

1. General Information

1a. Submitted by the College of: COMMUNICATION AND INFORMATION

Date Submitted: 9/30/2016

1b. Department/Division: Journalism

1c. Contact Person

Name: James Hertog

Email: jim.hertog@uky.edu

Phone: 257-8204

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: MAS 323

2c. Full Title: Media Psychology

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: Media psychology provides a basic overview of human thought and behavior regarding communications media. The course addresses issues of preference and media choice and of the effects of media use on audience beliefs, attitudes and behavior through the lens of social science.

2k. Prerequisites, if any: MAS major or minor status or permission of the instructor

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 25

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain:

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

MAS 323 Media Psychology Spring 2017
Class Meetings: Tuesdays and Thursdays 10:00-11:15 AM
Whitehall Classroom Building Rm. 215

Professor: Dr. James K. Hertog
Office Address: 213 Grehan Journalism Bldg
Email: jim.hertog@uky.edu
Office Phone: 257-8204
Office hours: Tuesdays and Thursdays 2:00 to 3:30 PM

Course Description

This course reviews the psychological factors that enter into media choice and the mental and behavioral results of those choices. Special attention will be paid to differences among various media and the impact of technological change as well as positive and negative social effects of the media.

Prerequisites

Media Arts & Studies major or minor status or consent of instructor.

Student Learning Outcomes

After successfully completing this course, you will be able to:

1. Identify major theories of individual media use and the effects of media exposure
2. Apply media psychology theory to real-world phenomena, including the social effects of media portrayals and the popularity of media technologies and content
3. Apply media psychology to social policy debates
4. Better understand and control media influence on your own and other's beliefs and behavior

Textbook

Bryant, J., Thompson, S., & Finklea, B. W. (2013). *Fundamentals of media effects* (2nd ed.). Long Grove, IL: Waveland.

Description of Course Activities and Assignments

In order to best understand the class material, we will engage in a mixture of reading, in-class lecture and discussion and assignments focused on application of class content to real-world questions of significance. The activities meant to combine these approaches to learning are specified below.

Graded Assignments

- 10 weekly responses to questions based on the readings and in-class discussion
- An in-class team presentation demonstrating one of the course concepts in media practice
- A midterm examination
- A semester examination
- A semester paper

Canvas discussions of weekly content (100 points total)

Two questions calling for short responses will be posted on Canvas each week, excluding exam weeks. Your responses will be graded according to their accuracy, demonstration of your command of the material, and the quality of your writing. Ten total points will be available during each week. The total points from each of your top ten weeks will be entered into the gradebook.

An in-class team presentation (50 points)

One in-class presentation by individual class members or teams of up to 4 will apply content from the course to some media behavior, effect or industry concern. Teams will present to me at least 4 days prior to the in-class presentation so that I may critique the work prior to its in-class showing and evaluate team knowledge and performance with regard to the topic under study. The quality of the explanation of the theory or concept, the effectiveness of its application to a real-world example and the quality of the presentation itself will determine the average team grade. Anonymous input from team members will be taken into account when assigning individual grades.

Midterm examination March 2 (100 points)

The midterm examination will evaluate student understanding of all course content read or discussed in class prior to February 28. The examination will consist of definitions, multiple-choice questions, short-answer questions and essays.

Semester examination May 3 (150 points)

The semester examination scheduled for Tuesday, May 3 at 8:00 AM is a comprehensive examination with an emphasis on content addressed from March 3 on. It will be similar in form but longer than the midterm examination.

Semester paper (100 points)

You will choose one topic of interest to develop a more extensive paper on. The outline of the paper is available on Canvas. You will present your proposed topic to me by February 15 in the format provided in the outline.

Grade	Percentage	Total Semester Points
A	90-100%	450 or more
B	80-89%	400-449
C	65-79%	325-399
D	50-64%	250-324
E	Less than 50%	Less and 250

Mid-term Grades

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

Submission of Assignments

All responses to discussion questions online must be submitted by Monday at noon on the week

they are due in order to receive credit. This policy applies to dates when you will miss class for reasons other than illness or emergencies. That is, religious holidays, sports competitions and other foreseeable reasons for absence from class do not affect the deadline for submitting discussion responses.

Attendance Policy

Attendance is required, except on dates when your group has been specifically excused from class.

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Consequences of non-attendance.

- Any points available during a class session for which you have an unexcused absence cannot be made up later.
- Because a tire can blow out on your way to school, sending you careening into a lamppost or etc. I do not count off points until the third unexcused absence. Beginning on the third unexcused absence you will be assessed a *deduction of 10 points per unexcused absence* from your semester point total.
- Should you accumulate more than **6 unexcused absences** during the semester *you will be automatically dropped from the class* and receive a W grade.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. Including all or a portion of your own work produced earlier for another purpose without acknowledging its prior use is also considered plagiarism. The same is true for submitting the identical or very similar content to this and another course without acknowledgement.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

The official university statement can be downloaded at the following URL:
<http://www.uky.edu/StudentAffairs/Code/Section%20VI.pdf>.

A plea of ignorance is not accepted as a defense against the charge of academic dishonesty. If you are uncertain regarding proper citation of material, ***ask me*** rather than taking a chance.

Examples of plagiarism:

- a. Copying a section, paragraph, or even several words directly from an article, blog or letter sent you by a friend without setting the words aside in quotes or indented paragraph and identifying the source. This often happens when someone cuts and pastes text from the Internet into a paper, assignment, etc.
- b. Re-using portions of your own work produced for another class or assignment without identifying the reused section and citing that earlier work.
- c. Using someone else's ideas, even if it is a friend or family member, and failing to identify the source of those ideas.

Note: it is not necessary to cite 'common knowledge' like "the Earth revolves around the Sun" or "People don't all agree when it comes to politics," and so on.

Cheating

The University of Kentucky states that cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board. [US: 12/12/05]

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Classroom Behavior Policy

No use of cell phones during class is allowed. Use of computers or tablets during class sessions must be related to class content. If I determine that you are updating your Facebook page, checking e-mail or playing games during class you will receive an unexcused absence for the period. Both your body and your mind must be present in class for you to be considered 'in attendance.'

Proposed Class Schedule

Note: If circumstances require, there may be adjustments made to the schedule during the semester.

Thursday, January 12 Introduction to Media Psychology

Readings to accompany topic:

- [Coffin](#), T. E. (1955). Television's impact on society. *American Psychologist*, 10, 630-641.

Tuesday, January 17 Motivation for Attending to Media Content

Readings to accompany topic:

- *FME*: Chapter 9, "Uses and Gratifications"
- Klimmt, C., & Vorderer, P. (2009). Media entertainment. In C. R. Berger, M. E. Roloff & D. R. Roskos-Ewoldsen (Eds.), *Handbook of communication science* (pp. 345-362). Thousand Oaks, CA: SAGE Publications.

Thursday, January 19 Theories of Motivation and Media Selectivity

Readings to accompany topic:

- Bryant, J., & Davies, J. (2006). Selective exposure processes. In J. Bryant & P. Vorderer (Eds.), *Psychology of entertainment* (pp. 19-33). Mahwah, NJ: Lawrence Erlbaum.

Tuesday, January 24 Motivation 2

- [Ross](#), C., Orr, E. S., Siscic, M., Arseneault, J. M., Simmering, M. G., & Orr, R. R. (2009). Personality and motivations associated with Facebook use. *Computers in Human Behavior*, 25, 578-586. doi: 10.1016/j.chb.2008.12.024

Thursday, January 26 Cognitive Information Processing 1: Perception

Readings to accompany topic:

- *FME*: Chapter 5, "Priming"
- Parry, A. M. (2005). Perception theory. In K. Smith (Ed.), *Handbook of visual communication theory, methods, and media* (pp. 45-62). Mahwah, N.J.: L. Erlbaum.

Tuesday, January 31 Cognitive Information Processing 2: Attention and Short-term Memory

Readings to accompany topic:

- *FME*: Chapter 6, "Agenda Setting"
- [Greene](#), J. O., & Morgan, M. (2009). Cognition and information processing. In W. F. Eadie (Ed.), *21st Century communication: A reference handbook* (Vol. 1, pp. 110-118). Thousand Oaks, CA: Sage Publications Inc.
- Lang, A. (2000). The limited capacity model of mediated message processing. *Journal of Communication*, 50, 46-70. doi: 10.1111/j.1460-2466.2000.tb02833.x

Thursday, February 2**Cognitive Information Processing 3: Long-Term Memory and Retrieval**

Readings to accompany topic:

- *FME*: Chapter 7, "Framing"
- Carr, N. (2008). Is Google making us stupid? What the Internet is doing to our brains. *Atlantic*, 302(1), 56-63.
- Segovia, K. Y., & Bailenson, J. N. (2009). Virtually true: Children's acquisition of false memories in virtual reality. *Media Psychology*, 12, 371-393. doi: 10.1080/15213260903287267

Tuesday, February 7**Learning/Socialization**

Readings to accompany topic:

- *FME*: Chapter 4, "Social Cognitive Theory"
- *FME*: Chapter 10, "Persuasion"

Thursday, February 9**Cultivation and Social Reality**

Readings to accompany topic:

- *FME*: Chapter 8, "Cultivation"
- Busselle, R. W., & Greenberg, B. S. (2000). The nature of television realism judgments: A reevaluation of their conceptualization and measurement. *Mass Communication & Society*, 3, 249-268.
- Hall, A. (2006). Viewers' perceptions of reality programs. *Communication Quarterly*, 54, 191-211. doi: 10.1080/01463370600650902

Tuesday, February 14**Psychological Development and the Media**

Readings to accompany topic:

- *FME*: Chapter 17, "Effects of Children's Educational Television and Infant/Toddler Edutainment".
- [Valkenburg](#), P. M. (2004). Children's responses to the screen: A media psychological approach. Mahwah, N.J.: Lawrence Erlbaum. Read Chapter 2: "The Development of a Child into a Media Consumer"

Thursday, February 16**Fantasy and Imagination**

Readings to accompany topic:

- Valkenburg, P. M., & Peter, J. (2006). Fantasy and imagination. In J. Bryant & P. Vorderer (Eds.), *Psychology of entertainment* (pp. 105-117). Mahwah, NJ: Lawrence Erlbaum.
- [Krijnen](#), T. (2006, June 19-23). Enlarging the imaginative diet: Using television as a resource to develop moral imagination. Paper presented at the International Communication Association Annual Meeting, Dresden, Germany.

Tuesday, February 21**Introduction to Media and Emotion**

Readings to accompany topic:

- *FME*: Chapter 13, "Reactions to Disturbing and Frightening Media Content"
- [Wirth](#), W., & Schramm, H. (2005). Media and emotions. *Communication Research Trends*, 24(3).

Thursday, February 23 The Role of Content in Generating Emotion

Readings to accompany topic:

- [Tan](#), E. S.-H. (2008). Entertainment is emotion: The functional architecture of the entertainment experience. *Media Psychology*, *11*, 28-51. doi: 10.1080/15213260701853161

Tuesday, February 28 Identification and Parasocial Relations with Media
Personas/Attribution

Readings to accompany topic:

- [Cohen](#), J. (2001). Defining identification: A theoretical look at the identification of audiences with media characters. *Mass Communication & Society*, *4*, 245-264.
- [Tian](#), Q., & Hoffner, C. A. (2010). Parasocial interaction with liked, neutral, and disliked characters on a popular TV series. *Mass Communication & Society*, *13*, 250-269. doi: 10.1080/15205430903296051

Thursday, March 2 **Midterm Examination**

Tuesday, March 7 The Role of Technology

Readings to accompany topic:

- *FME*: Chapter 19, "Effects of the Internet"
- *FME*: Chapter 20, "Effects of Mobile Communication"
- [Katzner](#), C., Fetchenhauer, D., & Belschak, F. (2009). Cyberbullying: Who are the victims?: A comparison of victimization in Internet chatrooms and victimization in school. *Journal of Media Psychology: Theories, Methods, & Applications*, *21*, 25-36.

Thursday, March 9 Video Games

Readings to accompany topic:

- *FME*: Chapter 18, "Effects of Computer and Video Games"
- Barlett, C. P., Anderson, C. A., & Swing, E. L. (2009). Video game effects--confirmed, suspected, and speculative: A review of the evidence. *Simulation & Gaming*, *40*, 377-403.

Tuesday, March 14 and Thursday, March 16 **Spring Break**

Have a great time!

Tuesday, March 21 Media Effects

Readings to accompany topic:

- *FME*: Chapter 1, "Understanding Media Effects,"
- *FME*: Chapter 2, "Media Effects: Historical Overview,"
- *FME*: Chapter 3, "History of the Scientific Study of Media Effects"

Thursday, March 23 Media Violence

Readings to accompany topic:

- *FME*: Chapter 11, "Effects of Media Violence"
- Kunkel, D., & Zwarun, L. (2008). How real is the problem of TV violence? Research and policy perspectives. In N. E. Dowd, D. G. Singer & R. F. Wilson (Eds.), *Handbook of children, culture, and violence* (pp. 203-255). Thousand Oaks, CA: SAGE.

Tuesday, March 28 Media Violence 2

Readings to accompany topic:

- [Saleem](#), M., Anderson, C. A., & Gentile, D. A. (2012). Effects of prosocial, neutral, and violent video games on children's helpful and hurtful behaviors. *Aggressive Behavior*, 38(4), 281-287. doi: 10.1002/ab.214280.1177/0002764207312018
- Boyatzis, C. J., & Matillo, G. M. (1995). Effects of 'the *Mighty Morphin Power Rangers*' on children's aggression with peers. *Child Study Journal*, 25(1), 45-56.

Thursday, March 30 Prosocial Effects/Morality and Ethics

Readings to accompany topic:

- *FME*: Chapter 15, "Media Effects on Health"
- Oliver, M. B., Hartmann, T., & Woolley, J. K. (2012). Elevation in response to entertainment portrayals of moral virtue. *Human Communication Research*, 38, 360-378. doi: 10.1111/j.1468-2958.2012.01427.x

Tuesday, April 4 Political Communication Effects

Readings to accompany topic:

- *FME*: Chapter 14, "Political Communication Effects"
- Graber, D. (2004). Mediated politics and citizenship in the twenty-first century. *Annual Review of Psychology*, 55, 545-571.

Thursday, April 6 Sexuality

Readings to accompany topic:

- *FME*: Chapter 12, "Media Effects from Sexual Content"
- Brown, J. D., & L'Engle, K. L. (2009). X-rated: Sexual attitudes and behaviors associated with U.S. early adolescents' exposure to sexually explicit media. *Communication Research*, 36, 129-151.

Tuesday, April 11 Love and Romance

Readings to accompany topic:

- Galician, M.-L. (2004). *Sex, love & romance in the mass media: Analysis & criticism of unrealistic portrayals & their influence*: Mahwah, NJ: Lawrence Erlbaum. Chapters 4, 5 and 6.

Thursday, April 13 Identity

Readings to accompany topic:

- Grossberg, L., Wartella, E., Whitney, D. C., & Wise, J. M. (2006). *Mediamaking: Mass media in a popular culture*. Thousand Oaks, CA: Sage. Chapter 8: "Producing Identities" (p. 219-252).
- Grasmuck, S., Martin, J., & Shanyang, Z. (2009). Ethno-racial identity displays on Facebook. *Journal of Computer-Mediated Communication*, 15, 158-188. doi: 10.1111/j.1083-6101.2009.01498.x

Tuesday, April 18 Body Image and Self-Esteem

Readings to accompany topic:

- Holmstrom, A. J. (2004). The effects of the media on body image: A meta-analysis. *Journal of Broadcasting & Electronic Media*, 48, 196-217.
- Lopez-Guimera, G., Levine, M. P., Sanchez-Carracedo, D., & Fauquet, J. (2010). Influence of mass media on body image and eating disordered attitudes and behaviors in females: A review of effects and processes. *Media Psychology*, 13, 387-416. doi: 10.1080/15213269.2010.525737

Thursday, April 20 Stereotyping, Outgroups and the 'Other'/Race and Ethnicity

Readings to accompany topic:

- *FME*: Chapter 16, "The Effects of Stereotyping"
- Dixon, T. L. (2008). Who is the victim here?: The psychological effects of overrepresenting White victims and Black perpetrators on television news. *Journalism*, 9, 582-605. doi: 10.1177/1464884908094160

Tuesday, April 25 Gender

Readings to accompany topic:

- Wood, J. T. (2009). Gender. In W. F. Eadie (Ed.), *21st Century communication: A reference handbook* (Vol. 1, pp. 371-379). Thousand Oaks, CA: Sage Publications Inc.
- Consalvo, M. (2006). Gender and new media. In B. J. Dow & J. T. Wood (Eds.), *The Sage handbook of gender and communication* (pp. 355-371). Thousand Oaks, Calif.: Sage.

Thursday, April 27 Age and Social Class

Readings to accompany topic::

- Blakeborough, D. (2008). "Old people are useless": Representations of aging on *The Simpsons*. *Canadian Journal on Aging*, 27, 57-67.
- Tyler, J. (2010). Media clubs: Social class and the shared interpretations of media texts. *Southern Communication Journal*, 75, 392-412. doi: 10.1080/1041794x.2010.504451
- Schradie, J. (2012). The trend of class, race, and ethnicity in social media inequality. *Information, Communication & Society*, 15, 555-571. doi: 10.1080/1369118x.2012.665939

Tuesday, May 3 8:00-10:15 AM **Final Examination**