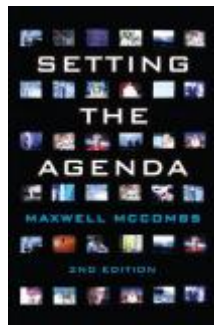


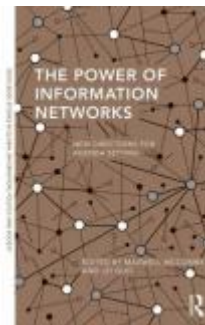
JOURNALISM 382 (08020)
AGENDA SETTING
T 0930 – 1230
CMA 3.130

SPRING 2016
McCOMBS

REQUIRED TEXTS



McCombs, Setting the Agenda



Guo & McCombs, The Power
of Information Networks

RECOMMENDED TEXTS

John Dearing & Everett Rogers, *Agenda Setting*

Stuart Soroka, *Agenda-Setting Dynamics in Canada*

Wayne Wanta, *The Public and the National Agenda*

Maxwell McCombs, Lance Holbert, Spiro Kiousis & Wayne Wanta, *The News and Public Opinion: Media Effects on Civic Life*

SYLLABUS

January 19: Introduction to seminar

January 26: Basic Agenda-Setting Effects: The Early Studies & Reality and the News

READING ASSIGNMENT

Setting the Agenda, Preface, Chapters 1 & 2

Kimberly Gross & Sean Aday (2003). 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, 411-426.

James Webster & Thomas Ksiazek (2012). The dynamics of audience fragmentation: Public attention in an age of digital media. *Journal of Communication*, 62, 39-56.

February 2: Attribute Agenda-Setting – The Second Level of Agenda Setting

READING ASSIGNMENT

Setting the Agenda, Chapter 3

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

February 9: Psychology of Agenda-Setting

READING ASSIGNMENT

Setting the Agenda, Chapter 4

Lindita Camaj (2014). Need for orientation, selective exposure, and attribute agenda-setting effects. *Mass Communication and Society*, 17, 689-712.

February 16: Network Agenda-Setting – The Third Level of Agenda Setting

READING ASSIGNMENT

The Power of Information Networks, Chapters 1 & 2

February 23: Network Agenda-Setting – Empirical Studies

READING ASSIGNMENT

From Chapters 4-14 of *The Power of Information Networks* select three chapters to read and abstract.

March 1: Sources of the Media Agenda

READING ASSIGNMENT

Setting the Agenda, Chapter 7

March 8: Organization of Individual Research Projects

One page abstract of your project due at Noon, March 11th

I will be available for consultation in my office from 10 to Noon on Tuesday, March 8. Individual appointments can be made for that morning or other times during the week.

SPRING BREAK

March 22: Consequences of Agenda-Setting Effects for Opinions & Behavior

READING ASSIGNMENT

Setting the Agenda, Chapter 6

March 29: Agenda Setting in the New Media Landscape

READING ASSIGNMENT

Jae Kook Lee & Renita Coleman (2014). Testing generational, life cycle, and period effects of age on agenda setting. *Mass Communication and Society*, 17, 3-25.

April 5: Psychology of Agenda Setting: Dual Paths

READING ASSIGNMENT

Maxwell McCombs & Natalie Jomini Stroud (2014). Psychology of agenda-setting effects: Mapping the paths of information processing, *Review of Communication Research* (Spain), 2 (2014), 68-93. [READ & ABSTRACT pp.68-78]

April 12: Network Agenda Setting – A Gestalt Perspective

READING ASSIGNMENT

Hong Vu, Lei Guo & Maxwell McCombs (2014). Exploring the ‘world outside and the pictures in our heads’: A network agenda setting study, *Journalism & Mass Communication Quarterly*, 91, 669-686.

April 19: Consequences of Agenda Setting

READING ASSIGNMENT

Young Jun Son & David Weaver (2006). Another look at what moves public opinion: Media agenda setting and polls in the 2000 U.S. election. *International Journal of Public Opinion Research*, 18, 174-197.

April 26: New Domains of Agenda Setting Research

READING ASSIGNMENT

P. Bantimaroudis, S. Zyglidopoulos & P. Symeou (2010). Greek museum media visibility and museum visitation: An exploration of cultural agenda setting. *Journal of Communication*, 60, 743-757.

May 3: Poster Session

COURSE GRADE

Abstracts	35%
Presentations	25%
Final paper	40%

OFFICE HOURS

Thursday, 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.

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