

## J618: Mass Media and Political Behavior TR 11:00am-12:15pm, Noland 119

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Office Hours  
Thursday: 1:30-2:30  
Rathskeller Hours  
Monday: 12:00-1:00  
And by appointment

Of course it's true. I saw it on television  
Robert DeNiro, *Wag the Dog*

A popular government without popular information or the means of acquiring it is but a prologue to a farce or a tragedy,  
or perhaps both  
James Madison

TV tells a million lies, the paper's terrified to report anything that isn't handed on a presidential spoon  
R.E.M. *Ignoreland*

Why do people do what they do? Certainly, individuals' genetic makeup, personality, and personal experience go a long way toward explaining why some people are outgoing, introverted, risk takers, conservative, apolitical and so forth. Moreover, people's families, schools, religious traditions, and social institutions certainly shape a wide range of important democratic outcomes. But why do these tendencies, traits, and institutions predictably correlate with systematic political behaviors? A major contributor to the answer of this question is the mass media. Indeed, our understanding of organized living and governing on a mass scale is largely mediated. Therefore, it is worth knowing what the mass media have to do with political behavior.

We will spend the next several months investigating this important topic by learning what leading scholars discovered about it, by paying attention to current events, and by producing new knowledge ourselves.

The mass media are indispensable players in American politics. Since the 1950s, concomitant revolutionary changes in the "fourth branch of government" and technology have fundamentally changed what we know about political communication. Internet use has ballooned, social-networking abounds, sound bites are shorter, talking heads spew hyperbolic rhetoric thinly (if at all) rooted in facts, newspapers are going bankrupt, civic trust is down, hard news is making room for soft news, and charges of bias from both sides of the aisle permeate both the airwaves and polite conversation – all while blogs, Twitter, and Facebook make alternative viewpoints and high-minded civic deliberation and engagement increasingly available. Or do they?

In this new-media order, how can we, as citizens of a democratic republic, make sense of all of this and fulfill our obligations as citizens? Broadly, we will wrestle with these issues to improve our understanding of how the mass media influences human attitudes and behaviors.

**While you will accomplish:** You will learn what major scholarship claims about how the mass media affects political behavior. You will: 1.) improve your analytical ability by critiquing a new book in political communication and by engaging in a debate about media bias, 2.) develop your research and writing skills by producing an original research paper, and 3.) learn via our discussions & Twitter conversations how to tame the information tide so that you can effectively and efficiently keep up with news about contemporary political issues once you leave the friendly confines of UW-Madison.

**Important Dates:** Presentation 1: 9/22; Debate Paper: 10/4; Research Question: 10/6; Presentation 2: 10/13; Literature Review: 10/25; Presentation 3: 10/27; Exam 1: 11/3; Presentation 4: 11/10; Rough Draft: 11/15; Presentation 5: 12/1; Final Paper: 12/15; Final Exam: 12/20

## Grades

The graded elements of the course are as follows:

*Participation:* 10%

*Debate Paper:* 15%

*Group Presentation:* 10%

*Literature Review:* 5%

*Research Paper: First Draft (sans analysis):* 10%

*Presentation of Research Paper:* 5%

*Research Paper: Final Draft:* 15%

*Exams:* 30% (15% each)

Letter grades are calculated as follows:

A=94-100    B=82-86.9    C=70-76.9    F=59.9 and below

AB=87-93.9    BC=77-81.9    D=60-69.9

*Grades, the syllabus, and assignments are available on Learn@UW.*

Rounding up is not automatic, but based on attendance, office hour visits, and improvement.

## Assignments

### Presentation

You will be assigned to a group that will present a mini-lecture about a major scholarly book in political communication that is related to one of the broad topics we are covering this semester (see the Course Schedule at the end of the syllabus). The group will have 45 minutes to explain the major research question, theory, data, hypotheses, and findings of the research as well as their critiques of the book. The group will also provide real-world examples or applications of the research they explain. In addition to any Power Point/Prezi-style materials, each group member will turn in a paper containing the script of her or his contribution to the group effort. Finally, each group member will privately e-mail me a score for each of their group members on a scale of 1 to 9 in which 1=poor contribution to the group presentation to 9=outstanding contribution to the group presentation. So, no free riding!

### Debate Paper

Each student will be randomly assigned a debate opponent. You will be given a long-form news story to consume. One of you will be randomly assigned to write a paper arguing that the report is liberally biased while the other will be assigned to write a paper arguing that the report is conservatively biased. Each paper is to be three pages in length (double-spaced, 12 point Times New Roman font, 1 inch margins, no format-cheating, i.e. hitting "enter" after each paragraph). After exchanging the paper with your opponent, you will write a two-page paper critiquing your opponent's arguments. Finally, you will write a two-page paper responding to your opponent's critiques. The final product (each of your papers) will be turned in as one full document. Each group will turn in a signed contract specifying when they will turn in their first and second papers in to each other. Failure to meet the agreed upon deadline results in an automatic 0 on that portion of the paper for the student who misses the deadline. If deadline discussions reach an impasse, see me and I will schedule them.

## Research Paper

The major assignment of the semester requires you and a partner to think of a topic related to the media and political behavior about which you are interested so that you can develop and answer a research question about that area. The topic you come up with must use either content analysis or experimental design as a research method (unless you have prior approval from me). First, you will develop a research question (one page) that gives both you and me an idea of what you are interested in studying. Then, I give you a page of typed feedback. Next, you will write a 5-7-page paper that reviews scholarly literature pertaining to your research question. More feedback. Then, you will explain how, exactly, you will conduct your analysis to answer your research question (3-5 pages). After more feedback from me, you will turn in the final product, a 15-20-page research paper that, in addition to the research question, literature review, and research design, will actually present your analysis that helps answer your research question. The paper will also briefly discuss the implications of your findings for the study of and knowledge about political communication. You will also present your paper to the class and receive feedback about the presentation from me before you turn in your final paper.

This kind of paper is an excellent writing sample for graduate school applications. More details to come...

## **Participation**

Your participation grade will be based on attendance, performance in short, simple, random quizzes that you and your classmates will write, and, most of all, the caliber (not amount!) of your regular participation in classroom discussions. If you have any questions about how you are doing, please see me, though keep in mind that I will regularly update your participation grade on Learn@UW so that you can see where you stand. Part of your grade will be determined by how well you are keeping up with current events. As such, I require you to regularly read a major newspaper, including web-only sources, for this course. Bringing examples of ways in which the news you read conforms or doesn't to what we discuss in class is a great way to participate. While I love the *Daily Cardinal* and the *Badger Herald*, they are not major newspapers. *The Wall Street Journal*, *Vox*, *The New York Times*, *Politico*, and *The Washington Post* are good examples. Additionally, I understand that everyone is not comfortable participating in class. On the one hand, college is a time for you to try new things; so I want you to try to participate. On the other hand, for some, this just isn't possible or productive. If you might fit this latter category, you must come see me by the end of the 1st week of classes to discuss alternate ways you can participate.

## **Tweetle-ee-deetle-ee-deet Tweet, Tweet Tweetle-ee-deet**

One way to 1.) keep up with what is happening out there and 2.) engage in a form of public democratic deliberative discussion is to use social networking sites. One such site is Twitter. I have a Twitter account @prowag – you can follow me if you like, but you are certainly not required to follow me. However, one way you can participate in class is to create a Twitter account of your own and start following people and organizations that cover and comment on the news and politics. I am happy to give you suggestions. When you post, if you end your post with #J618 (for our course number), I will see it and give you participation credit.

**You cannot get an A in Participation without using Twitter.**

## **Exams**

You will take two exams; they comprise 30% of your final grade. Exam 1 consists of 20 multiple-choice questions and your choice of one of three essay questions. The questions will be drawn from the readings, lectures, and current events in the American media and politics that we discuss in class. The exams reward you for coming to class and for keeping up on the reading. The questions will be descriptive and analytic. In other words, memorization is not enough; you will have to think about the material as well. The final exam will be of the same format and is not cumulative, generally speaking.

Do not wear hats or headphones to the exam. There is to be absolutely no talking from the time exams are handed out until they are collected. I say that not to be a jerk, but because it is just too hard to distinguish innocuous talking from cheating; not to mention that it disturbs other students. Anyone who talks (unless you're asking me a question or experiencing a medical emergency, of course) during an exam will receive a 0.

### **\*\*\*Makeup Policy for Exam**

I expect you to take the exam as scheduled. Should you have a verifiable medical emergency or University sanctioned activity (and can document it) I will arrange for a makeup exam. If you will need a make up exam, you must notify me **before** the exam is given or you will get a 0. Email is fine for this. Note: *All make up exams are oral.*

### **\*\*\*Grading Policy for Exams and Written Assignments**

Should you have a question about how something was scored and would like me to reconsider your grade, you may proceed as follows: 1) After waiting a minimum of 24 hours from the time you get your paper or exam back, inform me in writing about your specific questions and claims about the assignment; 2) after I read your argument, we will meet and discuss it; 3) if our meeting did not produce a satisfactory result, inform me that you would like to dispute the score I gave you; 4) I will give the assignment to another professor in the department; whatever score he or she gives you is final, whether it is higher or lower than the original. I will not tell the second grader your original score, but I will give them access to the assignment sheet (and grading rubric).

### **Academic Dishonesty/Civilities**

I am sorry that it is necessary to have a policy on cheating but it is. Integrity is important. Please take note of the university's policy on academic misconduct: <http://students.wisc.edu/doso/acadintegrity.html>. If you have questions about how to properly cite a source, the quality of a particular source, and the like, I will help you with gusto and vigor. Any student caught plagiarizing or cheating will receive an F for the assignment and possibly the course. I reserve the right to report any incident to the Dean.

Since we are discussing politics in this class, it is possible that some emotions could run high. It is very important to treat everyone in class with dignity and respect. That does not mean that you have to accept every argument someone (including me!) makes, but it does mean that your response to that argument will not be personal and will be polite. While I am confident that this won't be a problem, failure to follow these guidelines will impact your participation grade by 10% per inappropriate outburst. I won't be using my cell phone to make calls or text during class. Neither

will you. I won't use my computer to surf the web during class or update my Facebook status or Twitter feed. Neither will you. If I break these rules, you can have my phone and my computer. If you break these rules, I can have your phone and/or laptop.

### **Some Advice**

There are many positive strategies you can employ in order to leave this class with a strong understanding of the simultaneously symbiotic and antagonistic relationship between political actors, the media, and the public (not to mention a good grade). One of the most important is coming to office hours and Rathskeller hours. I want all of you to use this class to become alert and critical thinkers. I also would like to a little bit about you, what you are interested in, and what your goals are at UW and beyond. Coming to office hours/Rath hours to talk with me about the reading, the assignments, the exams, what you like about class, what you don't, and anything else are all great ways to maximize your experience here.

In addition, reading strategically will help you a great deal. Don't just skim each reading as fast as you can and swipe right, play Pokémon Go or binge-watch *House of Cards* or *Gilmore Girls*. Read carefully, highlight the important points, consider the evidence used and go over the main points again after you've finished reading the chapter. Make notes, ask questions and come to class ready to dazzle me with what you know and quiz me about what you didn't quite agree with or understand.

If you want to skip class, take a different one. A great deal of what you will learn at the University of Wisconsin won't come from a book, but from the lectures, multi-media examples, and discussions you experience in class. Skipping class will not teach you what you need to know about politics and the media, even if you manage to pass the tests.

If you must miss for a legitimate reason, you must let me know before class in every imaginable circumstance. I am happy to work with you if you do this. If you have a personal condition that might result in your missing class or turning in assignments late, please alert me to it prior to September 9<sup>th</sup> so we can make any necessary adjustments to help you succeed.

### **Late Work**

There are 35 of you and one of me and we only meet about 30 times during the entire semester. I advise you to turn in assignments on time and take exams on the day they are administered. **Late assignments are accepted at a penalty of 10 points per 24 hours, beginning the exact moment after I collect them in class.** The penalties only go to a total of 50 points, so if you are exceptionally late, it is still in your interest to hand in your late assignment and get some credit for your work. **If you miss an exam without permission, you get a 0.**

All reading assignments will be available via a link or will be on the course's Learn @ UW page.

### **Stuff You Ought To Know Is Out There**

#### **Political Science**

<http://themonkeycage.org>

<http://mischiefsoffaction.blogspot.com>

<http://www.whiteoliphant.com/duckofminerva/>

#### **Media critics**

<http://www.cjr.org/>  
<http://www.onthedia.org/>  
<http://pressthink.org/>  
<http://mediadecoder.blogs.nytimes.com/>  
<http://prowag.me>

### **Media and opinion research**

<http://www.pewinternet.org/>  
<http://people-press.org/>  
<http://pollsandvotes.com/PaV/>  
<http://fivethirtyeight.blogs.nytimes.com/>  
<http://realclearpolitics.com/>  
<http://www.huffingtonpost.com/news/pollster/>  
<http://www.ropercenter.uconn.edu>

### **The blogosphere and digital politics**

<http://techpresident.com/>  
<http://andrewsullivan.theatlantic.com/>  
<http://www.drudgereport.com/>  
<http://www.talkingpointsmemo.com/>  
<http://www.pbs.org/mediashift/>  
<http://www.politico.com/>

## Course Assignments and Schedule

Do the assigned reading *before* class.

An asterisk (\*) denotes that you only need to skim this – you are responsible for the major point.

Each week, I list the broad topic for the week in **bold** and a statement that is a piece of conventional wisdom that has the virtue of being false. By the end of each week, you ought to be able to explain why it is false and how we know why it is false.

### **Week 1: What Do We Know About How Politics Works?**

Conventional Wisdom: Things would be much better if only we had real leadership.

September 6th

Read the Course Syllabus

September 8th

Schattschneider, E.E. 1960. *The Semi-Sovereign People*. New York: Holt, Rinehart, and Winston. Chapter 1, “The Contagiousness of Conflict,” pgs. 1-19.

Noel, Hans. 2010. “Ten Things Political Scientists Know That You Don’t,” *The Forum*, Volume 8, Issue 3.

### **Week 2: The Dynamics of for Political Behavior Journalists and Politicians, Part I**

Conventional Wisdom: Journalists are primarily driven by their own ideological values.

September 13th

Bennett, W. Lance. 2012. “How Journalists Report the News” in *News: The Politics of Illusion, Ninth Edition*. New York: Pearson Longman. 153-184.

Patterson, Thomas E. 2016. “[Preprimary Coverage of the 2016 Presidential Race: Trump’s Rise, Sanders’ Emergence, Clinton’s Struggle.](#)” Shorenstein Center.

Ball, Molly. 2016. “[Stop Blaming the Media for Trump.](#)” *The Atlantic*

September 15th

Hayes, Danny. 2010. “The Dynamics of Agenda Convergence and the Paradox of Competitiveness in Presidential Campaigns.” *Political Research Quarterly* 63(3): 594–611.

Hayes, Danny, and Matt Guardino. 2010. “Whose Views Made the News? Media Coverage and the March to War in Iraq.” *Political Communication* 27: 59–87.

### **Week 3: Political Behavior of Journalists and Politicians, Part II: The Consequences**

Conventional Wisdom: No really, if they would just lead presidents and congress members could change public opinion and make progress happen

September 20th

Klein, Ezra 2012. “The Unpersuaded: Who Listens to a President?” *The New Yorker*, available at [http://www.newyorker.com/reporting/2012/03/19/120319fa\\_fact\\_klein](http://www.newyorker.com/reporting/2012/03/19/120319fa_fact_klein)

Fallows, James 2012. “Obama, Explained.” *The Atlantic*, available at <http://www.theatlantic.com/magazine/archive/2012/03/obama-explained/308874/>

\*Wagner, Michael W. 2010. Great Communicators? The Influence of Presidential Issue Framing on Party Identification, 1975-2000.” in *Winning with Words: The Origins and Impacts of Framing*, Brian F. Schaffner, Patrick J. Sellers, Eds., pp. 136-59. Routledge.

September 22<sup>nd</sup>

Azari, Julia. 2016. “How the News Media Helped to Nominate Donald Trump,” *Political Communication*.

**Presentation #1: Cook, Timothy. 1998. *Governing with the News: The News Media as a Political Institution*. Chicago: University of Chicago Press.**

#### **Week 4: Is there Such a Thing as Media Bias?**

Conventional wisdom: Almost everyone agrees that the media are liberally biased.

September 27<sup>th</sup>

Groseclose, Tim. 2011. *Left Turn: How Liberal Media Bias Distorts the American Mind*. New York: St. Martin’s Press. Selected pages uploaded to Learn @UW.

Alterman, Eric. 2003. *What Liberal Media? The Truth About Media Bias and the News*. New York: Basic Books. Selected pages uploaded to Learn @UW.

Nyhan, Brendan. 2012. “Does the US Media Have a Liberal Bias?” *Perspectives on Politics* 10(3): 767–771.

Jamieson, Kathleen Hall. 2012. “Does the US Media Have a Liberal Bias?” *Perspectives on Politics* 10(3): 783–785.

Young, Cathy. 2003. “[Media Critic: Critique Thyself: Eric Alterman's \*What Liberal Media? is as shoddy as the books it attacks\*](#),” *Reason*, available at

September 29<sup>th</sup>

Wells, Chris, Dhavan V. Shah, Jon C. Pevehouse, Junghwan Yang, Ayellet Pelled, Fred Boehm, Josephine Lukito, Shreenita Ghosh, and Jessica L. Schmidt. 2016. “How Trump Drove Media Coverage to the Nomination: Hybrid-Media Campaigning,” *Political Communication*.

Wagner, Michael W. and Timothy P. Collins. 2014. “Does Ownership Matter? The Case of Rupert Murdoch’s Purchase of the *Wall Street Journal*,” *Journalism Practice* 8 (6): 758-771.

\*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 5: Did *The Daily Show* Change Everything?**

Conventional Wisdom: *The Daily Show with Jon Stewart/Trevor Noah* watchers don’t care about politics.

October 4<sup>th</sup>

Video: Jon Stewart’s appearance on Crossfire,  
<http://www.youtube.com/watch?v=aFQFB5YpDZE>

Young, Dannagal Goldthwaite. 2008. “*The Daily Show* as the New Journalism: In Their Own Words” in Jody C. Baumgartner and Jonathan S. Morris (eds.) *Laughing Matters: Humor and American Politics in the Media Age*. New York: Routledge. 241-262.

Rottinghaus, Brandon, Kenton Bird, Travis Ridout, and Rebecca Self. 2008. “It’s Better than Being Informed: College-Aged Viewers of *The Daily Show*” in Jody Baumgartner and Jonathan S. Morris (eds.) *Laughing Matters: Humor and American Politics in the Media Age*. New York: Routledge. 279-294.

**Due: Debate Paper**

October 6<sup>th</sup>

Bennett, W. Lance. 2007. "Relief in Hard Times: A Defense of Jon Stewart's Comedy in an Age of Cynicism," *Critical Studies in Media Communication* 24(3): 278-283.

Hart, R. & J Hartelius. 2007. "The Political Sins of Jon Stewart," *Critical Studies in Media Communication* 24 (3): 263-272.

**Due: Research Question**

### **Week 6: Funny or Not, We Hate The Media!**

Conventional Wisdom: Typically, the media and the public are more moderate than they are in today's polarized environment.

October 11th

Ladd, Jonathan M. 2012. *Why Americans Hate the Media and How It Matters*. Princeton, NJ: Princeton University Press. Chapters 1 and 3

October 13th

Ladd, Jonathan M. 2012. *Why Americans Hate the Media and How It Matters*. Princeton, NJ: Princeton University Press. Chapter 4

**Presentation #2: Boydston, Amber. *Making the News: Politics, the Media, and Agenda Setting*. University of Chicago Press.**

### **Week 7: And Our Hatred of the Media Has Consequences**

Conventional Wisdom: People hate the media because it is so biased

October 18th

Ladd, Jonathan M. 2012. *Why Americans Hate the Media and How It Matters*. Princeton, NJ: Princeton University Press. Chapters 5-7.

Turner, Joel. "The Messenger Overwhelming the Message: Ideological Cues and Perceptions of Bias in Television News." *Political Behavior* 29 (December 2007): 441-64.

Trickey, Erick. 2016. "[Charlie Sykes' Air War](#)." *Politico*.

October 20th

Gunther, Albert C., Stephanie Edgerly, Heather Akin, and James A. Broesch. 2012. "Partisan Evaluation of Partisan Information," *Communication Research* 39(4) 439-57.

Nyhan, Brendan and Jason Riefler. 2012. *Misinformation and Fact-checking: Research Findings from Social Science* (Washington, DC: New America Foundation).

<http://newamerica.net/publications/policy/misinformation-and-fact-checking>

Mooney, Chris. 2011. "The Science of Why We Don't Believe Science," *Mother Jones*, April 18, 2011, <http://www.motherjones.com/politics/2011/03/denial-science-chris-mooney>

### **Week 8: Media Choice, Emotions, and Political Behavior**

Conventional Wisdom: Modern technology is making every smarter and more polarized.

October 25<sup>th</sup>

Prior, Markus 2007. *Post-Broadcast Democracy*. New York: Cambridge University Press. Learn@UW

\*Jerit, Jennifer, Jason Barabas, and Toby Bolsen. 2006. "Citizens, Knowledge, and the Information Environment," *American Journal of Political Science*. 50(2): 266-82.

**Due: Literature Review**

October 27<sup>th</sup>

Prior, Markus 2007. *Post-Broadcast Democracy*. New York: Cambridge University Press.  
Chapters 4-5

\*Brader, Ted. 2005. "Striking a Responsive Chord: How Political Ads Motivate and Persuade Voters by Appealing to Emotions," *American Journal of Political Science* 49: 388-405

**Presentation #3: Geer, John G. 2006. *In Defense of Negativity: Attack Ads in Presidential Campaigns*. Chicago: University of Chicago Press.**

### **Week 9: What Do We Know So Far?**

Conventional Wisdom: You don't need to read to learn anything or take the exams.

November 1<sup>st</sup>

America's Fastest-Growing Quiz Sensation, **Exam Review Jeopardy!**

No readings

November 3<sup>rd</sup>

### **EXAM 1**

### **Week 10: Pick Your Color, Red or Blue! I Don't Know Why We're Yelling!**

Conventional Wisdom: It is the media that's biased, not the people.

November 8<sup>th</sup> ELECTION DAY

Prior, Markus 2007. *Post-Broadcast Democracy*. New York: Cambridge University Press.  
Chapters 6&7

\*Iyengar, Shanto and Kyu S. Han. 2009. "Red Media, Blue Media: Evidence of Ideological Selectivity in Media Use," *Journal of Communication*, 59: 19-39.

Edgerly, Stephanie. 2015. "Red Media, Blue Media, and Purple Media: News Repertoires in the Colorful Media Landscape." *Journal of Broadcasting and Electronic Media* 15(1): 1-21.

November 10<sup>th</sup>

Mutz, Diana C., and Byron Reeves. 2005. "The New Videomalaise: Effects of Televised Incivility on Political Trust." *American Political Science Review* 99: 1-16.

**Presentation #4: Arceneaux, Kevin and Martin Johnson. 2013. *Changing Minds or Changing Channels? Partisan News in an Age of Choice*. University of Chicago Press.**

**Due: Rough Draft of Paper From Research Question To Research Design**

### **Week 11: It's The Media's Fault! No It Isn't! Yes It Is! No It Isn't?**

Conventional wisdom: People are suckers who regularly change their attitudes based on what they hear in the media

November 15<sup>th</sup>

Robert Putnam, "Tuning In, Tuning Out: The Strange Disappearance of Social Capital in America," *PS: Political Science and Politics*, 28, no. 4 (1995), 664-683.

Pippa Norris, "Does Television Erode Social Capital? A Reply to Putnam," *PS: Political Science*

*and Politics* 29, no. 3 (1996), 664-683.

\*Steven Johnson, "Watching TV Makes You Smarter," *New York Times*, April 24, 2005, <http://www.nytimes.com/2005/04/24/magazine/24TV.html>.

**DUE: Research Paper: First Draft (everything but the analysis)**

November 17th

Druckman, James N., Erik Peterson, and Rune Slothuus. Forthcoming. "How Elite Partisan Polarization Affects Public Opinion Formation," *American Political Science Review*.

Chong, Dennis and James N. Druckman. 2010. "Dynamic Public Opinion: Communication Effects Over Time," *American Political Science Review* 104: 663-680.

\*Druckman, James N., Cari Lynn Hennessy, Kristi St. Charles, and Jonathan Weber. 2010. "Competing Rhetoric Over Time: Frames Versus Cues," *The Journal of Politics* 72: 136-148.

### **Week 12: Will The Revolution Will Be Socially Networked?**

Conventional Wisdom: Social networks are changing everything.

November 22<sup>nd</sup>

Thorson, Kjerstin and Chris Wells. 2015. "Curated Flows: A Framework for Mapping Media Exposure in the Digital Age," *Communication Theory* 26(3): 309-28.

Xenos, Michael and Patricia Moy. 2007. "Direct and Differential Effects of the Internet on Political and Civic Engagement," *Journal of Communication* 57: 704-718.

Journalism.org. "The Demographics of Mobile News"

[http://www.journalism.org/analysis\\_report/demographics\\_mobile\\_news](http://www.journalism.org/analysis_report/demographics_mobile_news)

Journalism.org. "The State of the News Media, 2012."

<http://stateofthemedias.org/2012/>

\*Benjamin I Page, "Assigning Blame for the Los Angeles Riot" and "Zoe Baird, Nannies, and Talk Radio" in *Who Deliberates? Mass Media in Modern Democracy, American politics and Political Economy* (Chicago: University of Chicago Press, 1996), 43-105.

\*Malcolm Gladwell, "Small Change: Why the Revolution Will Not be Tweeted," *The New Yorker*, October 4, 2010,

[http://www.newyorker.com/reporting/2010/10/04/101004fa\\_fact\\_gladwell](http://www.newyorker.com/reporting/2010/10/04/101004fa_fact_gladwell).

November 24<sup>th</sup> THANKSGIVING

### **Week 13: What Do We Want? Clooney! When Do We Want Him? Now!**

Conventional Wisdom: Infotainment has no value.

November 29th

Veenstra, Aaron, Ben Sayre, Dhavan V. Shah, and Douglas McLeod. 2008. "Frames and Knowledge in Mixed Media: How Activation Changes Information Intake," *CyberPsychology and Behavior* 11(4): 443-50.

Vraga, Emily K., Stephanie Edgerly, Bryan M. Wang, and Dhavan V. Shah. 2011. "Who Taught Me That? Repurposed News, Blog Structure, and Source Identification," *Journal of Communication* 61: 795-815.

December 1<sup>st</sup>

Baum, Matthew A. 2002. "Sex, Lies, and War: How Soft News Brings Foreign Policy to the Inattentive Public." *American Political Science Review* 96(1): 91-109.

Prior, Markus. 2003. "Any Good News in Soft News? The Impact of Soft News Preference on Political Knowledge," *Political Communication* 20: 149-71.

**Presentation #5. Wells, Christopher. *How Civic Organizations Use Social Media to Change Civic Identities of Young People.***

**Week 14: Presentations!**

December 6th

-Presentations

December 8th

-Presentations

**Week 15 Presentations and Review: What Do We Know? What Don't We Know?**

December 13th

-Presentations

December 15th

Epilogue, Evals, and Exam Review Jeopardy!

**Due: Final Paper (Full, Final Draft)**

**FINAL EXAM**

**TUESDAY, 12/20/16, 2:45-4:45pm**