In *Media effects* (pp. 50-73). Routledge. **ONLY READ PP.** 50-57.
- Ewoldsen, D. R., & Rhodes, N. (2020). Media priming and accessibility. In M. B. Oliver, A.A. Raney, & J. Bryant (Eds.). *Media effects: Advances in theory and research* (pp. 83–99). New York, NY: Routledge

Self enhancement & self-protection motives influencing media effects

- Sedikides, C., & Alicke, M. D. (2012). Self-enhancement and self-protection motives. In R. M. Ryan (Ed.), *The Oxford handbook of human motivation* (pp. 303-322). Oxford: Oxford University Press. doi: 10.1093/oxfordhb/9780195399820.013.0017 **ONLY READ PP.** 1-2; 4-11; 14-16; 18-20.
- Tsay-Vogel, M. (2020). Third-Person Effect. *The International Encyclopedia of Media Psychology*, 1-8.

Media violence:

- Groves, C. L., Prot, S., & Anderson, C. A. (2020). Violent media use and violent outcomes. In M. Potenza, K. Faust, & D. Faust (Eds.), *The Oxford Handbook of Digital Technologies and Mental Health* (pp. 202-211). Oxford University Press. DOI: 10.1093/oxfordhb/9780190218058.013.18
- Huesmann, L. R., Dubow, E. F., & Yang, G. (2013). Why it is hard to believe that media violence causes aggression. **ONLY READ PP.** 8-17

Attachment and parasocial relationships

- Tal-Or, N. (2017). Parasocial relationships and breakups. *The international encyclopedia of media effects*, 1-12.

Media depictions of gender

- Scharrer, E. L. (2013). Representations of gender in the media. In K. E. Dill (Ed.), *The Oxford handbook of media psychology* (pp. 267–284). Oxford University Press.

Media depictions of bodies

- Vandenbosch, L. (2017). Media representation: Health and body images. *The international encyclopedia of media effects*, 1-13.

Persuasion:

- Carpenter, C. J. (2020). Elaboration likelihood model. *The international encyclopedia of media psychology*, 1-14. **ONLY READ PP.** 1-6.
- Green, M. C., & Fitzgerald, K. (2017). Transportation theory applied to health and risk messaging. In *Oxford research encyclopedia of communication*. **ONLY READ PP.** 1-3; 8-10; 12-14