



THE GEORGE GERBNER CONFERENCE ON COMMUNICATION, CONFLICT, AND AGGRESSION

JUNE 01-02, 2012

Budapest College of Communication, Business and Arts
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BUDAPEST COLLEGE OF
COMMUNICATION, BUSINESS AND ARTS

FRIDAY, JUNE 01, 2012

- 09:00 – 09:30:** Conference Welcome by Dr. Laszlo Vass, Rector of Budapest College of Communication, Business and Arts, Hungary
- 09:30 – 11:00:** Cultivation Perspectives on the Mass Media's Communication of War, Terrorism, and Military Action
- 11:00 – 11:15:** Break
- 11:15 – 12:45:** Mass Media as Oppressor and Emancipator of Women: Portrayals, Perceptions, and Possibilities
- 12:45 – 14:00:** Lunch
- 14:00 – 15:30:** Antisocial Organizational Communication Processes and Systems

SATURDAY, JUNE 02, 2012

- 09:00 – 10:30:** Pedagogical and Instructional Approaches to Injustice and Aggression in the Educational Context
- 10:30 – 10:45:** Break
- 10:45 – 12:15:** Biological and Social Predictors of Aggression and Antisocial Communication across Contexts
- 12:15 – 13:30:** Lunch
- 13:30 – 14:00:** Presentation of Gerbner Conference Award by Jolan Roka, Budapest College of Communication, Business and Arts, Hungary
- Closing Remarks** by Rebecca M. Chory, West Virginia University, United States of America

FRIDAY, JUNE 01, 2012

09:00 – 09:30: Conference Welcome by Dr. Laszlo Vass, Rector of Budapest College of Communication, Business and Arts, Hungary

09:30 – 11:00: Cultivation Perspectives on the Mass Media's Communication Concerning War, Terrorism, and Military Action

Returning Cultivation to its Roots: A Theoretical Consideration of Cultivation as the Internalization of Master Narratives

Megan Hill, The Ohio State University, United States of America

Cultivating Images of the Enemy in Media: A Content Analysis of Popular War Cartoons

Thomas B. Christie, University of Texas at Arlington, United States of America

Andrew M. Clark, University of Texas at Arlington, United States of America

Terrorism as Media Event

Ana-Maria Enache, Babes-Bolyai University, Romania

Chair: Evan H. Offstein, Frostburg State University, United States of America

11:00 – 11:15: Break

11:15 – 12:45: Mass Media as Oppressor and Emancipator of Women: Portrayals, Perceptions, and Possibilities

Chair: Ana-Maria Enache, Babes-Bolyai University, Romania

12:45 – 14:00: Lunch

14:00 – 15:30: Antisocial Organizational Communication
Processes and Systems

**Human Resources Taxonomy Revisited: Conflict and
Collaboration within Human Resource Systems and the
Impact on Organizational Culture**

Evan H. Offstein, Frostburg State University, United States of
America

Gloria Harrell-Cook, Frostburg State University, United States of
America

Jeff McClellan, Frostburg State University, United States of
America

**Organizational Bullying: Verbal Aggression Targeting the
Young Adult Workforce**

Erik Neville, West Virginia University, United States of America

Workplace Bullying and Harassment in Hungary

Reka Kerti, City University London, England

Chair: Hailey G. Gillen, West Virginia University, United States of
America

SATURDAY, JUNE 02, 2012

09:00 – 10:30: Pedagogical and Instructional Approaches to
Injustice and Aggression in the Educational
Context

**Teaching Civility to Youth through the Study of Human
Rights: A Poetic and Narrative Investigation**

Sonja Modesti, Colorado State University, United States of
America

**The Promotion of Teaching, Learning, and Dialogue
Through Silence: A (Re)Visited Pedagogy**

Sonja Modesti, Colorado State University, United States of
America

**Classroom Justice: A Research Review and Agenda for the
Future**

Rebecca M. Chory, West Virginia University, United States of
America

Chair: Thomas B. Christie, University of Texas at Arlington,
United States of America

10:30 – 10:45: Break

10:45 – 12:15: Biological and Social Predictors of Aggression
and Antisocial Communication across Contexts

**Deceptive Affectionate Messages and Interpersonal
Conflict**

Hailey G. Gillen, West Virginia University, United States of
America

Aggression in Sport: Biologically or Socially Created

Jessica Kirk, West Virginia University, United States of America

The Future of War, Violence and Aggression

László Gyula Jobbágy, Budapest College of Communication,
Business and Arts, Hungary

**Expanding Our Virtual Selves: The Power of Mediated
Aggressive Communication**

Jennifer Seifert, West Virginia University, United States of
America

Chair: Rebecca M. Chory, West Virginia University, United States
of America

12:15 – 13:30: Lunch

13:30 – 14:00: Presentation of Gerbner Conference
Award by Jolán Róka, Budapest College of
Communication, Business and Arts, Hungary

Closing Remarks by Rebecca M. Chory, West Virginia
University, United States of America

CONFERENCE ORGANISERS

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RETURNING CULTIVATION TO ITS ROOTS: A THEORETICAL CONSIDERATION OF CULTIVATION AS THE INTERNALIZATION OF MASTER NARRATIVES

Megan Hill

The Ohio State University, United States of America

The current research effort re-focuses attention on cultivation theory's narrative roots. An integrative theoretical perspective is developed to gain new insights into the cultivation process, starting with the notion that subjective social reality is organized in relation to master narratives, which offer individuals a pre-existing set of socio-cultural frames for making-sense out of particular actions and events. The power behind master narratives is a function of their ability to naturalize particular sequences of actions and events as routines. Media effects are thus assumed to depend on the degree to which individuals have internalized the master narrative, thereby limiting their interpretation strategies and bringing them in-line with the dominant cultural perspective (i.e., mainstreaming). By integrating narrative and cultivation studies, the current effort focuses attention on master narratives, which are often used to shore up hegemony.

Given the growing interest in narrative across academia, it is striking that so little research has been undertaken to examine how exposure to narratives dealing with issues of national security influence the public's beliefs, attitudes, and behaviors with regard to the United States' foreign policy. At the heart of this issue is the degree to which exposure to the master narratives that ground what it means to be America and an American, limits the palatability of particular actions and events. Case in point, when global conflict arises, America's "master narrative of war" is

often summoned to position the U.S as the epitome of virtue and American intervention as a moral responsibility, thereby precluding any alternative discourse (e.g., Hackett & Zhao, 1994). However, no research to date has investigated the effects of exposure to such master narratives.

The current effort seeks to build on this limitation by incorporating the concept of master narrative with cultivation to explain how American exceptionalism has become part and parcel of viewing America as a redeemer nation (Tuveson, 1968), a perspective that has, in turn, been utilized as a catalyst to garner public support for specific military action abroad. Although the tendency to see the destiny of America as special is likely as old as nationalism itself, stemming from a general tendency to favor one's own group over others, the specific nature of America's founding and the continuous re-generation of this master narrative in American cultural history give it an especially powerful performative force. Unpacking the power of this master narrative to cultivate support for such action is as important now as it ever has been, and doing so requires the integrative approach advanced here. By re-focusing attention on cultivation theory's narrative roots, this article thus suggests how concepts developed in narrative studies can shed new light on the integral role cultivation continues to play in our understanding of communication.

CULTIVATING IMAGES OF THE ENEMY IN MEDIA: A CONTENT ANALYSIS OF POPULAR WAR CARTOONS

Thomas B. Christie and Andrew M. Clark

The University of Texas at Arlington, United States of America

This content analysis of World War II cartoons and Office of War Information documents was conducted to examine the influence the depictions of the Japanese and German enemy in American cartoons during and after the war. Film content was selected for this study as this was the primary visual medium for worldwide audiences during World War II. Television was in its infancy during the war, and the U.S. government routinely used cartoons and newsreels in conjunction with radio and other mass media. Film of war news was usually shown with such cartoons for American audiences viewing movies—these events were inexpensive and heavily attended. Interesting, George Gerbner's study of media influence in the Gulf War included a media characterization of the war as a movie, given the presence of popular, simplified themes. Such simplified themes are present in these World War II cartoons. The cartoons were so popular that they were shown on American television regularly for nearly two decades following the war, reinforcing the violent image of these enemies cultivated during the war.

The study employs a content analysis of selected popular cartoons produced during the war, adding a perspective of how these cartoons were both shown to and received by the audiences during the war. The cartoons appealed to both younger and older audiences as they worked to cultivate aggressive, negative and stereotypical views of the enemy—views largely promoted by the U.S. Office of War Information. Findings show that selected government-defined themes depicting the enemy during the war are systematically found in these media. This study also reveals the results of the extensive coordination of public messages about the two enemies between mass media and the U.S. government. The study is useful in understanding the continuing influence of government on filmmaking and other mass media in an attempt to convey violent images through powerful media and to influence and shape public opinion during times of war.

TERRORISM AS MEDIA EVENT

Ana-Maria Enache

Babes-Bolyai University, Romania

If we agree that every type of mass-media influences and forms our view of the world and of the context we live in, than it is certain that we must pay attention to the preconceptions and stereotypes we acquire through all the news, talk-shows, documentaries and editorials we watch and read. So what turns media events into powerful and meaningful images that mold our ideas and opinions?

9/11 is without doubt the most important globally broadcasted negative media event that was recorded and shown under a lot of pressure, disruptive emotions and moral panic which were easy to understand at that moment. On the other hand, what misses the logical point and rationale based on a common conceptual ground is the responses triggered by the events. Politically, socially and economically, 9/11 is said to have changed the face of the world and the course of history. If that is true, most effects should be attributed to the way the mass-media has delivered the message.

As George Gerbner found out with his Cultural Indicators Research Project, television (and now we can refer to all media)

affects the viewer's perception and the way news is presented molds the feedback and the emotional response. The relationship between terrorism and the mass-media is very interesting and incredibly revealing for many other contemporary communication problems. I am trying to understand here how this relationship works, what it is based on and whether there can be an answer to the problem brought forward by the way mass-media deals with violent events, in order to understand to what extent it disrupts the public.

Has the media always tried to keep itself equidistant and unbiased? If not, and that is my hypothesis, how should the reporters, documentarians, bloggers etc, report facts in order to make them relevant without raising panic and fear? How can terrorism be adequately reported by the mass-media? I will try to give an answer to every question in my extended presentation.

HUMAN RESOURCES TAXONOMY REVISITED: CONFLICT AND COLLABORATION WITHIN HUMAN RESOURCE SYSTEMS AND THE IMPACT ON ORGANIZATIONAL CULTURE

Evan H. Offstein, Gloria Harrell-Cook, and Jeff McClellan

Frostburg State University, United States of America

In the mid-1990s, theoretical and empirical research emerged that separated human resources (HR) systems into two camps: control- or commitment-oriented systems. These findings regarding HR taxonomies held particular appeal, as the type of HR system correlated with several dimensions of organizational performance. Surprisingly, little theoretical or empirical research since has sought to advance new conceptualizations of HR systems. We address this scholarly shortcoming by extending a different, but related, taxonomy of HR systems. Specifically, we argue that HR systems

are beyond control or commitment. Rather, HR systems may be classified as conflict-oriented or collaborative in form and function. Importantly, we offer some theory building on conflict-oriented and collaborative HR systems and further suggest that how these HR systems are bundled may impact, as most HR systems do, an organization's culture. In particular, we investigate various HR functions to formulate a theoretical rationale as to how the design and delivery of HR functions can either produce a conflict-oriented organizational culture or a collaborative one.

ORGANIZATIONAL BULLYING: VERBAL AGGRESSION TARGETING THE YOUNG ADULT WORKFORCE

Erik Neville

West Virginia University, United States of America

Communication research has brought to light the prevalence and impact “bullying” has in the workplace environment. Bullying has been defined as persistent hostile messages and abusive behaviors perceived as deliberate to harm, control, or force people from the workplace. Young adults have been identified as a primary target for bullying. Almost half (43.5%) of young working adults

report being bullied at one time in their careers, primarily by higher-ranking organizational members. Young employees are also more likely to be subjects of verbal abuse (Lutgen-Sandvik, 2007). This paper reviews verbal aggression literature with a focus on young adult workers and identifies areas of future research within this field of study.

WORKPLACE BULLYING AND HARASSMENT IN HUNGARY

Reka Kerti

City University London, England

This paper aims to gain more attention to workplace bullying or harassment in Hungary by giving an insight into the current situation. It is a relatively new research area, which got attention in the last three decades. Globally speaking there is still a debate about the defining, measuring, and explaining the essential nature of the bullying phenomenon. So far it became clear that workplace bullying is an important but overlooked issue, costing a lot for both individuals and organizations. Its consequences may include deteriorating individual health of victims, such as sleep disturbances, anxiety, depression or burnout and organisational outcomes such as lower job satisfaction or even the intent to leave. My hypothesis was that in Hungary mainly researchers are

interested in the problem and only a minority of companies and workers are aware of the legislations or are acting upon them. To collect answers, a questionnaire was developed and sent out via e-mail to organisational psychology consultants, trainers, lecturers and HR professionals. The thin response rate and the results have proven that the hypothesis was correct, workers and organisations are only roughly aware of workplace bullying. Moreover often industrial psychologists and HR professionals have never addressed a real life situation of workplace bullying. Although this paper is insufficient in terms of in-depth research, it could be used as a starting point for further research on the topic.

EXPANDING OUR VIRTUAL SELVES: THE POWER OF MEDIATED AGGRESSIVE COMMUNICATION

Jennifer Seifert

West Virginia University, United States of America

The adoption rates of communication technologies such as the Internet has increased the salience of the evolution of human communication in response to technology. In his book *Natural Born Cyborg*, Clark (2003) argues that we should "allow the technologies to provide for the kinds of interactions and interventions for which they are best suited, rather than to force them to (badly) replicate our original forms of action and experience" (p. 109). Clark (2003) argues that the effectiveness of new communication technologies should not be narrowly defined in terms of our traditional forms of communication, but also appreciated for the attributes which new communication technologies exceed traditional forms of communication. In accepting this new paradigm, discussions of the positive qualities of new communication technologies are evident; however, fewer discussions address how the qualities of new

communication technologies might exacerbate the consequences of aggressive and other negative communication and consequences related to the psychological phenomena of self presence.

Offering the most parsimonious definition, Lombard and Denton (1997) define presence as "the perceptual illusion of nonmediation." Lee (2004) argues that there are three types of presence- spatial, social, and self- and defines self presence as "a psychological state in which virtual (para-authentic) self/selves are experienced as the actual self in either sensory or nonsensory ways" (p. 46). Using this definition, I will argue that an individual who is experiencing self presence can view his/her virtual self as his/her actual self and that the attributes of new communication technologies can exacerbate the consequences of aggressive communication expressed through new communication media.

TEACHING CIVILITY TO YOUTH THROUGH THE STUDY OF HUMAN RIGHTS: A POETIC AND NARRATIVE INVESTIGATION

Sonja Modesti

Colorado State University, United States of America

Although more than half a century has passed since the appalling events of the Holocaust, the systematic and aggressive persecution of many cultural groups remains an ongoing international crisis worthy of study and attention (Donnelly, 2006). Consideration and discussion of such events inevitably leads young and old alike to question how and why this event and others like it occurred. Despite the disbelief so many feel, perhaps a more productive discussion regards how the legacy of such events can continue to raise awareness of issues regarding human rights, temperance, and civility. In other words, how might the purposeful study of the Holocaust and other human rights issues surrounding aggression, violence, and injustice create space for new practices through which resolution, temperance, civility and transformation may emerge?

One way of achieving this awareness is through the provision of human rights education for youth. Through exposure to primary

and secondary historical research, fictional and nonfictional literary texts, poetry, film texts, participation in written and oral exercises, and analysis of current events, middle school-aged students become postured as a new generation of peace seekers who are globally aware, civically-engaged young people (Lindquist, 2011).

This qualitative study utilizes poetic and scholarly personal narrative techniques to illumine the effects of human rights education on a group of 140 middle school-aged students. Integrating students' personal reactions to and involvement in a four-month Holocaust/human rights unit, the poetic and narrative form that emerges serves as a creative and hopeful representation of the way education may serve as a vehicle for the conveyance of civil, equitable, and peaceable ideologies.

THE PROMOTION OF TEACHING, LEARNING, AND DIALOGUE THROUGH SILENCE: A (RE)VISITED PEDAGOGY

Sonja Modesti

Colorado State University, United States of America

The cultural use of discourse has been an increasingly analyzed subject of study in many disciplines. Where, when, and how talk is utilized to achieve particular goals is of relevant and contemporary interest to many scholars in various fields. As in daily life, educational contexts also reflect the cultural values and purposes of talk. Within Western educational contexts, talk represents a particular cultural construct that gives primacy to the role of vocal communication in the teaching and learning process (Ollin, 2008; Delamont, 1983; MacKinnon, 1999; Stubbs, 1975). Talk is also posited as an ingredient vital to the existence of “quality” dialogue in educational settings. Similarly, many critical pedagogy scholars assert that agency and dialogue in the classroom is only achieved through students’ engagement in ‘voicing’ against oppressive

actions (Hao, 2011). However, it is often an overlooked realization that silence may also act as a signifier for a multitude of states or interrelationships that are equally as productive, particularly in educational settings (Jaworski, 1993, 1997).

Of these possibilities, this study elects to focus on alternate utilizations of silence in educational contexts, particularly as a tool useful for the navigation of difficult or potentially inflammatory subject matter. Through the case study evaluation of four pedagogical instances whereby silence was purposefully constructed, promoted, and honored, it can be seen that civil and fruitful dialogue may, ironically, often be better achieved less through talk, and more through the exercise of silence as a pedagogical strategy.

CLASSROOM JUSTICE: A RESEARCH REVIEW AND AGENDA FOR THE FUTURE

Rebecca M. Chory

West Virginia University, United States of America

Using organizational-based theory and research as a guide, Chory-Assad and Paulsel (2004b) defined classroom justice as student “perceptions of fairness regarding outcomes or processes that occur in the instructional context” (p. 254). Chory’s program of research (Chory, 2007; Chory, Horan, Carton, Houser, & Goodboy, 2012; Chory-Assad, 2002; Chory-Assad & Paulsel, 2004a; Horan, Chory, & Goodboy, 2010; Paulsel & Chory-Assad, 2005; Paulsel, Chory-Assad, & Dunleavy, 2005) tends to focus on three types of classroom justice: distributive, procedural, and interactional justice. Distributive justice concerns students’ perceptions of the fairness of the outcomes distributed in an allocation process. Most research has examined students’ grades as the outcome of interest. Procedural justice refers to students’ perceptions of the fairness of the process used to assign outcomes/allotments. These processes

include how grades are determined, the course schedule, workload, policies, and other factors. Interactional justice refers to students’ perceptions of the fairness of the interpersonal treatment they or others receive in the classroom. Specifically, students assess the fairness of the manner in which the instructor communicates with the class or with individual students. Empirical research indicates that students’ perceptions of classroom [in]justice are associated with negative student emotional responses (e.g., anger) and destructive student behavioral responses (e.g., indirect aggression, hostility, dissent, deception toward the instructor). This presentation will review the research on students’ aggressive and antisocial behavioral and communication responses to perceptions of unfairness in the classroom and will propose avenues for future research on the topic.

DECEPTIVE AFFECTIONATE MESSAGES AND INTERPERSONAL CONFLICT

Hailey G. Gillen

West Virginia University, United States of America

Affectionate communication is considered an important aspect of romantic relationships and is related to a number of positive relational outcomes including higher reports of commitment (Horan & Booth-Butterfield, 2010), satisfaction (Floyd, 2002; Horan & Booth-Butterfield), happiness, self esteem, and affection received from others (Floyd, 2002), among others. What happens though, when these affectionate messages are not true reflections of an individual's feelings? Deceptive affectionate messages (DAMs) are considered to be "overt expressions of affection that are not consistent with sources' internal feelings" (Horan & Booth-Butterfield, 2011, p. 79). Horan and Booth-Butterfield (in press)

found that one of the three motives individuals reported for using DAMs in their relationships was to avoid or manage interpersonal conflict. It is likely then, that individuals who report using more DAMs will report having more negative views of interpersonal conflict than will those who report using DAMs less often for the reason of conflict management or avoidance. The purpose of this proposed study is to further the research on DAMs and to examine the relationship between these messages and conflict management in romantic relationships. Implications and areas for future research will also be discussed.

AGGRESSION IN SPORT: BIOLOGICALLY OR SOCIALLY CREATED

Jessica Kirk

West Virginia University, United States of America

Internationally, participation in sports and athletic recreation has been a foundation for many youth to develop skills such as leadership, teamwork, and practice, while fostering the role of physical activity and improving motor skills. Many of these same attributes extend to adult athletes as well, and increasing numbers of adults recognize the social and health benefits of participation in organized sport. However, an increasing recognition of aggression in sport is becoming evident in both adult and youth participants (Bredemeier et al., 1987). Aggression, a negative personality trait, is defined as the intentional physical or psychological harm towards another (Keeler, 2007). Keeler further asserts that aggressive tendencies may be enhanced through the socialized appropriateness

of many athletic norms and the heightened awareness of cues and triggers to initiate these behaviors. Recognition of cues may also be enhanced through two of the “Big Five” personality traits empirically linked to aggression: agreeableness and neuroticism (Hines & Saudino, 2008). However, socialization extends beyond trait dispositions to include the influence of the media and the framing of athletic norms and expectations regarding aggressive behavior, specifically related to sex roles. The current analysis summarizes research regarding athlete aggressive behavior and the role of biological personality traits, social norms, and media in fostering this behavior.

THE FUTURE OF WAR, VIOLENCE AND AGGRESSION

László Gyula Jobbágy

Budapest College of Communication, Business and Arts, Hungary

The future of war, violence and aggression in human societies has critical relevance for the survival of mankind. Consequently, it is not surprising that these issues are being researched, investigated and studied by many disciplines today. Social Sciences: History, Anthropology, Philosophy, Psychology and Psychiatry have all traditionally theorized about these subjects. However, lately Evolutionary Biology, Neuroscience, Genetics, Developmental Psychology and Game Theory have also started looking into the origins and nature of aggression, violence and war.

Have we attained a better understanding of these subjects with the involvement of all these “harder” sciences? Can we forecast now with certainty whether war has a future in our future? Are we biologically predisposed for aggression? Or, on the contrary, humans are super cooperators thanks to our predisposition for empathy.

Historically, has the level of violence increased or decreased in human societies? Have we gained adequate knowledge to answer all these or similar questions with the power of scientific rigidity and predictability? Ultimately we must ask ourselves. Is it possible to have a true scientific understanding of these subjects or as cultural relativists would say: humans live within meaningful structure of their own creation that is contingently constructed therefore “true knowledge” does not exist.

After discussing the above-mentioned questions the presentation will finally propose a radically new interpretation of how the new, accumulated and empirically based knowledge of Social Sciences can predict the future of war, violence and aggression in our societies.

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