

J382. 4 AGENDA SETTING**SPRING 2014****Tuesday 930 - 1230 CMA 6.146****McCombs****Unique # 08325**

Since the seminal Chapel Hill study during the 1968 U.S. presidential election, the evolution of this theory has explicated six major aspects of the agenda-setting role of the mass media. There are now hundreds of published studies worldwide, and our seminar will systematically review representative samples of this accumulated research, including a number of unpublished or recently published studies as well as the classic contributions. Building on this review of the literature, members of the seminar will work on new research for their term paper. Topics can range from the basic agenda-setting effects of social media to the new third level of agenda-setting. There is no final exam.

TEXT: McCombs, *Setting the Agenda, 2nd edition***RECOMMENDED****John Dearing & Everett Rogers, *Agenda Setting*****Stuart Soroka, *Agenda-Setting Dynamics in Canada*****Wayne Wanta, *The Public and the National Agenda*****JANUARY 14****Evolution of Agenda Setting Theory: An Overview****JANUARY 21****Trends in Agenda Setting Research**

Yeojin Kim & Youngju Kim, Theoretical and methodological trends of agenda setting theory: A thematic meta-analysis of the last five decades. (Working paper, University of Alabama, 2014)

Basic Agenda-Setting Effects: The Early Studies

Setting the Agenda, Preface, Chapters 1 & 2

JANUARY 28

Agenda-Setting in the New Communication Environment

A. Do these new media have agenda-setting effects?

Scott L. Althaus and David Tewksbury (2002). Agenda setting and the 'new' news: Patterns of issue importance among readers of the paper and online versions of the *New York Times*. *Communication Research*, 29, 180–207.

B. Has the agenda-setting impact of legacy media been diminished?

Renita Coleman and Maxwell McCombs (2007). The young and agenda-less? Age-related differences in agenda-setting on the youngest generation, baby boomers, and the civic generation. *Journalism & Mass Communication Quarterly*, 84, 299-311.

Jae Kook Lee and Renita Coleman (in press). Testing generational, life cycle, and period effects of age on agenda setting. *Mass Communication and Society*, doi:10.1080/15205436.2013.788721

C. Channel effects or a communication gestalt?

Jesper Stromback and Spiro Kioussis (2010). A new look at agenda-setting effects: Comparing the predictive power of overall political news consumption and specific news media consumption across different media channels and media types. *Journal of Communication*, 60, 271–92.

FEBRUARY 4

Reality and the News

Kimberly Gross & Sean Aday, The scary world in your living room and your neighborhood: Using local broadcast news, neighborhood crime rates, and personal experience to test agenda setting and cultivation. *Journal of Communication*, 53 (2003), 411-426.

Presentations begin this week

FEBRUARY 11

Measuring Agenda-Setting Effects

REVIEW *Setting the Agenda*, Chapter 2:
Perspectives on agenda-setting effects, pp.32 - 34
Content versus exposure, p.35
Agenda-setting in past centuries, p.35

Matthew Ragas & Hai Tran (2013). Beyond cognitions: A longitudinal study of online search salience and media coverage of the president. *Journalism & Mass Communication Quarterly*, 90, 478-499.

FEBRUARY 18

The 2nd Level of Effects: Attribute Agenda-Setting

Setting the Agenda, Chapter 3

Maxwell McCombs, Esteban Lopez-Escobar & Juan Pablo Llamas, Setting the agenda of attributes in the 1996 Spanish general election. *Journal of Communication*, 50 (2000), 77-92

FEBRUARY 25

“Looking to the future”

Donald Shaw, University of North Carolina at Chapel Hill
David Weaver, Indiana University at Bloomington

MARCH 4

The 3rd Level of Effects: Network Agenda-Setting

Chris Vargo, Lei Guo, Donald Shaw & Maxwell McCombs (2014). Network issue agendas on Twitter during the 2012 U.S. presidential election. Working paper, University of North Carolina at Chapel Hill and University of Texas at Austin.

Lei Guo, Yi-Ning Katherine Chen, Radoslaw Aksamit, Damian Guzek, Qian Wang, Hong Vu & Maxwell McCombs (2014), How the world pictured the Iraq War: A transnational network analysis, *Journalism Studies* (in press).

SPRING BREAK

MARCH 18

Psychology of Agenda-Setting

Setting the Agenda, Chapter 4

Jorg Matthes, The need for orientation towards news media: Revising and validating a classic concept. *International Journal of Public Opinion Research*, 18, (2006), 422-444.

MARCH 25

Workshop on agenda-setting projects underway

APRIL 1

Consequences of Agenda-Setting

Setting the Agenda, Chapter 6

Kiousis, S., McCombs, M. (2004), Agenda-Setting Effects and Attitude Strength: Political Figures during the 1996 Presidential Campaign. *Communication Research*, 31:36–57.

APRIL 8

Shaping the Media Agenda

Setting the Agenda, Chapter 7

APRIL 15

Expanded Views of Agenda-Setting

Setting the Agenda, Chapter 8

APRIL 22

Agenda-Setting Process

Setting the Agenda, Chapter 5

APRIL 29

Poster Session

COURSE GRADE

Abstracts	33%
Presentations	32%
Final paper	35%

OFFICE HOURS

Monday, 10 – Noon

Other days and hours available by appointment

maxmcombs@utexas.edu

Attendance

Regular attendance at all class meetings is expected.

Religious holy days

A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible, so that arrangements can be made to complete an assignment within a reasonable time after the absence.

The Texas Education Code specifies that an institution of higher education shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

Absence for military service

In accordance with section 51.9111 of the Texas Education Code, a student is excused from attending classes or engaging in other required activities, including exams, if he or she is called to active military service of a reasonably brief duration. The maximum time for which the student may be excused has been defined by the Texas Higher Education Coordinating Board as "no more than 25 percent of the total number of class meetings or the contact hour equivalent (not including the final examination period) for the specific course or courses in which the student is currently enrolled at the beginning of the period of active military service." The student will be allowed a reasonable time after the absence to complete assignments and take exams. Policies affecting students who withdraw for military service are given below.

<<http://www.utexas.edu/student/registrar/catalogs/gi03-04/ch4/ch4g.html#attendance>>

Students with Disabilities

Please notify your instructor of any modification/adaptation you may require to accommodate a disability-related need. You will be requested to provide documentation to the Dean of Student's Office in order that the most appropriate accommodations can be determined. Specialized services are available on campus through Services for Students with Disabilities: <http://www.utexas.edu/diversity/ddce/ssd/>

University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Policy on Scholastic Dishonesty

The University defines academic dishonesty as cheating, plagiarism, unauthorized collaboration, falsifying academic records, and any act designed to avoid participating honestly in the learning process. Scholastic dishonesty also includes, but is not limited to, providing false or misleading information to receive a postponement or an extension on a test, quiz, or other assignment, and submission of essentially the same written assignment for two courses without the prior permission of the instructor. By accepting this syllabus, you have agreed to these guidelines and must adhere to them. Scholastic dishonesty damages both the student's learning experience and readiness for the future demands of a work-career. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University.

http://deanofstudents.utexas.edu/sjs/acint_student.php.

For the University's official definition of scholastic dishonesty, see Section 11-802, Institutional Rules on Student Services and Activities.