

Y321: The Media and Politics
Spring 2016
Tuesdays & Thursdays, 2:30-3:45 PM, Room: Wells Library 033

Instructor: Professor Matthew Hayes, Woodburn Hall 308, Email: mh34@indiana.edu

Office Hours: 11:00 AM - 1:00 PM, M

Course Description:

During the past twenty years the information environment for politics in the United States – and other Western nations – has been globalized and democratized. News about politics is no longer the preserve of a small number of media outlets operating on a national stage. Now a host of different media forms are available, some of them spanning international boundaries.

These changes have profound implications for democracy, which requires an informed citizenry for vitality. Historically, citizens obtained information about social problems, policy alternative, and the behavior of government officials from the media. Citizens could then act on this information, rewarding officials who fulfilled their promises to the electorate, and punishing those who did not.

Politicians understood the power of the media, and learned to use it for their own ends. So did political parties, interest groups, and social movements. The adversarial relation between government and the press eased as political agents and journalists become co-producers of information consumed by citizens, whose choices were limited by the concentration of ownership in the media industry.

Technological changes now enable citizens to select their sources of political information, and even to become producers of it. Politicians now learn from the mainstream media about trends in social media, and react accordingly. The distinction between producers of information and consumers of it has broken down, creating new possibilities for democracy – and new challenges to it, in the form of segmented publics, each taking refuge in its own echo chamber.

Y321 will explore this globalization and democratization of political media in detail, and assess the consequences for democratic politics.

Course Objectives:

By the end of this course, students should: possess basic literacy in research on media and politics, and the changing relation between them; learn skills for analyzing the interaction of media and politics using standard theories, concepts, methods, and evidence from political science; and understand the impact of different media forms on the vitality of democracy in the U.S. and other Western democracies.

This course should also provide the general learning objectives in Political Science of critical thinking, research skills, effective communication, and citizenship.

Required Texts:

- Iyengar, Shanto. 2011. *Media and politics: A citizen's guide*, Second ed. W. W. Norton & Company, Inc.
- All other readings will be available in **Canvas**.

Course Requirements and Grading:

- 10% — Attendance & participation
- 25% — Midterm exam 1
- 25% — Midterm exam 2
- 40% — Media coverage analysis

Grading Scale

This course will strictly adhere to the following grading scale. A minimum grade of 60% is required to pass the class. Any student withdrawing from the course after the Auto-W Deadline must be passing the course in order to receive a **W**.

97 - 100%	A+	77 - 79.9%	C+
93 - 96.9%	A	73 - 76.9%	C
90 - 92.9%	A-	70 - 72.9%	C-
87 - 89.9%	B+	67 - 69.9%	D+
83 - 86.9%	B	63 - 66.9%	D
80 - 82.9%	B-	60 - 62.9%	D-

Attendance & participation - 10% of final grade

You are expected to participate in any in-class activities. You cannot participate if you do not attend; as such, any absences after your second absence will yield no participation points for that day.

Full participation does not mean “talking a lot.” Participation entails reading the materials, coming to class prepared to ask and answer questions about them, and offering thoughtful responses when appropriate. If you are uncomfortable with speaking up in class, you can supplement your participation grade by attending office hours to ask any questions you might have about the reading or lecture materials.

In addition, you are expected to contribute to the online wiki in Canvas. The wiki will be developed by you over the course of the semester and will include summaries of the readings and definitions of key concepts and terms from the readings or from lectures. You will sign up for three weeks to be responsible for during the first week of class.

The wiki will serve as your study guide for the exams. I will not be providing a supplemental study guide to help you prepare for the exams, so it is important that you work together to ensure that the information contained in the wiki is as useful and accurate as possible. Wiki assignments are due by Friday at 5:00PM for the week they are assigned.

A good deal of the course will be spent discussing the ways in which media can inform and influence citizens in modern democracies. Since there is currently an ongoing election, we will

spend the first few minutes of every other class discussing how the media is covering candidates. You will sign up for candidates to track during the first week of class. Sharing media coverage of your candidate with the class will be yet another opportunity for you to earn participation credit.

Participation will be assessed with equal weight given to (1) in-class participation (including candidate coverage) and (2) wiki participation.

Exams - 25% of final grade, each

There will be two examinations in this course. The first, to take place on **Thursday, February 18**, will exclusively cover material from the first 6 weeks of class. The second, to take place on **Tuesday, April 5**, will exclusively cover material from weeks 7-13.

There will *not* be a final examination for this course. Instead, you will be required to submit a final project by the normally scheduled course final exam period on **Tuesday, May 3rd**.

Media coverage analysis – 40% of final grade

Your final project for this course is a media coverage analysis. The final project itself will be a group endeavor, but you will have clearly delineated individual responsibilities. For this project, you will be asked to analyze how different media outlets covered the same prominent event of political significance. Over the course of the semester, you will collect data on the media's coverage, and each student will be responsible for writing a component of the final project. At the end of the semester, each group will share their project with the rest of the class in the form of a research presentation.

The first component of this project will be a written proposal. In this research design, you will describe your event and lay out exactly what research you will be conducting, including which group members are responsible for which sections. This proposal is akin to a contract for the work that you intend to do over the course of the semester. Any changes after submission of the proposal need to be approved by the instructor. The proposal needs to be submitted by **Thursday, February 11th** online in Canvas. The proposal is worth 5% of your final grade.

The second component of this analysis is a rough draft of your full paper. This rough draft needs to be submitted by **Thursday, March 24th**. Your rough draft should include all of the elements that will be present in your final draft, albeit in a less polished form. The more complete your rough draft, the better the feedback you will receive. The rough draft is worth 10% of your final grade.

The third component of this analysis will be a presentation of your findings to the class. This will be a short (under 10 minute) presentation where you describe the event you chose to analyze, your research design, and your findings. Presentations will be in class, as per the course schedule below. The presentation is worth 5% of your final grade.

The last component of this analysis is your final draft. Since this final project is in lieu of a final exam, the final media coverage analysis is due on **Tuesday, May 3rd**. Because grades must be submitted within 72 hours of the last assignment, any late final projects will result in an "Incomplete" for the course. The final project is worth 20% of your final grade.

Other Course Policies

Communications

My preferred method of communication is email. If you contact me via email at mh34@indiana.edu,

I will respond to you within 24 hours (and typically much more quickly). Any important course announcements will be posted to the course Canvas page and emailed directly to you.

Assignment formatting and late policy

All assignments must be turned in via Canvas **in PDF format**. Only submissions in PDF format will be graded.

In order to avoid plagiarism, you *must* properly cite your sources in your written work. IU Libraries offers access to citation style guides for all three of the major formats at <http://libraries.iub.edu/help-citing-sources>. I tend to use the Chicago/Turabian author-date system, but you are free to use whichever format with which you are most comfortable.

While your grade will not be affected by paper formatting, I highly recommend double-spacing your documents (so I can provide in-line feedback) and making sure documents are page-numbered.

No late work will be accepted for this course. I strongly encourage all students to make full use of cloud storage services to pre-empt any potential last-minute hardware failures. For example, as an IU student you have access to 50GB of storage at box.iu.edu. For more information on this, please see <http://kb.iu.edu/data/bbox.html>.

Laptop policy

Several studies have investigated whether laptop use helps or hinders learning in the classroom. The most recent academic evidence suggests that laptop use not only hinders individual learning and retention of knowledge, but also distracts nearby students. For this reason, *laptops are prohibited during class unless otherwise noted*.

For more on this, I encourage students to read Sana, F., Weston, T., and Cepeda, N. J. (2013). Laptop multitasking hinders classroom learning for both users and nearby peers. *Computers & Education*, 62:24–31.

Academic Integrity

As a student at IU, you are expected to adhere to the standards and policies detailed in the Code of Student Rights, Responsibilities, and Conduct (Code). When you submit a paper with your name on it in this course, you are signifying that the work contained therein is all yours, unless otherwise cited or referenced. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged. If you are unsure about the expectations for completing an assignment or taking a test or exam, be sure to seek clarification beforehand. All suspected violations of the Code will be handled according to University policies. Sanctions for academic misconduct may include a failing grade on the assignment, reduction in your final grade, a failing grade in the course, among other possibilities, and must include a report to the Dean of Students.

Selling notes

Several commercial services have approached students regarding selling class notes/study guides to their classmates. Please be advised that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, Canvas, or Oncourse violates both IU information technology and IU intellectual property policy. Selling notes/study guides to fellow students in this course is not permitted. Violations of this policy will be considered violations of the Code of Student Rights, Responsibilities, and Conduct and will be reported to the Dean of Students as a violation of course rules (academic misconduct). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a

reduction in your final course grade, a failing grade in the course, among other possibilities.

Disabilities

If any student will require assistance or academic accommodations for a disability, please contact me after class, during my office hours, or by individual appointment. You must have established your eligibility for disability support services through the Office of Disability Services for Students in Wells Library W302, 812-855-7578.

Course Schedule

- **Week 01: Information and political accountability - 01/12 & 01/14**

- Reading:

- Ladd, Jonathan. August 20, 2015. "Four approaches to providing political news, given that so many people don't want it." *Mischiefs of Faction* Blog. <http://goo.gl/nx2haK>
- Pew Research Center. April 28, 2015. "What the public knows – in pictures, words, maps and graphs." <http://goo.gl/syLtJH>

- **Week 02: Structure of media in the United States - 01/19 & 01/21**

- Reading:

- Iyengar (2011), **Chapters 1 & 2**.
- Pew Research Center. 2012. "In changing news landscape, even television is vulnerable." <http://goo.gl/s01rHA>.
- Curran, James, Shanto Iyengar, Anker Brink Lund, and Inka Salovaara-Moring. 2009. "Media System, Public Knowledge and Democracy A Comparative Study." *European Journal of Communication* 24, no. 1: 5-26.

- **Week 03: What makes the news - 01/26 & 01/28**

- Reading:

- Iyengar (2011), **Chapter 3**.
- Hamilton, James T. 2004. *All the news that's fit to sell: How the market transforms information into news*. **Chapter 1**.

- **Week 04: Rise in media choice - 02/02 & 02/04**

- Reading:

- Iyengar (2011), **Chapter 5**.
- Prior, Markus. 2007. *Post-broadcast democracy: How media choice increases inequality in political involvement and polarizes elections*. Cambridge University Press. **Chapter 7**

- **Week 05: Effects of social media - 02/09 & 02/11**

- Thursday, 02/11 - **Media analysis proposal due**
- Reading:
 - Bond, Robert M., Christopher J. Fariss, Jason J. Jones, Adam DI Kramer, Cameron Marlow, Jaime E. Settle, and James H. Fowler. 2012. "A 61-million-person experiment in social influence and political mobilization." *Nature* 489, no. 7415: 295-298.
 - Gainous, Jason, and Kevin M. Wagner. 2014. *Tweeting to power: The social media revolution in American politics*. Oxford University Press, **Chapters 2 & 3**.
- **Week 06: Infotainment - 02/16 & 02/18**
 - Thursday, 02/18 - **FIRST EXAM**
 - Reading:
 - Hardy, Bruce W., Jeffrey A. Gottfried, Kenneth M. Winneg, and Kathleen Hall Jamieson. 2014. "Stephen Colbert's civics lesson: How Colbert Super PAC taught viewers about campaign finance." *Mass Communication and Society* 17(3): 329-353.
 - Fowler, James H. 2008. "The Colbert bump in campaign donations: More truthful than truthy." *PS: Political Science & Politics* 41(3): 533-539.
- **Week 07: Campaigns and the media - 02/23 & 02/25**
 - Reading:
 - Iyengar (2011), **Chapter 6 & 9**.
- **Week 08: Campaigns and the media (cont'd) - 03/01 & 03/03**
 - Reading:
 - Geer, John G. 2008. *In defense of negativity: Attack ads in presidential campaigns*. University of Chicago Press. **Chapters 6 & 7**
- **Week 09: Media and governance - 03/08 & 03/10**
 - Reading:
 - Iyengar (2011), **Chapter 7 & 10**.
- **Week 10: Media and information processing - 03/22 & 03/24**
 - Thursday, 03/24 - **Media analysis rough draft due**
 - Reading:
 - Iyengar (2011), **Chapter 8**.
 - Iyengar, Shanto, Mark D. Peters, and Donald R. Kinder. 1982. "Experimental demonstrations of the "not-so-minimal" consequences of television news programs." *American Political Science Review* 76(4): 848-858.
- **Week 11: Effects of the media - 03/29 & 03/31**
 - Reading:

- Althaus, Scott L., and Devon M. Largio. 2004. "When Osama became Saddam: Origins and consequences of the change in America's public enemy# 1." *Political Science and Politics* 37, no. 04: 795-799.
- Althaus, Scott L., and Kevin Coe. 2011. "Priming Patriots: Social Identity Processes and the Dynamics of Public Support for War." *Public Opinion Quarterly* 75, no. 1: 65-88.
- Druckman, James N., and Michael Parkin. 2005. "The impact of media bias: How editorial slant affects voters." *Journal of Politics* 67(4): 1030-1049.

- **Week 12: Second exam**

- Tuesday, 04/05 - **SECOND EXAM**
- Thursday, 04/07 - **NO CLASS**

- **Week 13: Race, gender, and the media - 04/12 & 04/14**

- Reading:
 - Falk, Erika. 2010. *Women for president: Media bias in nine campaigns*. University of Illinois Press. **Chapters 2 & 3**.
 - Hayes, Danny, and Jennifer L. Lawless. 2015. "A Non-Gendered Lens? Media, Voters, and Female Candidates in Contemporary Congressional Elections." *Perspectives on Politics* 13, no. 01 (2015): 95-118.
 - Gilens, Martin. 2009. *Why Americans hate welfare: Race, media, and the politics of antipoverty policy*. University of Chicago Press. **Chapter 5**.

- **Week 14: Race, gender, and the media (cont'd) - 04/19 & 04/21**

- Thursday, 04/21 - **Media analysis presentations**

- **Week 15: Media analysis presentations**

- **Tuesday, May 3rd – Media analysis final draft due**

Last updated January 12, 2016