Direct Effects	Assumptions/Foundations: • Powerful Mass Media • Normative Society: democratic, liberal, pluralistic, orderly • **Functionalism**: communication serves a "function" in this normative society: "works toward the integration, continuity and normality of society" (although it may have dysfunctional consequences) (McQuail 46) • **Mass Society Theory**: addresses changes wrought by advent of modernity • Real World Examples: Soviet and Fascist propaganda, Nazi propaganda, Welles' *War of the Worlds*, Payne Fund studies linking film to child delinquency Tools: • Methodologies borrowed from the social sciences • Behavioral Psychology • Social Learning Theory: people learn new behavior through observation of others' behavior • Quantitative research	Key Concepts/Theories: **Transmission Model** (Shannon & Weaver) "begins with a *source* that selects a *message*, which is then *transmitted*, in the form of a *signal*, over a *communication channel*, to a *receiver*, who transforms the signal back into a message for a *destination*." (McQuail 47) Laswell: "Who says what to whom, through what channel and with what effect?" (McQuail 52-3) Laswell and Hovland: believed that "the media could – under the right circumstances – stimulate specific behavior amongst a target group of people" (Williams 171) **Hypodermic Needle/Magic Bullet Theory**: linear transmission model of media effects
Limited Effects	Assumptions: • Lazarsfeld and Merton: media cannot be all powerful because it is highly unlikely – if not impossible – that all three conditions for effective propaganda will be met • Monopolization: absence of couterpropaganda • **Canalization**: media tends to *reinforce* preexisting attitudes and behavior rather than creating new behavior patterns	**Two-Step Flow** (Lazarsfeld & Katz): **opinion leaders** transmit what they learn from the media to others, whom they influence through personal contact • media → opinion leaders → their less interested friends, coworkers, etc. **Diffusion Theory** (Rogers): model for the adoption of innovation: early adopters → opinion leaders → friends and associates **Uses and Gratifications Theory**: the audience brings their own needs and desires to the process of making sense and making use of media messages (Williams 177)

	• **Supplementation**: in order to be effective, mass persuasion must be supplemented by face-to-face contact in local organizations • Klapper: "Mass communication ordinarily does not serve as a necessary and sufficient cause of audience effects, but rather functions among and through a nexus of mediating factors and influences." • Media influence depends on a range of variables: personality characteristics, social situations, general climate of opinion, etc. • People have the power to select, reject, and assess media information	• Focus shifts from what the media *do to* people, to what people *do with* the media • Examples of Needs: diversion, companionship, escape, help in solving personal problems, provision of point of personal reference in constructing one's identity, surveillance • Weakness: loses the social dimension of media reception
Cultural Effects	Foundations: • Start w/ the social context to develop and understanding of how the media works within that context • Media effects are the product of a "cumulative build up of beliefs and values over a long period of time" (Glover, qtd. in Williams 179) •	**Cultivation Analysis** (Gerbner): television "cultivates" a particular worldview in the minds of its viewers – particularly "heavy viewers" • **Mainstreaming**: television erodes traditional differences among social groups • Weakness: assumes a passive audience **Agenda Setting** (Lippman): the news may not be successful in telling people what to think, but it does succeed in telling them what to think *about* • **Priming**: media shape the criteria informing people's judgments **Media and Violence**: controversy surrounding claims that there exists relationship between exposure to violent media and aggression