

Table of Contents

A.	INTRODUCTION	1
1.	Objective	2
	Message System Analysis	4
	Cultivation Analysis	4
2.	Background	5
3.	Rationale	11
B.	SPECIFIC AIMS	16
C.	METHODS OF PROCEDURE	17
1.	Research Plan	17
(1)	Secondary Analysis of the Cultural Indicators Project Data Archives	17
	Message System Analysis	18
	Reliability of Variables	20
	Cultivation Analysis	21
(2)	Development, Pilot Testing and Implementation of a Message System Analysis Recording Instrument focusing upon the portrayal of sex and contracep- tion in prime-time network Television Drama	22
	Message System Analysis	22
	Coding and Training Procedures	23
	Assessment of Reliability	25
(3)	Development and Implementation of Cultivation Analysis focusing upon sexuality	26
2.	Organization and Management Plan	28
3.	Dissemination and Utilization Plan	29
4.	Human Subjects	31
	1. The Sample	31
	2. Risks and Benefits	31
	3. Confidentiality Procedures	32
D.	SIGNIFICANCE	33
E.	FACILITIES AVAILABLE	35
E.	FACILITIES AVAILABLE	
G.	PRINCIPAL INVESTIGATORS ASSURANCE	36

ADOLESCENT SEXUAL PATTERNS AND TELEVISION

A grant application in support of a program
of research and action submitted to the
Center for Population Research, National Institute of Child
Health and Human Development

by

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A. INTRODUCTION

We propose research and action designed to contribute to the development of program and policy initiatives aimed at improving the type of information available about sex, sexuality and contraception in America. The accumulated experience, resources, and energies of a team whose research in the television violence area has made a significant impact on national awareness and policy will now be directed to new objectives. The objectives include a scientific analysis of the image of sex, sexuality and contraception, especially in relation to adolescents, presented in television drama, and wide dissemination of the results of this research. We are also proposing to hold a prototype workshop where citizens, organizations, and media practitioners meet to work out tactics, policies, as well as effective utilization of the results of this research in relation to the desirable portrayal of sex and contraception in television programming. Further workshop and

conferences modeled after this prototype may be proposed in subsequent applications.

This proposal focuses on Population Problems of Special Interest described in Section II of the General Program Announcement of the Population and Reproduction Grants Branch, Center for Population Development. Specifically, we wish to address Title 1: "The Causes and Consequences of Adolescent Fertility" in regard to the influence of the media (television) on adolescent sexuality.

1. Objective

Television is undoubtedly one of the largest single common contributors to young people's ideas on sexual behavior and relationships. Our 11-year cumulative archives of systematic observations of network television's dramatic content, and our 5-year cumulative studies of viewer conceptions of social reality, show that much of what the public knows (and does not know) about the "facts of life" is learned from their daily exposure to vivid images of life -- and love -- in television's dramatic content.

Trends in sexual attitudes, knowledge, and behavior patterns can no longer be understood in isolation from the cultural climate that sustains them. Television is the mainstream of that common climate. What have been its contributions to young people's conceptions of sexual relations? Have these contributions changed in the past ten years? What have viewers learned from television's most vivid lessons -- its dramatic fare -- about the facts of sex, including contraception?

This project will begin with the secondary analysis of our television content and cultivation data archives and will go on to develop

and implement a procedure for the continuing monitoring of the role of television in shaping public conceptions of sex, sexuality and contraception.

The proposed project is based on a unique data bank and research design called Cultural Indicators.¹ This research began with the investigation of violence in network television drama in 1967-68 for the National Commission on the Causes and Prevention of Violence. It continued under the sponsorship of the Surgeon General's Scientific Advisory Committee on Television and Social Behavior, the National Institute of Mental Health, the American Medical Association, the Office of Telecommunications Policy, and the Administration on Aging. Although violence--related findings and indicators have been published most widely, the approach was broadly based from the beginning to collect observations on the role and symbolic functions of several specific aspects of life -- including sex -- presented in television drama.

The research consists of two interrelated parts: (1) Message System Analysis -- monitoring the world of television, and (2) Cultivation Analysis -- determining the conceptions of social reality that television tends to cultivate in different groups of child and adult viewers. The analyses provide information about the geography, demography, character profiles, group relations, and action structure of the world of television, and will focus these images and lessons upon sex, sexuality and contraception especially in relation to adolescents.

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A list of publications describing the analytic framework of Cultural Indicators as well as some of the results of this research may be found in Appendix I.

Message System Analysis

Cultural Indicators research begins with Message System Analysis, a flexible but precise tool for making orderly objective and cumulative observations of programming content. This technique allows us to identify almost any aspect of the television world, so that we can then test its contribution to viewers' conceptions of the real world.

Message System Analysis has been performed on more than ten annual samples of prime-time and weekend daytime network dramatic programming. The data base includes more than a thousand television programs and several thousand characters, actions and relationships. Coded observations are stored in a computer, available for further analysis and study.

The cumulative data base enables us to identify long term trends. For example, our annual Violence Profile and Index has charted the fluctuations of violent relationships and action in dramatic programming for the last ten years. With the annual Message System Analysis and our data bank, we can trace similar fluctuations and developments relevant to the portrayal of sex. Detailed and comprehensive demographic classification enables us to pay special attention to adolescents as well as low-income and minority persons.

Cultivation Analysis

Our up-to-date data bank of patterns and trends in the world of television drama is the foundation for our studies of viewer's conceptions of social reality.

The second step of the research, therefore, determines what viewers learn about the real world from the world of television drama, a world

in which Americans spend more time than in work or school or play. In order to uncover this information, we turn the findings about the television world into questions about social reality. These questions have a "television answer" -- the way it is in the world of television -- and another, different answer which is usually more typical of reality and are presented to viewers as part of national probability and quota surveys.

While no member of society can remain unaffected by an influence so pervasive as television, those who spend more time in the world of television have been found to be more likely to perceive the real world in terms of television's lessons. Responses to our questions allow us to assess the degree to which the more frequent viewers give answers which reflect television's image of the world. These patterns are examined in light of various controls -- age, sex, education, occupation, etc. -- in order to determine the extent to which it is possible to view television's influence as independent, complementary or contrary to other major social variables.

2. Background

Television is accepted as a normal and important part of American life. Most Americans own at least one television set², most people watch

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Jack Lyle, "Television in Daily Life: Patterns of Use, Overview," Television and Social Behavior, Vol. IV, Television in Day-to-Day Life: Patterns of Use, eds. Eli A. Rubinstein, George A. Comstock and John A. Murray, (Washington, D.C.: GPO, 1972), pp. 1-32.

television for at least two to three³ hours each day⁴, and in most areas of the United States, television is available round the clock. Moreover, television is so pervasive that researchers have noted that by the age of eighteen, a child has spent as much time watching television as in school⁵.

Although the communications research literature is replete with content analyses of mass media worlds, there are very few studies that have specifically focused upon the portrayal of sex, sexuality and contraception in television programs. The paucity of research on the portrayal of sex in this medium is especially important because television is one of the only social learning sources about sex that is easily available to adolescents. Bandura and Walters⁶ have noted that because our norms of privacy permit direct viewing of only the most mild and peripheral forms of sexual behavior, American adolescents and children have few opportunities to adequately observe adult sexual behavior. As a result, adolescents depend upon the mass media portrayals, including television, to learn about sexual behavior. Specifically, Walters,

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More recent estimates put this figure at five to seven hours per day.

4

J.P. Robinson, "Toward Defining the Function of Television," op. cit. pp. 568-603; and Lyle, loc. cit.

5

For example, Wilber J. Schramm, Jack Lyle, and Edwin P. Parker. Television in the Lives of Our Children, (Stanford, Calif: Stanford University Press, 1961).

6

A. Bandura and R. H. Walters, Social Learning and Personality Development, New York: Holt, Rinehart and Winston, 1963, p. 65.

Bruen and Parke⁷ have found, in an experiment with male college undergraduates, that sex values and behaviors could be acquired by watching media portrayals.

Baran⁸ has argued that mass media portrayals of sexual behavior that raise adolescents' expectations of what sex should be like may contribute to adolescents' general frustration and dissatisfaction with their own sexual pleasure and satisfaction.

Finally, other studies⁹ found persistent reticence among young men and especially young women to use specific terms for genitals and intercourse.

The portrayal of sex on television has been recently analyzed and reported in two studies. A sample of 61 prime-time programs (excluding movies and specials) aired during October 1975 was analyzed by Franzblau, Sprafkin and Rubinstein¹⁰. This analysis revealed that kissing, embracing, aggressive and non-aggressive touching were the behaviors that appeared most often in television drama. Sexual intercourse, rape and

7
Ibid., pp. 76-78

8
S.J. Baran, "How TV and Film Portrayals alter Sexual Satisfaction in College Students," Journalism Quarterly, 1976, 53, 3, 468-473 and S.J. Baran, "Sex on TV and Adolescent Sexual Self Image," Journal of Broadcasting, 1976, 20, 1, 61-68.

9
Janet S. Saunders and William L. Robinson, "Talking and Not Talking About Sex: Male and Female Vocabularies in Four Communication Contexts," Unpublished Manuscript, University of Missouri, St. Louis, Missouri, 1978.

10
Susan Franzblau, Joyce N. Sprafkin and Eli A. Rubinstein, "Sex on TV: A Content Analysis," Journal of Communication, Spring, 1977, 164-170.

homosexual behavior had virtually no behavioral appearances. Moreover, there were only verbal references to rape and other sex crimes and these usually occurred in the context of discussing crimes that were to be solved as part of a drama or crime adventure program. An interesting finding of this analysis was that there were more (97.2 per hour) physically intimate overt behaviors¹¹ (including non-aggressive touching) during Family Viewing Time (8-9 p.m. EST) than during the late evening viewing hours (9-11 p.m. EST) (69.4 per hour). Finally, physical intimacy usually appeared in situation comedies and variety programs and was not usually portrayed in a sensuous manner.

An analysis of 77 prime-time and Saturday morning dramatic television series aired during the 1976-77 television season was recently completed by Fernandez-Collado and Greenberg¹². These authors found that intimate sexual acts¹³ occurred at the rate of 1.72 per hour. They also found that intercourse between unmarried partners was implied or occurred seven times as often as intercourse between a husband and wife.

The findings of these two content analyses of television drama seem to be in direct conflict. Franzblau et. al. found virtually no acts of

11
kissing, embracing, touching

12
Carlos F. Fernandez-Collado and Bradley S. Greenberg with Felipe Korzenny and Charles K. Atkin. "Sexual Intimacy and Drug Use in TV Series," Journal of Communication, Summer, 1978.

13
includes rape, homosexual acts, intercourse (married and unmarried partners), prostitution, and other intimate behaviors.

intercourse and other very intimate sexual behaviors while Fernandez-Collado et. al. found just under two such acts per hour. A possible reason for the discrepancy is that Fernandez-Collado et. al. include innuendo as an intimate sexual behavior, while Franzblau et. al. had a separate category for this type of sexual portrayal. These two sets of authors also use the terms "intimate sexual behavior" very differently and consequently each study includes very different types of actions in this category -- Franzblau et. al. consider kissing, embracing and touching as intimate behavior, while Fernandez-Collado et. al. seem to include only behaviors of the most intimate nature such as intercourse.

The above discussion reveals that knowledge about the portrayal of sexual behaviors in television programming is sketchy as well as somewhat contradictory. We know that certain sexual acts such as kissing and embracing appear quite frequently while more intimate sexual behaviors such as intercourse appear infrequently. However, that is basically all we know -- we know relatively little about the portrayal of sexual behaviors in regard to the type of characters who exhibit these behaviors, of the context in which these behaviors occur, or the extent of expressing sexuality through innuendo. We also have virtually no information about whether the amount of sex in television drama has increased or decreased over the past ten years. Moreover, no one has examined how the topic of contraception is presented in television drama.

We know nothing about how these portrayals affect people's perceptions of social reality; that is, what do people learn about sex from television? Do people who watch a lot of television have different perceptions of sexuality? And, do adolescents' perceptions of their own

roles vis à vis sexual behavior tend to reflect reality or television?

The many stages of this study will provide answers to these questions. The proposed project will provide a reliable and detailed picture of the way sex, sexuality and contraception are presented in television drama and will provide information about how these images may affect people's perceptions of social reality.

Finally, there is neither reliable knowledge nor broad experience available to guide national, state and local community organizations and media in dealing with and improving these images. Although some recent projects and conferences did attempt to find such common ground, they had only individual program production experience and general surveys or case studies to guide them. None had the kind of special systematic, cumulative, and comprehensive symbolic environmental value and image patterns this study will provide to form the basis for the proposed prototype workshop.

The potential impact of that research base on both public understanding and public and media policy is considerable. Such impact can be compared to that resulting from our recent studies of television violence and the annual Violence Index and Profile which have changed policy and raised public awareness to unprecedented levels.

Given similar goals and procedures, the proposed project should also lead to the development of a Sex Index and Profile which can then be used on an annual basis to monitor and track future media policy and to guide citizen and media policy. Therefore, individual, organizational, media self-regulatory and possible public regulatory policy

(e.g. a new television code provision) are all affected by the objectives of this research and action plan.

The last but certainly not least of our objectives is the wide publication and other dissemination of the findings and their implications. There again, our television violence studies are the best guides to affecting public consciousness as well as policy.

3/ Rationale

Television is the chief creator of synthetic cultural patterns (entertainment and information) for the most heterogeneous mass publics in history, including large groups that have never before shared in any common public message systems. The repetitive pattern of television's mass-produced messages and images forms the mainstream of the common symbolic environment that cultivates the most widely shared conceptions of reality. We live in terms of the stories we tell -- stories about what things exist, stories about how things work, and stories about a value and worth, -- and television tells them all through news, drama, and advertising to almost everybody most of the time.

Television drama is the heart of that process because it offers the most diverse audience of viewers a common and stable pattern of "facts" about life and the world. No member of society escapes the lessons of almost universally enjoyed entertainment, and many millions of viewers seek little other information.

The basic research paradigm -- Cultural Indicators -- underlying the proposed study begins with Message System Analysis, a flexible tool for making orderly, reliable, and cumulative observations of programming content. The technique facilitates the identification of almost any

aspect of the television world, such as sex, sexuality and contraception, so that its contribution to viewers' conceptions of the real world can be determined.

Large aggregates of television output (rather than individual selections from it) are the systems of messages to which total communities are exposed. Message System Analysis focuses on the gross, unambiguous, and commonly understood facts of portrayal. These are the features that can be expected to provide bases for interaction and common assumptions and definitions (though not necessarily agreement) among large and heterogeneous mass publics.

The purpose of the analysis is to provide systematic, cumulative, and reliable observations about many different aspects of program content, such as sex, sexuality and contraception.

The second half of this research paradigm, -- Cultivation Analysis -- uses the findings from the Message System Analysis to investigate relationships between television content and viewers' conceptions of social reality.

Cultivation Analysis is the study of what is usually called effects or impact.¹⁴ The "effects" of a pervasive medium upon the composition and structure of the symbolic environment are subtle, complex, and intermingled with other influences. Moreover, the concept of causation, borrowed from simpler experimental studies in the physical and biological sciences, is not fully applicable to the steady flow of images and messages that comprise much contemporary popular culture.

14

See George Gerbner and Larry Gross, "Living with Television: The Violence Profile", Journal of Communication, Spring, 1976, for a discussion of why these terms are inappropriate to the study of broad cultural influences.

People are born into a culture that cultivates their needs as well as their satisfactions. Culture affects assumptions about facts as well as responses to them. In modern cultures demand and supply are manufactured. Social and psychological characteristics draw individuals to select certain types of content which, in turn, nourish and cultivate those characteristics. Innumerable facts (and values) outside of personal experience can only be learned and related values derived from the mass media or from others who have learned them from the mass media. Increasingly, media-cultivated facts and values become standards by which we judge even personal experiences and family and community behavior. The general stability of, rather than any specific change in, these patterns is the principal contribution of media to ideas and behavior.

A persistent difference in the exposure to messages that cultivate perspectives need not result in a major shift in personal outlook and behavior to have profound consequences. A barely perceptible shift of a few degrees average temperature can lead to an ice age or make the desert bloom. A slight but pervasive tilt in the cultural climate can have major social and public policy implications. The closer a vote, a decision, a public policy issue, the smaller the shift needed for change, and the more rigid the forces of stability might be. This is one reason why we prefer to speak of the contribution of television to the cultivation of common perspectives rather than of its achieving any specific or preconceived goals, impact, or effects.

Cultivation Analysis begins with the patterns found in the "world" of television drama. The message system composing that world presents coherent images of life and society. How are these images reflected in the assumptions and values held by audiences? How are the "lessons" of symbo

symbolic behavior presented in fictional forms applied to conceptions about real life?

The problem of studying television's "effects" is compounded by the fact that today nearly everyone "lives" to some extent in the world of television.¹⁵ Without control groups of non-viewers it is difficult to isolate television's impact. Experiments do not solve the problem, for they are not comparable to people's day-to-day television viewing. Our approach reflects the hypothesis that heavier viewers of television, those more exposed than lighter viewers to its messages, are more likely to understand social reality in terms of the "facts of life" they see on television. To investigate this hypothesis, samples of respondents are partitioned according to television exposure. By contrasting light and heavy viewers, some of the difference television makes in people's conception of social reality can be examined.

Naturally, there are factors other than television viewing that may account for some of these differences. Since it is well known that heavy television viewing is part and parcel of a complex syndrome which also includes lower education, lower mobility, lower aspirations, higher anxieties, and other class, age, and sex-related characteristics, our analyses are designed with statistical controls for these and other demographic and descriptive variables. That is, these characteristics are held constant when comparing responses of heavy and light viewers in relatively homogeneous groups. For example, since college-educated respondents may answer differently than non-college respondents, we exam

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Marilyn Jackson-Beeck, "The Non-Viewers: Who are they?", Journal of Communication, Summer, 1977.

examine heavy and light viewer respondents within the college and non-college groups as well as between them.

The investigation of television's relationship to viewers' conceptions of social reality begins with systematic analysis of the world of television drama. Message System Analysis reveals how certain "facts" and aspects of social reality are presented in television drama; these "facts" are then compared with other conceptions of the same "facts" and aspects derived from direct and independent observations, such as U.S. Census figures.¹⁶

Once the "television view" and the "real world" or some other view of selected facts and aspects of social reality have been determined, questions are constructed that focus upon these facts and aspects of life. Each question has an inferred or objectively determined "television response" reflecting the "television view" of the facts, and a "non-television answer."

Next, heavy and light viewers are questioned about their perceptions of the facts. To the extent that patterns of life presented in dramatic television programs cultivate distinct conceptions of social reality, heavy viewers are expected to be more likely than light viewers to choose answers that reflect television perspectives. Our research strategy, instrumentation, and samples are designed to establish the extent to which and the ways in which television cultivates such patterned responses.

¹⁶ For example, in prime-time television drama aired from 1969 through 1977, 64 percent of major characters and 30 percent of all characters (major and minor) were involved in violence as perpetrators, victims or both. According to the 1970 Census, there were only .32 violent crimes per 100 persons. In the world of television, therefore, one has between a 30 and 64 percent chance of being involved in violence, but, in the real world, only a one-third of one percent chance.

-16-

B. SPECIFIC AIMS

1. Provide a reliable and detailed picture of the way sex, sexuality and contraception have been presented in television drama since 1969. Special attention will be paid to the portrayal of adolescents' sexual mores and behavior in television drama.
2. Determine how these portrayals affect people's (especially adolescents) conceptions of sex, sexuality and contraception. That is, the research will help answer the following questions. What do people (especially young people) learn about sex from television? Do people who watch a lot of television-- with other factors controlled-- have different conceptions of sexuality and sexual practices? Do adolescents' perceptions of their own roles vis à vis sexual behavior tend to reflect the world of television?
3. Develop a Sex Index and Profile that can be used on an annual basis to monitor and track media policy and to guide citizen and media policy.
4. Conduct a prototype workshop of thirty (30) invited participants from the government, the academic community and media to help review and develop organizational and media policy in regard to television and sexuality in light of the findings.

C. METHODS OF PROCEDURE

1. Research Plan

The proposed study is divided into three parts:

- (1) Secondary Analysis of the Cultural Indicators Project and other relevant data bases relating to sex, sexuality and contraception.
 - (a) Secondary Analysis of Message System Analysis data base to isolate the portrayal of sex in prime-time and weekend daytime dramatic network television programming.
 - (b) Secondary Analysis of Cultivation Analysis survey data collected for two samples of adults.
- (2) Development, pilot testing and implementation of a Message System Analysis recording instrument focusing upon the portrayal of sex and contraception in prime-time network dramatic programming.
- (3) Development and implementation of an instrument for Cultivation Analysis focusing upon relevant ideas and behaviors about sex that television viewing tends to cultivate.

(1) Secondary Analysis of the Cultural Indicators Project Data Archives

The Cultural Indicators Data Archives consist of two bodies of data -- Message (content) Analysis data (coded observations of "facts of life" in samples of network television drama) and Cultivation Analysis data (responses of adult and child viewers reflecting what they learn from televised "facts of life").

Message System Analysis

Message System Analysis is designed to investigate the aggregate and collective premises defining life and its issues in representative samples of mass-produced symbolic material. Such analysis rests on the reliable determination of unambiguously perceived elements of communications. Its data base is not what any individual would select but what an entire national community absorbs. It does not attempt to interpret single or selected units of material, or draw conclusions about artistic merit or ability to "sell" products. The analysis is limited to functions implicit in the prevalence, rate, symbolic structures and distribution of clear and common terms in the samples. 17

The proposed secondary analysis will isolate the portrayal of sex in prime-time and weekend daytime network dramatic television programming. The analysis will use a data base consisting of nine one-week samples (1969-1977) of programs aired in the early to mid-fall of 18

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A description of the analytical framework can be found in "Toward Cultural Indicators: The Analysis of Mass Mediated Public Message Systems" by George Gerbner, in The Analysis of Communication Content: Development in Scientific Theories and Computer Techniques, edited by George Gerbner et. al., New York: John Wiley and Sons, 1969.

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A sample of an entire week of dramatic programming has been demonstrated to be as generalizable to a year's programming as larger randomly selected samples. A sampling experiment, conducted in 1969, found no significant differences between dimensions of program style, format, type and tone across the solid week sample and a sample constructed according to the same time parameters but selected by a one program a day random selection procedure. Michael F. Eleey, "Variations in generalizability resulting from Sampling Characteristics of Content Analysis Data: A Case Study (The Annenberg School of Communications, University of Pennsylvania, 1969). In addition a sampling experiment conducted in the spring of 1977 revealed no significant differences across dimensions of programming (George Gerbner et. al., Journal of Broadcasting, Summer, 1977.)

each year, and two (1975 and 1976) one-week samples of programs aired in the early spring of these years. The programs included in these samples were videotaped and subjected to a recording instrument divided into four sections: the program as a whole, the characters, violent actions, and close personal relationships of characters . An outline and brief description of the recording instrument may be found in Appendix II.

The initial analysis will sketch the general contours of sexual activity in prime-time and weekend daytime network dramatic television programming since 1969. It will present a more detailed description of the portrayal of sex in dramatic programs broadcast in the 1977-78 television season. This analysis will focus upon several aspects of sexual interactions in these programs, including the nature (verbal, innuendo, physical), type (heterosexual, homosexual), and degree (minor, major) of sexual interaction. In addition, information is available about the appearance of a number of sex-related activities such as kissing, seductiveness, sexual inadequacy and contraception.

19

Data on character's close personal relationships is available only from 1973.

In addition the Cultural Indicators data archives contain data for major characters on a few sex-related message system items. Items focusing upon the Sexual Orientation and Romantic Involvement of major characters were coded for the 1975-1977 samples and an item isolating the sex-appeal of major characters was added to the recording instrument used to code the 1977 sample. Finally, three items are available that isolate sex in the close personal relationships of characters. Information about the type of sexual interaction is available from 1975, and data from two items isolating the Basis for Attraction and the Sexual Nature of the Relationship are available for the 1977 sample. Finally, the analysis will devote special attention to how adolescent characters are characterized on these sex-related content items.

Reliability of Variables

An important aspect of the Cultural Indicators Message System Analysis is the assessment of the reliability of each item in the recording instrument. The purpose of reliability measures in this type of analysis is to determine the degree to which the data reflect the properties of material under investigation, rather than contamination of instrument ambiguity or observer bias. The measures used in the assessment of reliability for the Cultural Indicators Messages System Analysis are agreement coefficients which indicate the degree to which agreement among independent pairs of observers is above chance . For most of

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Please see the discussion of reliability on page 25 of this proposal for a full description of the way reliability is assessed for this project.

the variables that will be used in the proposed analysis the acceptable agreement coefficient will be .600. However, for certain items the minimum coefficient may have to be reduced to .500. In all cases where the reduced minimum standard must be used, it will be noted.

Cultivation Analysis

The Cultural Indicators Project Data Archives also consist of responses to questions about social reality. Some of these questions have a "television answer" -- the way it is in the world of television -- and another different answer, which is usually more typical of reality. These questions are presented to adults as part of national probability or quota surveys, and to children in group tests and interviews. The proposed analysis will use only the adult surveys. The cultivation questions included in these surveys focus upon a variety of topics such as fear and violence, occupations, the "mean-world" syndrome, aging, sex and sex-role orientations, and general life-styles.

This part of the secondary analysis of Cultural Indicators data will analyze data from two ²¹ samples of adult respondents that were obtained by the Cultural Indicators Project from the National Opinion Research Center.

National Opinion Research Center (NORC75 and NORC77)

The NORC75 data base consists of personal interviews of a national modified probability ²² sample (N=1490) collected in March and April 1975.

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Data from a third NORC Social Survey (1978) may be included in this analysis if questions relating to sex and sexuality were included in the interview schedule.

22

Half block quota, half full probability.

NORC 77 consists of data from personal interviews of a national full probability (household based) sample (N=1530) collected in February and March of 1977. Both surveys were conducted by the National Opinion Research Center.

The data are from NORC's 1975 and 1977 General Social Surveys that provide demographic and media use information as well as questions about life. Specifically, there are a number of questions relating to sex, pornography and contraception that will be analyzed by media use and demographic data.

- (2) Development, Pilot Testing and Implementation of a Message System Analysis Recording Instrument focusing upon the portrayal of sex and contraception in prime-time network Television Drama

Message System Analysis

This proposal calls for the analysis of approximately 800 prime-time programs in the Cultural Indicators Project videotape archive. This is the most important and extensive part of the proposed research. It will focus only upon prime-time programs for two reasons -- first, sex is rarely portrayed in weekend daytime programs and second, it would take a considerably larger amount of funding to fully code the entire videotape archive. The principal aspects of methodology involved in this part of the research are the instrument of analysis, the sample, the training of analysts, the coding procedure, and the assessment of the reliability of the observations.

Recording Instrument Development: Testing and Implementation

An important part of the proposed research is the development and testing of an appropriate recording instrument. This instrument has

been partially developed (see page 42 of Appendix II) and used to code the 1977 sample of network dramatic programs. However, the instrument will be further refined and developed so as to more fully isolate the portrayal of sex and contraception in these programs. It will also have a section devoted to the portrayal of the sexuality and sexual behavior of adolescent television characters.

The expanded and revised instrument will undergo several testing sessions. First, members of the staff will use the recording instrument to code two or three programs. The staff will meet and discuss all problems encountered in the initial testing period. Second, the recording instrument will be pilot tested on a sample of 30 programs. Finally, the full scale analysis will be conducted on all prime-time programs in the Cultural Indicators videotape archive aired from 1969-1977. The data collected for these programs will be added to the data originally collected as part of the ongoing Cultural Indicators Project Message System Analysis.

Coding and Training Procedures

In Message System Analysis coders are trained in a specialized kind of observation. They must reliably make the discriminations required by the recording instrument and record them in a specified form. Coders focus on what is presented in the material and not how it might be judged by a critical viewer. Their task is to generate the data for the subsequent analysis that will permit interpretation of the common message elements and structures available to a public of diverse viewers.

For the full analysis of this sample, a coding staff of between 16 and 20 coders will be recruited. The training period will require 2 weeks of instruction and testing. An introductory session will be devoted to item-by-item discussion of the recording instrument. The trainee group will be subsequently split into randomly assigned coding teams of two each, and all coder-pairs then will view and code three selected programs that have been viewed and coded by the staff. Each coder-pair will work independently of all other pairs, and will return a joint coding for each program. In the next general meeting, the entire staff will discuss the difficulties encountered in the three program exercise. When these problems have been resolved, the coder-pairs will code an additional seven programs.

The data generated by the coder-pairs on the ten training programs will be keypunched and subjected to computerized analysis. On the basis of these results, instructions and variables will be further discussed and if necessary, revised. Moreover, idiosyncratic coder-pairs will be isolated. The coder-pairs who survive this testing process will proceed to analyze the sample of programs.

During both the training and data-collection phases, coder pairs can monitor the assigned videotape of the program as often as necessary. Approximately 50 percent of the programs in the 1969-77 samples will be recorded independently by two separate coder-pairs to provide double-coded data for the reliability analysis.

The final set of data will be compiled from the double-coded data base by randomly selecting one of the two codings for each program. As

a last check against deviant coding, and before the final data selection, reliability measures will be computed for each coder-pair. This procedure will help identify problem coder-pairs who may not have been screened out in the training and pre-test phase. In such an instance, the data recorded by the questionable pair will be excluded from the final selection.

Assessment of Reliability

Reliability measures are designed to ascertain the degree to which the recorded data truly reflect the properties of the material being studied and not the contamination of observer bias or of instrument ambiguity. Theoretically both types of contamination are correctable, either by refining the instrument or intensifying coder training; or as a last resort, by eliminating the unsalvageable variable or dismissing the incorrigible coder. Measures of reliability thus serve two functions: as a diagnostic tool in the confirmation of the recording process, and as final evaluators of the accuracy of the phenomena's representation in the actual recorded data. The reliability analysis will be of extreme importance in the pilot testing because the results of this analysis will lead to revisions of the recording instrument.

Five computational formulae are currently available for calculating the coefficients of agreement. The variations are distinguished by a difference function, the form of which depends upon the scale type of the particular variable being analyzed. Except for their respective scale--appropriate sensitivity to deviations from perfect agreement, the coefficients make the same basic assumptions as the prototype for nominal

scales devised by Scott²³. Thus, in the case of the binary variable,
all formulae yield identical results²⁴.

The reliability of the analysis is thus ascertained by multiple codings and the measured agreement of trained analysts on each item. If one were to substitute the perceptions and impressions of casual observers, no matter how sophisticated, the value of the investigation would be reduced, and its purpose confounded. Only an objective analysis of unambiguous message elements, and their separation from personal impressions left by unidentified clues, can provide the basis for comparison with audience perceptions, conceptions, and behavior.

(3) Development and Implementation of Cultivation Analysis focusing upon sexuality

The final phase of the proposed research will involve the development and implementation of a Cultivation Analysis instrument to determine the notions of sexuality that may be cultivated by television.

Cultivation Analysis begins with the patterns found in a "world" of television programming (e.g. dramatic programming). The common message systems composing that world present a coherent image of life and society as well as an image of certain groups of people. How is this image

23

William A. Scott, "Reliability of Content Analysis: The Case of Nominal Scale coding," Public Opinion Quarterly, 17:3, 321-325, 1955.

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For the derivation of the formulae and discussion of their properties, see Klaus Krippendorff, "A Computer Program for Analyzing Multivariate Agreements, Version 4," Mimeo, Philadelphia: University of Pennsylvania, the Annenberg School of Communications, July 1973. For a more extended discussion by the same author of part of this family of coefficients see "Bivariate Agreement Coefficients for the Reliability of Data," in E.F. Borgatta, ed., Sociological Methodology, 1970, San Francisco: Jossey-Bass.

reflected in the images, expectations, definitions, interpretations, and values held by its audiences? Do people see the world as it is presented in television?

This step of the research will determine what viewers learn about sex and contraception from the world of television; that is, findings about the image of sex will be turned into questions about conceptions of sexuality. Each of these questions will have a "television answer" (the way it is in the world of television) and another, different answer (usually the way it really is). For example, we may ask about the prevalence of prostitution and what type of people are likely to use prostitutes. We may also ask if people usually use contraceptives. Finally, this instrument will include cultivation questions, focusing upon sex and violence and sex and the adolescent. An important part of the proposed research will be concerned with turning findings about sex from the Message System Analysis of dramatic programs into questions suitable for Cultivation Analysis.

The full implementation of the Cultivation Analysis Instrument will involve giving these questions to adults in a specially commissioned quota survey. A quota sample will be used to insure that the sample has a pre-determined percentage (for example 33 percent) of adolescents. Responses of this sample to the questions will be related to age, television exposure, other media habits, as well as a number of demographic characteristics. The responses of light, medium and heavy television viewers -- with other characteristics held constant-- will indicate what conceptions of social reality the viewing of television tends to cultivate in what groups and to what extent. The analysis will focus specifically upon the response to these questions. We will also be

interested in determining whether or not people's perceptions of sex and sexuality tend to change with age and/or whether or not these perceptions are related to television viewing habits.

This is the general framework in which we propose to carry out the investigation of television's contribution to public conceptions of sex and contraception. In addition to filling a critical gap in understanding the opportunities for and barriers to greater public support for programs relating to sex-education that television entertainment represents, the proposed study will also establish the basis for an organizational--media workshop and for the continuing monitoring of these issues and policies, as well as for the other dissemination and utilization efforts described below.

2. Organization and Management Plan

The project will be implemented by three Co-Principal Investigators (see Application for Vitae and Bibliographies of Co-Principal Investigators.)

Dr. George Gerbner will have major responsibility for the Message System Analysis phases of the research and Dr. Larry Gross will oversee the research relating to Cultivation Analysis. Dr. Nancy Signorielli will serve as the Project Director (Project Manager) and will be responsible for coordinating the research. She will oversee all data collection, processing and analysis and will supervise the support staff (two graduate student assistants, an Information Systems Technician, Data Control Clerk and Message System Analysis Coders).

The proposed survey of adults will be conducted by a survey research facility such as the National Opinion Research Center (NORC) or the Opinion Research Center (ORC). This decision will be determined in the

second year of the project because the interview schedule and sampling plans must be based upon findings from the preceding phases of the project.

The final report of the research findings will be written by the Drs. Gerbner, Gross, and Signorielli. The complete Dissemination and Utilization Plans, including the proposed mailings, the press conference, and workshop (see the next section of this proposal) will be developed and implemented by the three Co-Principal Investigators. Dr. Signorielli will be the coordinator for this phase of the project.

3. Dissemination and Utilization Plan

The results of the research will be disseminated by popular and scholarly publications and by direct mailing. The principal precedents to guide that plan are the dissemination of the results of our annual television violence reports.

A press conference coordinated with CPR staff will initiate press and popular magazine coverage of the results and will announce the forthcoming workshop of organizational representatives, communications researchers, and media (particularly television network) personnel. At the conclusion of the workshop, another press release will announce the agreements reached between workshop participants, and other follow-up research and action plans.

The workshop itself will be held in Philadelphia at the conclusion of the research. It will be confined to an invited group of about 30

participants. Its purpose will be to serve as a prototype for similar workshops in other parts of the country. (A plan and grant application for the additional workshops will be submitted separately.)

The invited participants will be representatives of federal and community organizations (to be selected in cooperation with CPR staff); prominent communications researchers (including the co-principal investigators) and television writers, producers; and network Standards and Practices (Production Code) representatives.

The workshop will consist of four working sessions, attended by all participants. Three of these sessions will be conducted by and devoted to the specific interests and needs of each of the three types of participants. The first will be conducted by the Co-Principal Investigators for this project and will present and discuss the findings and implications of the research. The second session will be conducted by representatives of federal and community organizations and will explore social and organizational policy objectives with reference to the findings and their implications. The third will be conducted by media representatives and will elaborate the television network and other media policies, constraints, and recommendations.

The fourth and final session will be conducted by a representative from each of the three groups of participants. The final session will work out the areas of agreement (and/or disagreement) that may provide common ground for both organizational and media policies with regard to television and sexuality, and make recommendations for further monitoring, workshops, and other follow-up efforts.

4. Human Subjects

1. The Sample

The human subjects who will partake in the proposed research will be respondents in a national survey (quota or probability sample) that will be conducted by a well known survey research company such as the National Opinion Research Center (NORC), University of Chicago or Opinion Research Corporation (ORC), Princeton, New Jersey. The sample will probably be a quota sample, one third of which will be adolescents. Since the basic research interest focuses upon determining if there is a relationship between adolescents' conceptions about sex, sexuality, and contraception and television viewing, it is imperative that adolescents be included in the sample of respondents.

2. Risks and Benefits

We believe that respondents will not be exposed to any risks in answering the factual questions that will be developed to determine if respondents' ideas and information about sexuality and contraception reflect the television world. Furthermore, respondents will be able to refuse to answer any objectional questions.

Since television is such a pervasive medium and plays an important role in the lives of most people, the findings of this research can be used to assess whether or not media portrayals of sex, sexuality, and contraception are detrimental or beneficial to society. Finally, since

some of the questions will focus upon media use, it is possible that respondents will become more thoughtful about how they use television and other mass media.

Overall, we think that the benefits of these procedures far outweigh the possible risks to respondents.

3. Confidentiality Procedures:

Since the data will be collected by an external survey research firm, we will not have access to the names of the respondents. Moreover, only identification numbers will be used in our computerized data files. These numbers must be used so that we can easily keep track of each respondent's responses. We do not anticipate that there will be any problems in maintaining the confidentiality of respondents.

D. SIGNIFICANCE

Culture is that system of messages which cultivates patterns of shared images and, therefore, of social behavior, relationships, and interactions. Enculturation is that critical aspect of socialization which denotes the development of stable images of self and the world, and of how to behave in one's world. The dominant communication agencies produce message systems that cultivate the broadest common notions of what is, what is important, and what is right. They structure the public agenda of existence, priorities, and values. People use this agenda -- some more selectively than others -- to support their ideas and actions. Any significant change in the technology, content, ownership, clientele, outlook, or other institutional characteristics of dominant communication agencies may alter the patterns.

In a folk culture, the production of traditional symbols and figures (representations of gods, chiefs, demons, animals, and men), the conduct of rituals, and the spinning of tales inspire awe and strike terror, as needed, to control the "growing up" process. In mass cultures, institutional policies and manufactured symbolic commodities cultivate norms of conduct.

Mass communication is the extension of institutionalized public enculturation beyond the limits of face-to-face and any other personally mediated interaction. This becomes possible when technological means are available and social organizations emerge for the mass production and distribution of messages. Mass media are such technological means and social organizations, with television being the most broadly shared and ubiquitous of American mass media.

A long series of private and government commissions, Congressional committees, and foundation-supported studies have, since the 1930'ies, called for some sort of media surveillance. But none of these proposals spelled out how that might be done, or limited the scope to manageable proportions clearly relevant to scientific purpose and public policy. And, at any rate, none of them was implemented.

Our prior and ongoing studies of violence and aging, supported by the Surgeon General's Scientific Advisory Committee on Television and Social Behavior, the National Institute of Mental Health, the American Medical Association, the Administration on Aging, and other agencies, have established the basis for and have demonstrated the feasibility of this type of research. Social scientists, legislators, and government agencies have called for the development of indicators and profiles of cultural trends relevant to salient issues of social health such as conceptions of sex, sexuality and contraception.

We need to know general trends in the cultivation of assumptions about sexuality and contraception before we can validly interpret specific relevant policies or facts of individual and social response. Interpretations of public opinion (i.e., published responses to questions elicited in specific cultural contexts), and of many media and other cultural policy matters, require indicators similar to the accounts compiled to guide economic decisions and to inform social policy-making.

The most general significance of the proposed research will be, therefore, that of a systematic and reliable surveillance of mass-cultural configurations relating to sex, sexuality, and contraception and their symbolic functions in our society. Specifically, the research will demon-

strate that mass-distributed (televised) dramatic entertainment provides common and ritualistic demonstrations of social relationships, powers, and values that cultivate pervasive public conceptions of sexual reality, related to mental health and social behavior.

E. FACILITIES AVAILABLE

The Annenberg School of Communications, University of Pennsylvania, is a graduate school devoted to the training of researchers and scholars in the field of communications. It has the faculty, staff, facilities, and other trained personnel necessary for the guidance and conduct of this study.

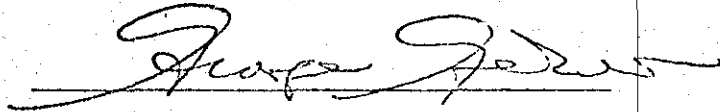
Adequate space, computer terminal, videotape equipment, and central facilities, and all other School and University resources for supporting large-scale research projects are available to this study.

G. PRINCIPAL INVESTIGATOR ASSURANCE

The undersigned agree to accept responsibility for the scientific and technical conduct of the research project and for provision of required progress reports if a grant is awarded as the result of this application.

6/23/78

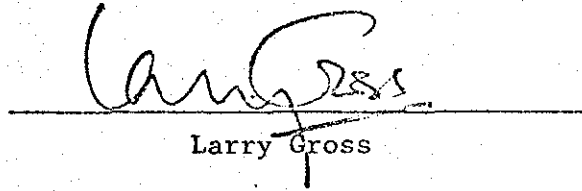
Date



George Gerbner

6/26/78

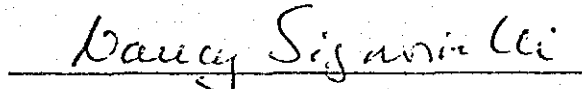
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Larry Gross

6.23.78

Date



Nancy Signorielli

APPENDIX I

BACKGROUND PUBLICATIONS DESCRIBING THE THEORY
AND METHODOLOGY FOR THE PROPOSED RESEARCH

Background Publications Describing the Theory
and Methodology of the Research

Gerbner, George, "Toward 'Cultural Indicators': The Analysis of Mass Mediated Message Systems." AV Communication Review, 1969. Also Chapter 5 in The Analysis of Communication Content, see next item.

Gerbner, George, Ole R. Holsti, Klaus Krippendorff, William J. Paisley, Philip J. Stone, editors, The Analysis of Communication Content: Developments in Scientific Theories and Computer Techniques. New York: John Wiley & Sons, 1969.

Gerbner, George, "Cultural Indicators: The Case of Violence in Television Drama." The Annals of the American Academy of Political and Social Science, March, 1970.

Gerbner, George, "Violence in Television Drama: Trends and Symbolic Functions." in Television and Social Behavior, Vol I. Content and Control, G.A. Comstock and E.A. Rubinstein (editors), Washington: Government Printing Off., 1972.

Gerbner, George, "Communication and Social Environment." Scientific American, September, 1972. Reprinted in Communication: A Scientific American Book, San Francisco, CA., W.H. Freeman and Company, 1972.

Gerbner, George, Larry Gross and William H. Melody, editors, Communications Technology and Social Policy. New York: John Wiley and Sons, 1973.

Gerbner, George and Larry Gross, "The World of Television: Towards Cultural Indicators," Intermedia, (Journal of International Broadcast Institute), December 1975.

Gerbner, George and Larry Gross, "The Scary World of TV's Heavy Viewer," Psychology Today, April 1976.

Gerbner, George and Larry Gross, "Living with Television: The Violence Profile," Journal of Communication, Spring 1976.

Gerbner, George, Larry Gross, Michael F. Eeey, Marilyn Jackson-Beeck, Suzanne Jeffries-Fox, and Nancy Signorielli, "TV Violence Profile No. 8: The Highlights," Journal of Communication, Spring 1977.

Gerbner, George, "Comparative Cultural Indicators," In Mass Media Policies in Changing Cultures, George Gerbner (editor), New York: John Wiley and Sons, 1977.

Gerbner, George, Larry Gross, Michael Eeey, Marilyn Jackson-Beeck, Suzanne Jeffries-Fox, and Nancy Signorielli, "The Gerbner Violence Profile: An Analysis of the CBS Report," Journal of Broadcasting, Summer, 1977.

Gerbner, George, Larry Gross, Marilyn Jackson-Beeck, Suzanne Jeffries-Fox and Nancy Signorielli, "Violence Profile No. 9: Trends in Network Television Drama and Viewer Conceptions of Social Reality, 1967-1977," The Annenberg School of Communications, University of Pennsylvania, March, 1978.

Gerbner, George, Larry Gross, Marilyn Jackson-Beeck, Suzanne Jeffries-Fox and Nancy Signorielli, "Cultural Indicators: Violence Profile No. 9," Journal of Communication, Summer, 1978.

Gross, Larry, "The Real World of Television," Today's Education (the Journal of the National Education Association), Jan-Feb, 1974.

Gross, Larry, "How True is Television's Image," in Getting the Message Across, Paris: The UNESCO Press, 1977.

Gross, Larry, "Television as a Trojan Horse," School Media Quarterly, Spring, 1977.

Gross, Larry and Suzanne Jeffries-Fox, "What do you want to do when you grow up, little girl? Approaches to the Study of Media Effects," in Home and Hearth: Images of Women in the Mass Media, Gay Tuchman, et al., editors, New York: Oxford University Press, 1977.

Signorielli (Tedesco), Nancy, "Patterns in Prime Time," Journal of Communication, 1974, 24:2, pp. 119-124.

Signorielli (Tedesco), Nancy, "Men and Women in Television Drama: The Use of Two Multivariate Techniques for Isolating Dimensions of Characterization," Ph.D. Dissertation, University of Pennsylvania, Philadelphia, Pennsylvania, 1975.

APPENDIX II

OUTLINE OF THE MESSAGE SYSTEM ANALYSIS

RECORDING INSTRUMENT

CULTURAL INDICATORS PROJECT
TV MESSAGE ANALYSIS

THE ANNENBERG SCHOOL OF COMMUNICATIONS
UNIVERSITY OF PENNSYLVANIA

OUTLINE OF RECORDING INSTRUMENT
October 7, 1977

ADMINISTRATIVE ITEMS

Year of Program
Air Date of Program
Duration of Program (in minutes)
Network
Format (cartoon, TV play, film)
Type of Program (crime, western, action-adventure, other)
Time Broadcast (daytime or evening)

SECTION A: THE PROGRAM

By program is meant a single fictional story presented in dramatic form. For the purpose of this recording instrument it need not be identical with the term as used in newspaper TV "program" listings, though it may be. A half-hour cartoon show therefore may contain three complete ten-minute plots; each of these ten-minute dramatic entities would then constitute a separate "program," and each would be separately analyzed by this instrument.

I. General

1. Tone of Program
2. Place of Major Action
3. Date of Major Action
4. Setting of Major Action

II. Themes and Aspects of Life

5. Nature
6. Supernatural
7. Science
8. Politics
9. Law Enforcement
10. Crime
11. Mass Communications
12. Business
13. Schools
14. Religion
15. Financial Success
16. Close Relationships between the Sexes
17. Home and Family
18. Minority Groups
19. Armed Forces

- III. Health and Medical Aspects
 - 20. Physical Handicap
 - 21. Physical Illness
 - 22. Mental Illness
 - 23. Use, Abuse of Drugs, Narcotics
 - 24. Use, Abuse of Alcohol

- IV. Armed Forces
 - 25. Nature of Armed Forces
 - 26. Role of Armed Forces

- V. Violence
 - 27. Seriousness of Violence in Program
 - 28. Significance of Violence in Program
 - 29. Reference to Violence in Program

- VI. Sexual Interaction and Portrayal
 - 30. Type of Sexual Interaction
 - 31. Nature of Portrayal of Sex
 - 32. Seriousness of Sexual Interaction in Program
 - 33. Degree of Sexual Interaction in Program
 - 34. Violence and Sexual Interaction
 - 35. Casual Physical Contacts
 - 36. Kissing
 - 37. Embracing
 - 38. Flirting and seductiveness
 - 39. Socio-Sexual Norms
 - 40. Heterosexual Intercourse
 - 41. Sexual Inadequacy
 - 42. Homosexual Behavior
 - 43. Rape
 - 44. Sexual Commerce, prostitution, etc.
 - 45. Sadism and/or Masochism
 - 46. Nudity -- partial
 - 47. Nudity -- full
 - 48. Sexual Innuendo (with canned laughter)
 - 49. Sexual Innuendo (without canned laughter)
 - 50. Terms of Endearment
 - 51. Sexy and Revealing Clothing

Section B and B*: The Characters

Leading Characters: Those characters who play leading roles representing the principal types essential to the story.

Minor Characters: All speaking characters except those already analyzed as leading characters.

The items coded for both leading and minor characters are denoted by an asterisk ("*")

I. Demographic

1. *Humanity
2. *Sex
3. *Chronological Age
4. *Social Age
5. *Race
6. Nationality
7. Religion
8. Socio-Economic Status

II. Occupation

- *Description of Occupation
9. *Field of Activity related to Occupation

III. Health

10. Physical Handicap
11. Physical Illness, injury requiring treatment
12. Mental Illness, abnormality
13. Drug Addiction
14. Alcoholism

IV. Home and Family

15. *Marital Status
16. *Homemaking Activities
17. Presence of referral to Parent(s)
18. *Presence or referral to character's natural children
19. *Presence or referral to character's responsibility for children who are minors
20. Presence or referral to other relatives
21. Importance of Family Live to Character

V. Sex and Romance

22. Sexual Orientation
23. Romantic Involvement
24. Sex Appeal of Character

VI. General Role

- 25. Seriousness (comic or serious role)
- 26. *Type of Character ("good" - "bad")
- 27. *Success
- 28. Happiness

V. Criminality and Violence

- 29. Crime Committed by Character
- 30. *Violence Committed by Character
- 31. *Victimization of Character

VIII. Personality Traits

- 32. Attractiveness
- 33. Fairness
- 34. Sociability
- 35. Warmth
- 36. Strength
- 37. Potency
- 38. Physical Stature
- 39. Smartness
- 40. Rationality
- 41. Stability
- 42. Efficiency
- 43. Sex-Appeal
- 44. Youthfulness
- 45. Happiness
- 46. Affluence
- 47. Cleanliness
- 48. Peacefulness
- 49. Supportiveness
- 50. Aggression
- 51. Assertiveness

SECTION C: THE VIOLENT ACTION

Violence is defined as the overt expression of physical force, (with or without a weapon) against self or other, compelling action against one's will on pain of being hurt or killed, or actually hurting or killing. It must be plausible and credible, no idle threats, verbal abuse, or gestures with no credible violence consequences. May be intentional or accidental; violent accidents, catastrophies, and acts of nature are included.

Violent Action is a scene of some violence confined to the same agents. Even if the scene is interrupted by a flashback, etc., as long as it continues in "real time" it is the same act. However, if a new agent(s) enter the scene, it becomes another act.

- I. Scene
 1. Sequence of Violent Act
 2. Continuation (Is action a continuation of preceeding act?)
 3. Duration of Violent Action (in seconds)
 4. Tone of Violent Action
 5. Time of Violent Action
 6. Place of Violent Action
 7. Setting of Violent Action
 8. Witnesses to Violent Action

- II. Agents
 9. Number of Participants in Violent Action
 10. Humanity of Agents
 11. Accident
 12. Criminal Nature of action
 13. Familiarity of Agents
 14. Agents of Law: Capacity
 15. Agents of Law: Necessity of Violence
 16. Agents of Law: Role in Violence

- III. Means (agency or weapon) used
 17. Handgun
 18. Other Firearm
 19. Larger Military Instrument
 20. Explosive (non-military)
 21. Club, lubdgeon, or other Hitting Instrument
 22. Knife, dword, or other Slashing or Stabbing Instrument
 23. Rope, chain, or other Binding Instrument
 24. Body -- hand, foot, etc.
 25. Other means or causes

- IV. Consequences
 26. Recovery of Victim
 27. Pain or Suffering shown by victim
 28. Number injured
 29. Number killed

Section D: Close Personal Relationships

Two types of relationships are included in this analysis

- (1) Those which involve characters who are members of the same family, married to each other, or are romantically involved. All such relationships are coded even if their presentation is only sketchy.
- (2) Relationships other than familial, marital, or romantic, in which the partners are relatively close to and/or familiar with each other, at least by the end of the program. Mere acquaintances, casual, or brief interactions are not included.

I. Type of Relationship

1. Family - Romance
2. Kinship
3. Work Relationship

II. General Aspects of the Relationship

4. Beginning state of the relationship (warm, hostile)
5. Ending state of the relationship (warm, hostile)
6. Length of Acquaintance
7. Happiness of relationship
8. Sexual Interaction in relationship
9. Basis for sexual attraction
10. Nature of the relationship

III. Conflict

11. Amount of conflict
12. Source of conflict