

Mass Media in American Politics

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POSC 3430, Spring 2019
T, Th 9:30am-10:45am
Classroom: Tillman Hall 218

Course Description

What role do the media play in American democracy? Are the media enlightened conveyors of critical information? Do they operate as watchdogs on the workings of the powerful and political? Or, instead, do they work largely to manipulate the public through the biased presentation of important social and political events? In this class, we consider the role of the media in American democracy by focusing on how the media view themselves, how the media interact with government, and how the media influence the American public. We take a social science perspective on this topic, considering historical and empirical evidence of the role of the mass media in American politics. This class uses a combination of lecture, engaged learning activities, group work, and out of class assignments to help students master the following course objectives.

Course objectives

Through this course, students will:

- 1) Become critical consumers of media (especially political media)
- 2) Evaluate claims about the media using scientific evidence
- 3) Analyze the role of the media in American democracy. This includes:
 - a) How the media view their role
 - b) The relationships between the media and political institutions
 - c) The connection between the media and public opinion
- 4) Engage directly with the mass media in multiple ways

All of the assignments, readings, and activities are geared toward helping you achieve these objectives.

Course texts (available from the University Bookstore)

There is one textbook for the course, which you can purchase at the University Bookstore, Amazon.com, or the book seller of your choice.

Iyengar, Shanto. 2016. *Media Politics: A Citizen's Guide*, 3rd Edition. New York: Norton. Referred to as Iyengar in syllabus. Video Archives: <http://mediapolitics.stanford.edu/mpthird/> (Note – if you come across video clips or news articles that you think illustrate principles from class, I would love to see them and share them with the class)

Other readings will be posted on Canvas.

Classes, Assignments, and Grades

Grades will be determined from the following assessments (each of which is explained below):

Assignment	Due date	Percentage of final grade
Weekly media reports (11)	Various	5.5
Overall media learning	4/23	5.5
Short empirical papers		
<i>Paper 1</i>	1/31	3
<i>Paper 2</i>	2/21	6
<i>Paper 3</i>	3/14	8
<i>Paper 4</i>	4/11	10
Midterm	2/28	15
Engaging with the media activity	3/28	12
Final	5/1	30
Participation	-	5

The letter grade distribution for the course is as follows:

A	B	C	D	F
89.5-100	79.5-89.49	69.5-79.49	59.5-69.49	<59.5

Additional details on each assignment can be found on Canvas. The following sections are meant to give you the basic details of each.

Weekly media reports

Regularly reading some media outlet is critical to understanding the practical importance of the topics we discuss in class. Further, it addresses the course objectives to help you become critical consumers of the media and engage with the mass media. As such, you are required to read at least three news articles a week and turn in a report of what you learned that week on Canvas. Please summarize what you learned in *no more than 250 words*. Please be sure to list the articles you read (and their source) at the beginning of your weekly response. This list of articles does not count towards your 250 word limit. These assignments are meant to provide you with the opportunity to reflect on what we are learning in class and how it applies to what you are reading, rather than serve as formal writing assignments.

You will be given one of three possible grades for these submissions – check minus, check, and check plus. Check minus means that you have not completed the assignment well, either because you did not summarize three articles or did not demonstrate that you thought about them and how they relate to the course. Check minus corresponds with a 80% on the response. Check signifies that you completed the assignment well and according to my instructions and will be given a 100% for that report. Check plus indicates that you went above and beyond, with a particularly detailed or insightful summary; you will be given 105% on these summaries. Note that if you do not provide a response with some substance (e.g, you type out one or two words), you will not get credit for the response.

There are 13 opportunities to complete these responses – you must turn in 11 of the 13 to get full credit on this part of your grade. Please turn your weekly response by 9:20am on its listed due date via Canvas (this means prior to class each due date). Late submissions will not be accepted. Each of these responses is worth 0.5 percent of your total grade, making a total of 5.5 percent.

For this part of the course, you can read news articles from any outlet you choose – *the New York Times*, *Washington Post*, *Wall Street Journal*, Fox News, Politico, CNN, Huffington Post, NPR, or any other source you would like. You may find the following to be helpful as you complete these assignments:

- You can search news articles for a topic that interests you on Google News. You can also browse news from various sources there
- Many news services (such as NPR, Washington Post, and Fox News) allow you to set up news alerts and daily updates that will deliver news directly to your email. This may help you avoid searching the web looking for news stories.
- If you would like to avoid paying to access news stories, consider using one of the following free news outlets: NPR, CNN, Politico, Fox News, or NBC. There are also many others
- If you would like to pay for a subscription for another news services (like the New York Times, the Wall Street Journal, or the Washington Post), you can get discounts for being a student. You may find it helpful to look into their academic rates
- While you can reference foreign news sources like the BBC, please focus on their coverage of the United States (given the scope of this class).
- While you can locate news stories through social media, you should refer to the full article from its original source (rather than just a headline or tweet).

Overall media learning activity

As an extension of the weekly media reports, you should turn in a reflection on what you have learned about the media and American politics through the weekly media reports. This should be turned in on Canvas by 9:20am on Tuesday, April 23rd. You will lose ten percent of your score each day this assignment is late.

Your response should be between 200 and 500 words and is meant to help you reflect globally on all of the media reading you have done throughout the course. You should respond to the following questions in your response:

- 1) Which principles/topics from class did you see illustrated in media reading you did throughout the course?
- 2) What did reading news articles teach you about mass media and American politics?

Like the weekly summaries, you will be given one of three possible grades – check minus, check, and check plus. Check minus means that you have not completed the assignment well, either because you did not answer both questions or did not demonstrate that you thought about them deeply. Check minus corresponds with a 80% on the response. Check signifies that you completed the assignment well and according to my instructions and will be given a 100% for that report. Check plus indicates that you went above and beyond, with a particularly detailed or insightful reflection; you will be given 105% for a check plus. Note that if you do not provide a response with some substance (e.g, you type out one or two words), you will receive a 0. You should answer both questions, seriously reflect on the media stories you have read, and connect those to the topics from our course. If you have questions about this, please do not hesitate to discuss it with me.

Short, empirical papers

Part of this course is learning how to evaluate the media and its role in democracy with evidence. As such, you will be asked to write four short papers, each about 800 words (+/- 100 words). For each, you will be asked to take a position on a question about the media and support your position with empirical research. These papers together take the place of a longer, term paper.

You will be evaluated on how persuasively you make your position *by using empirical evidence from academic researchers, polling organizations, or other credible sources*. For this reason, in each paper you must cite at least two different sources, which may be (but do not have to be) drawn from the class readings. You will be graded based on these criteria:

- Have you taken a clear position on the question?
- Have you used empirical evidence to support that position (and not just logic or rhetoric)?
- Have you explicitly addressed counterarguments/other points of view?
- Have you drawn upon the materials from lecture, the readings, and class discussions accurately?
- Is your argument persuasive?

To help you learn how to write these papers and respond to feedback from me, the papers are unequally weighted in their grading, as explained below. This is to help you improve in your writing and learn to incorporate feedback as the semester progresses.

- For the first paper, you will receive full points simply for turning in a paper of the correct length that cites at least two sources. This paper is worth 3 percent of your grade. The goal of this paper is to do the best you can and pay attention to feedback so you learn the expectations for the later papers, which are worth more and will be graded. ***The prompt for the first paper is “Is the media in America biased towards one political perspective?”***
- The second paper is worth 6 percent of your overall grade. You will receive a 70% simply for turning in a paper of the correct length with at least two sources and be awarded the other 30% based on the quality of your paper. For this paper you should be building on what you learned from the first writing assignment to improve your writing and use of evidence. ***The prompt for the second paper is “Does the media act as a watchdog on or tool of powerful political elites?”***
- The third paper is worth 8 percent of your overall grade. You will receive a 50% simply for turning in a paper of the correct length with at least two sources and be awarded the other 50% based on the quality of your paper. ***The prompt for the third paper is “Does the media have a strong or weak influence on public opinion?”***
- The fourth paper is worth 10 percent of your overall grade. You will be graded solely based on the quality of your paper, although you will be penalized if your paper is not the correct length or does not have at least two citations. ***The prompt for the fourth paper is “Does the media improve or hurt American democracy?”***

I will provide you with feedback on each paper, with the goal of helping you improve and get full points on the subsequent papers. You will receive a 10 percent deduction for each day your papers are late.

Engaging with the media

Understanding the media and American politics requires you to understand the media on its own terms. Therefore, one core part of this class is actually engaging with the media and going

beyond reading academic research about the media and politics. Along with your regular reading of the news, you will be required to engage with the media and reflect on that experience. This engagement can take many forms, including (but not limited to) the following:

- You might write a letter to the editor about a newspaper's coverage of a topic you feel strongly about.
- You might interview a journalist about how they view the media and democracy.
- You could start a conversation on social media about or with a media outlet (e.g., tweeting @FoxNews)
- You may call into a radio program to give your perspective on a story they are covering

You can do anything you would like so long as you (1) engage with the media in some form (as opposed to simply watching or reading the news), (2) the media you interact with is not a Clemson University outlet, and (3) this engagement occurs during the timeframe of the course – you cannot, for example, use something you did before the semester began or plan to do after the semester ends.

The first step of this process is to submit what you would like to do to engage with the media – you should turn these in on Canvas by 8pm on February 14th. This should take the form of a short paragraph (think three or four sentences) where you simply describe what you want to do. This is to help you come up with ideas and get feedback and is not a formal writing assignment. I will provide you will feedback on these ideas by February 21st. **Failing to turn in this paragraph on time will lead to a 5 percentage point deduction on the final submission.**

For the actual engagement project, you should turn in two things – evidence of what you did (a screenshot of a social media post, a selfie with a journalist, uploaded audio of an interview, a copy of your letter to the editor, etc.) and your reflection on that experience. This reflection should consider the importance of what you have done, how it relates to themes in the class, and what it has taught you about the media and politics. You should turn in these reflections and evidence by 8pm on March 28th via Canvas – these can take any form, including a series of written paragraphs, a video recording, a long social media post, or a conversation with me during office hours. If you would like your reflection activity to take a form other than the ones list here, please confirm with me that the format you have selected is feasible.

Whatever you do for your reflection activity must contain substantial discussion of what you did and how you have thought about it. You will be graded on how deeply you engaged in your activity and how well your reflection answers the following questions:

- What made you choose this way of engaging with the media?
- What was challenging about this experience? Who might be discouraged from doing what you did?
- What did you gain from this experience?
- How did your attitudes change as engaged in this activity?
- How does your experience relate to the topics we have been discussing in class?

You will lose ten percentage points for every day that this assignment is late – for example, if you turn it in at 8:01pm on the due date, you will lose 10 percent. If you turn it in at 8:01pm on the following day, you will lose 20 percent. This penalty will be applied on weekends as well as weekdays.

Midterm

The midterm will be completed in class on Thursday, February 28th and is worth 15 percent of your final grade. It will cover all of the material from class up to that point.

The format of the midterm will be a set of multiple choice items, definition questions, and a series of short answer open-ended questions (2-3 paragraphs). You will have 75 minutes to complete the exam and will complete it on paper I provide to you. If you have concerns the format of the test, please contact me about it as early as possible in the semester.

Final exam

The final exam will be held on Wednesday, May 1st, from 8:00am-10:30am. The exam will be held in our normal classroom at that time. It is worth 30 percent of your overall grade and is cumulative. The material on the exam will be distributed about 60-40 in favor of the material after the midterm.

The format of the final will be similar to the midterm, except that it will be approximately twice as long. You will be asked to complete a short group of multiple choice items, term/definition questions, a series of short answer open-ended questions (2-3 paragraphs), and one longer, essay response (5-7 paragraphs). If you have concerns the format of the test, please contact me about it as early as possible in the semester.

Participation

Engaging in class discussions, asking questions, and otherwise participating are critical components of learning in this course. As a result, part of your grade is determined by your participation. This participation can take many forms – including (but not limited to) asking questions in class, answering questions, coming on time, not leaving early, staying engaged with the class discussion, speaking with me during office hours, and participating in class activities. Repeatedly failing to come to class will adversely affect your participation grade (and your ability to succeed on the various class assignments). If you miss more than two class periods, you will begin to lose points on your participation grade.

As part of our class meetings, I may call on you to answer questions about the readings and topics for that day. If you have not prepared enough for that class period and cannot provide an answer, you will begin to lose participation points. Note that an answer can be an informed question about some element of the reading/material/question that you do not yet understand. If you have concerns about this policy, please meet with me at the start of the semester, and we will find a way to make it work for you.

On February 26th, prior to the midterm, I will email you a brief statement about your participation which will indicate what grade you are likely to receive if you continue participating as you have been to that point. This will also include a more general note about your performance to that point in the course. We can speak at that point if you have any concerns.

Your feedback

Your feedback is invaluable to the class as a way to evaluate the assignments and activities I use in class. As such, I will email three feedback surveys to you throughout the course. You are not

obligated to complete these but doing so will help me adjust my teaching in the course to benefit you and other students in the class. All three will be complete anonymous.

Excused absences

Any student missing an exam or a due date must provide documentation to schedule a make-up or turn in a late paper/assignment. You must contact me within one week of the exam or due date to schedule a make-up option and present documentation.

In the case of emergencies, please contact me as soon as safely possible.

General Course Policies

Late policy and grade appeals

The grading of each assignment lays out the way late or incomplete work will be handled. In general, you will lose ten percent of your grade for an assignment each day is late – unless specified otherwise in the description of that assignment. If you would like to appeal an assigned grade, *you must submit a written statement to me explaining why the grade should be changed (within two class periods of receiving the grade).*

Contact and office hours:

The best way to reach me is by email – please contact me at ecbusby@clermson.edu. If you email me and do not hear from me within 3 business days, please follow-up (in person or by email again). In general, if you contact me outside of normal working hours (M-F, between 8am and 6pm), I may not respond until the next business day. You can still email me outside of this window, but my response will be delayed. Additionally, please put “POSC 3430” in the subject line of your email so that I prioritize your messages.

It is critical that you check Canvas and your email to succeed in this course. I will send out reminders and announcements through Canvas and to your university email address. If you choose not to check your email and/or Canvas you are taking the risk of missing critical course information.

The easiest way to meet with me in person is to drop by my office during my office hours. You can stop by at any time; however, outside of office hours, there’s a good chance I will not be available to me with you. Feel free to email me in advance if you need to meet with me outside of my office hours and would like to set up an appointment. Office hours are an opportunity for you to do any or all of the following: get help on course material you find difficult, review material for exams, ask questions about upcoming assignments, discuss connections between our course and other classes you are taking, get advice about being a successful student, discuss what graduate school is like, and get other help that you need.

Note taking

Cell phones and laptop computers may only be used for note-taking – if you choose to use a laptop for notetaking, please sit on the edges of the room so that other students are not distracted by your computer. Misuse of technology in class will adversely affect your participation grade; I may also ask you to put it away or leave class if it disrupts our class meeting or other students. For some class discussions, I will ask you to put away your computer; should you choose not to participate in these activities, you will lose participation points.

Classroom environment

At times, we may cover topics and have conversations that challenge your viewpoints or provoke intense discussion. I expect everyone to be respectful of others' views, *especially when those views challenge their own*. My goal is to create an environment where all students feel safe sharing their views and, in turn, feel respected by other students and myself. You should feel free to present viewpoints that differ from my own and to ask challenging questions of the material presented in class.

Courtesy and sensitivity are especially important with respect to differences of race, culture, religion, politics, sexual orientation, gender, and nationalities. Disruptive behavior such as disrespecting a member of the class, holding personal conversations during class, disrespecting another member of our community, or using hurtful language will not be tolerated. I reserve the right to ask students to leave the classroom and take further action if disruptive behavior persists, in particular if a verbal warning is ineffective at eliminating the behavior or if a single incident is particularly egregious.

If, at any point, you feel that I have failed to create this type of environment or have not been respectful of your views, I ask that you please inform me as soon as you can so that I can address the issue appropriately. If you feel that this would not be appropriate, please speak with the department chair (Professor Peake - jpeake@clemson.edu) about your concerns. Additionally, if you have any concerns about the topics planned for the course, I would ask you to speak with me as far in advance as possible.

Policy on Absent Instructor

If I have not arrived by 9:45am, you are free to leave without penalty. I will send an email with as much advanced notice as possible if I need to cancel class.

Class Cancellations:

Any exam that was scheduled at the time of a class cancellation due to inclement weather will be given at the next class meeting otherwise instructed by me. Any assignments due at the time of a class cancellation due to inclement weather will be due at the next class meeting unless otherwise instructed by me. Any extension or postponement of assignments or exams must be granted by me via email or Canvas within 24 hours of the weather-related cancellation. *Note that this policy does not apply to assignments or exams that are to be submitted via Canvas. Any changes to deadlines on Canvas submissions will be announced on Canvas.*

Academic Integrity, Cheating and Plagiarism:

The university has a detailed Academic Integrity policy, which includes the following:

As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form. When, in the opinion of a faculty member, there is evidence that a student has committed an act of academic dishonesty, the faculty member shall make a formal written charge of academic dishonesty, including a description of the misconduct, to the Associate Dean for Curriculum in the Office of

Undergraduate Studies. At the same time, the faculty member may, but is not required to, inform each involved student privately of the nature of the alleged charge.

Every student is capable of succeeding in this course without resorting to plagiarism or cheating. All work you submit must be your own work – that is, of your own construction; any materials that come from other sources should be appropriately referenced or cited. You should not submit work performed by another student as your own. You should also not submit work from previous courses as though it were an original creation for this class. Any questions should be directed to me early on in the term.

Any student found guilty of academic dishonesty in this course will be penalized per the academic integrity policies on campus.

Copyright:

Some of the materials in this course are copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act. Please refer to the Use of Copyrighted Materials and “Fair Use Guidelines” policy on the Clemson University website for additional information: <http://www.clemson.edu/library/>

Academic Access Letters:

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the professor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848, by emailing studentaccess@lists.clemson.edu, or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen if at all possible, but there could be a significant wait due to scheduled appointments. Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student’s responsibility to follow this process each semester. You can access further information here: <http://www.clemson.edu/campus-life/campus-services/sds/>.

If your Academic Access Letter provides you with accommodated testing, you are responsible for scheduling the Test Proctoring Center at least one week in advance of your exam. Detailed information on this policy and on how to schedule the Test Proctoring Center can be found here: <https://www.clemson.edu/academics/studentaccess/test-center.html> .

Title IX:

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran’s status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at <http://www.clemson.edu/campus->

[life/campus-services/access/title-ix/](#). Ms. Alesia Smith is the Clemson University Title IX Coordinator, and the Executive Director of Equity Compliance. Her office is located at 110 Holtendorff Hall, 864.656.3181 (voice) or 864.656.0899 (TDD).

Date and Objectives	Readings	Video(s)	Assignments
<p><i>Thursday, January 10th</i></p> <p>(1) What is required of me in this course? (2) What questions do I have on the syllabus? (4) What is the best way to read research articles?</p>	<p>Syllabus</p> <p>“How to Read Scientific Papers” infographic</p> <p>Eagly, 2016. “When good intentions aren’t supported by social science evidence: diversity research and policy”</p> <p>Skim Iyengar, Chapter 1</p>	<p>None</p>	<p>Complete introductory survey at this link</p>
<p><i>Tuesday, January 15th</i></p> <p>What is the media? What is the role of media in a democracy?</p>	<p>Iyengar, Chp. 2</p>	<p>Watch at least three of the videos for chapter 2</p>	<p>Weekly media report due on Canvas</p>
<p><i>Thursday, January 17th</i></p> <p>How do the media see their role?</p>	<p>Iyengar, Chps. 3 & 4</p>	<p>Watch one video from the Vietnam coverage and one from the Iraq war coverage</p>	
<p><i>Tuesday, January 22nd</i></p> <p>The media as watchdogs</p>	<p>Zaller, 2003. "A New Standard of News Quality: Burglar Alarms for the Monitorial Citizen" Political Communication</p> <p>Pew Research Center. 2018. "Partisans Remain Sharply Divided in Their Attitudes About the News Media" READ ONLY SECTION 1</p>		<p>Weekly media report due on Canvas</p>

<i>Thursday, January 24th</i> The media as businesses	Dunaway, 2008. "Markets, ownership, and the quality of campaign news coverage" <i>Journal of Politics</i> Petrova 2011. "Newspapers and Parties: How Advertising Revenues Created an Independent Press" <i>American Political Science Review</i>		
<i>Tuesday, January 29th</i> Campaigns I: Perspective of candidates	Iyengar, Chp. 6	Watch the Rick Perry Gaffe (6.19)	Weekly media report due on Canvas
<i>Thursday, January 31st</i> Campaigns II: perspective of the public	Iyengar, Chp. 9	9.3 - Kennedy and Nixon debate	Short paper #1 due
<i>Tuesday, February 5th</i> Media and the presidency	Hahn, 1987. "The Media and the Presidency: Ten Propositions" <i>Communication Quarterly</i> Mitchell et al, 2017. "Covering President Trump in a Polarized Media Environment" <i>Pew Research Center</i>		Weekly media report due on Canvas
<i>Thursday, February 7th</i> Media and Congress	Tan and Weaver, 2007. "Agenda-setting effects among the media, the public, and congress, 1946–2004", <i>Journalism and Mass communication</i> Hibbing and Theiss-Morse, 1998. " The Media's Role in Public Negativity Toward Congress: Distinguishing Emotional Reactions and Cognitive Evaluations" <i>American Political Science Review</i>		

<p><i>Tuesday, February 12th</i></p> <p>Media and the Supreme Court</p>	<p>Baird and Gangl, 2006. "Shattering the Myth of Legality: The Impact of the Media's Framing of Supreme Court". Political Psychology</p> <p>Linos and Twist, 2017. "Controversial Supreme Court decisions change public opinion — in part because the media mostly report on them uncritically" Monkey Cage</p>		<p>Weekly media report due on Canvas</p>
<p><i>Thursday, February 14th</i></p> <p>Going public</p>	<p>Iyengar, Chps. 7 & 10</p>	<p>Watch two of the videos in 7.1 - presidential speech making</p>	<p>Engaging with the media idea due</p>
<p><i>Tuesday, February 19th</i></p> <p>Changing media landscape</p>	<p>Iyengar, Chp. 5</p>	<p>Video 5.2</p>	<p>Weekly media report due on Canvas</p>
<p><i>Thursday, February 21st</i></p> <p>Soft and hard news</p>	<p>Baum and Jamison, 2006. "The Oprah Effect: How Soft News Helps Inattentive Citizens Vote Consistently" Journal of Politics</p> <p>Fowler, 2008. "The Colbert Bump in Campaign Donations: More Truthful than Truthy" PS: Political Science & Politics</p> <p>Prior 2003. "Any Good News in Soft News? The Impact of Soft News Preference on Political Knowledge" Political Communication</p>		<p>Short paper #2 due</p>
<p><i>Tuesday, February 26th</i></p> <p>Media storms and coverage</p>	<p>Boydston, Hardy, and Walgrave, 2014. "Two Faces of Media Attention: Media Storm Versus Non-Storm Coverage" Political Communication</p> <p>Walgrave, Boydston, Vliegenhart, and Hardy 2017. "The Nonlinear Effect of Information on Political Attention: Media Storms and U.S. Congressional Hearings" Political Communication</p>		<p>Weekly media report due on Canvas</p>

<i>Thursday, February 28th</i>	MIDTERM		MIDTERM
<i>Tuesday, March 5th</i>	Discussion of course so far and review; No readings		Weekly media report due on Canvas
<i>Thursday, March 7th</i> Freedom of speech, the press, and the media	Mitchell et al, 2018. "Americans Favor Protecting Information Freedoms Over Government Steps to Restrict False News Online" Pew Research Center Nelson, Clawson, and Oxley, 1997. "Media Framing of a Civil Liberties Conflict and Its Effect on Tolerance" American Political Science Review Canelo, Hansford, Nicholson, 2017. "The Paradoxical Effect of Speech-Suppressing Appeals to the First Amendment" Journal of Politics		
<i>Tuesday, March 12th</i> Scandals	Lawrence and Bennett, 2001. "Rethinking Media Politics and Public Opinion: Reactions to the Clinton-Lewinsky Scandal" Political Science Quarterly Nyhan, 2015. "Scandal Potential: How Political Context and News Congestion Affect the President's Vulnerability to Media Scandal" British Journal of Political Science		Weekly media report due on Canvas
<i>Thursday, March 14th</i> Public opinion I: Introduction	Iyengar, Chp. 8	Watch all videos under chapter 8	Short paper #3 due
March 18th-22nd: SPRING BREAK			

<p><i>Tuesday, March 26th</i></p> <p>Public opinion II: Informed electorate</p>	<p>Cramer and Toff, 2017. "The Fact of Experience: Rethinking Political Knowledge and Civic Competence" Perspectives on Politics</p> <p>Druckman, 2005. "Media Matter: How Newspapers and Television News Cover Campaigns and Influence Voters" Political Communication</p>		<p>Weekly media report due on Canvas</p>
<p><i>Thursday, March 28th</i></p> <p>Public opinion III: Selective exposure and persuasion</p>	<p>Stroud 2008. "Media Use and Political Predispositions: Revisiting the Concept of Selective Exposure" Political Behavior</p> <p>Dilliplane, 2014. "Activation, Conversion, or Reinforcement? The Impact of Partisan News Exposure on Vote Choice" American Journal of Political Science</p>		<p>Engaging with the media reflection due</p>
<p><i>Tuesday, April 2nd</i></p> <p>Polarization and the media</p>	<p>Arceneaux, Johnson, and Cryderman, 2013. "Communication, Persuasion, and the Conditioning Value of Selective Exposure: Like Minds May Unite and Divide but They Mostly Tune Out" Political Communication</p> <p>Druckman, Levendusky, McClain 2018. "No Need to Watch: How the Effects of Partisan Media Can Spread via Interpersonal Discussions" American Journal of Political Science</p>		<p>Weekly media report due on Canvas</p>
<p><i>Thursday, April 4th</i></p>	<p>NO CLASS</p>		
<p><i>Tuesday, April 9th</i></p> <p>Incivility and the media</p>	<p>Mutz, 2007. "Effects of "In-Your-Face" Television Discourse on Perceptions of a Legitimate Opposition" American Political Science Review</p> <p>Druckman, Gubtiz, Lloyd, and Levendusky, 2019. "How Incivility on Partisan Media (De)Polarizes the Electorate". Journal of Politics</p> <p>Weber Shandwick, 2018. "Amid political party conflict, individuals agree: erosion of civility is harming our democracy" https://www.webershandwick.com/news/amid-political-party-</p>		<p>Weekly media report due on Canvas</p>

	conflict-individuals-agree-erosion-of-civility-is-harming-our-democracy/		
<i>Thursday, April 11th</i> Bias I: Race	<p>Berinsky et al, 2011. "Sex and Race: Are Black Candidates More Likely to be Disadvantaged by Sex Scandals?" Political Behavior</p> <p>Hutchings and Jardina, 2009. "Experiments on Racial Priming in Political Campaigns" Annual Review of Political Science</p>		Short paper #4 due
<i>Tuesday, April 16th</i> Bias II: Gender	<p>Miller and Peake, 2013. "Press Effects, Public Opinion, and Gender: Coverage of Sarah Palin's Vice-Presidential Campaign" International Journal of the Press/Politics</p> <p>Hayes and Lawless, 2015. "A non-gendered lens? Media, voters, and female candidates in contemporary congressional elections" Perspectives on Politics</p>		Weekly media report due on Canvas
<i>Thursday, April 18th</i> Bias III: The poor	<p>Clawson and Trice, 2000. "Poverty as We Know It: Media Portrayals of the Poor" Public Opinion Quarterly</p> <p>Rose and Baumgartner, 2013. "Framing the Poor: Media Coverage and U.S. Poverty Policy, 1960–2008" Policy Studies Journal</p>		
<i>Tuesday, April 23rd</i> Bias IV: Political bias	<p>Groeling, 2013. "Media Bias by the Numbers: Challenges and Opportunities in the Empirical Study of Partisan News" Annual Review of Political Science</p> <p>"Review: Does the US Media Have a Liberal Bias? A Discussion of Tim Groseclose's "Left Turn: How Liberal Media Bias Distorts the American Mind"" 2012, Perspectives on Politics</p>		Overall media learning activity due on Canvas
<i>Thursday, April 25th</i> Review	Fill out survey indicating topics you are interested in or things you want to review. Link here		

<i>Wednesday, May 1st, 8:00am-10:30am</i>	FINAL EXAM		
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