



Politics and the Media

Professor Robert Sahr
Office: Gilkey Hall 306A
Telephone: (541) 737-6238 or 737-2811
Hours: Tuesday and Wednesday 2-3 p.m., and by appointment
E-mail: Robert.Sahr@oregonstate.edu; write [PS 415](#) on the subject line

PS 415/515; CRN 18917/18919
Oregon State University
Fall Quarter 2011
MW 4:00-5:50 p.m.
Milam Hall 202

Nearly everything we learn about politics comes through the media, because we experience directly very little of what we “know” about politics. This course examines: (1) how news media operate, (2) the interaction among journalists and others in relation to elections, the presidency, Congress, and other parts of government and policy, (3) some effects of these interactions, and (4) personal strategies to help overcome limits of media for learning about politics. This course gives special emphasis to two elements: first, media and elections, and second, media and presidents, especially President Obama and former Presidents George W. Bush, Clinton, and Reagan. Relatively brief “response papers” (RPs) and hard copy or online media observations are used for evaluation. For each RP, students will apply course materials to analysis of media coverage of political developments. Each student also will keep a journal about personal media use during two weeks of the quarter. Graduate students read and evaluate an additional book or a series of journal articles. The course has no strict prerequisites, though basic knowledge of American politics will be useful.

⇒ **Important:** Students are to study materials for this course to understand concepts and illustrations, not to memorize details. In addition, there are no closed-book exams or quizzes about course reading.

Course Goals: I intend the course to increase information about media and to help develop media analysis skills.

Information Content

- **Centrality of media to US politics:** To develop recognition of the central role of media and the importance of image—whether or not factually accurate—as core features in American politics
- **Media context and methods:** To examine the economic and legal context of the media and media methods of operation and to analyze their effects on journalistic choices, orientations, and practices
- **Officials and journalists:** To gain insight about how candidates and government officials respond to, attempt to influence, and are affected by journalistic coverage
- **Effects on the public:** To analyze effects of media practices and of media-official interaction on information and images available to the public

Skills

- **Analyzing media content:** To develop more highly nuanced ways of analyzing media content regarding politics, avoiding either/or judgments and recognizing effects of the journalist-official-public interaction
- **Personal media strategy:** To develop a personal media strategy, given time and other limits and in recognition of the strengths and weaknesses of various media as sources of information and images

Requirements and Grading: Response papers (four of a possible five @ 100 points, 400 total), a number of “media observations” (200 points total); and a media journal (50) are required. **Graduate students** (enrolled for **PS 515**) have additional requirements (200 points), described (page 2) below. An A requires 90% (585 of 650 course points for PS415; 765 of 850 for PS 515), a B 80% (520 or 680), a C 70% (455 or 595), a D 60% (390 or 510). **Within each grade range**, the bottom three percentages are minus and the top three are plus. Improvement will help determine borderline grades. (Students can improve low scores by completing extra reading.)

⇒ **Course Blackboard Site:** Use [PS_415_X001_F2011](#) for those enrolled in both PS 415 and PS 515.

Questions and Difficulties: As a 4-credit upper-division course, this will require significantly more work than a 3-credit class. **Feel free to contact me about questions or problems**, in person, by phone during office hours (Tuesday and Wednesday 2-3 p.m. or by appointment), or by e-mail (address above; indicate [PS 415](#) on the subject line). The best way to contact me about quick questions generally is by e-mail. **I am in my office much of the time in addition to office hours**, so students often can reach me by telephone or in person.

⇒ **Helpful advice for this course:** It is important to read regularly to keep up with course reading, and to plan ahead to complete course requirements. Note also that students complete four of five RPs; for students who complete all five, I will count the best four.

Guidelines for submission of course materials: Submit completed assignments either in class or delivered to the Political Science office, Gilkey Hall 307. Please do **NOT** submit as attachments to e-mail unless you have specific advance permission from me.

Course Reading: All books are available through the OSU Book Store, or students can purchase books through the online sites for Amazon [<http://amazon.com>], Barnes and Noble [www.BarnesandNoble.com], Powell's [Portland, www.powells.com/], and other book sellers.

I have ordered all course books through the OSU Bookstore and for **reserve in Valley Library, first floor desk.**

Core Textbooks: All of each is required. I encourage purchase of both, though each is on Valley Library reserve.

Bennett, *News: Politics of Illusion*, 9th edition (**get this edition**; Longman, 2012; ISBN 978-0-205-08241-4)

Iyengar, *Media Politics: A Citizen's Guide*, 2nd edition (W.W. Norton, 2011; ISBN 978-0-393-93557-8)

Extra Credit/Graduate Student Books: Undergraduate students (PS 415) can read any of the following for possible extra credit on response papers. Graduate students can read for extra credit a book not used for the PS 515 requirement (see the next item). Each book is available in the **OSU Bookstore and has been ordered for reserve in OSU's Valley Library**. In each Response Paper guide, I will list specific extra credit for that RP.

Le Cheminant and Parrish, eds., *Manipulating Democracy: Democratic Theory, Political Psychology, and Mass Media* (Routledge, 2011; ISBN 978-0-415-87805-0); an interesting collection of materials on topics implied by the title, with contributions by scholars from several disciplines. Reading this meets the PS 515 requirement.

Ricci, *Why Conservatives Tell Stories and Liberals Don't* (Paradigm Press, 2011; ISBN (978-1-59451-874-4). This book compares the orientations of liberal, conservatives, and others in media and politics

Street and DiMaggio, *Crashing the Tea Party: Mass Media and the Campaign for Remake American Politics*, paperback (Paradigm Publishers, 2011; ISBN 978-1-59451-945-1). This is the first careful, scholarly study of "Tea Party" developments. The authors base their analysis on participant observation of Tea Party meetings, interviews, and historical analysis. One chapter from this book is required, available in Blackboard documents.

Graduate Student Requirement: Graduate students (enrolled for PS 515) are required to do **ONE** of the following:

EITHER read and analyze Cheminant and Parrish, *Manipulating Democracy* (see above). Then (1) write a careful chapter-by-chapter summary **and** a clear statement of the book's overall issues and arguments, (2) relate the book to other course materials and topics, and (3) evaluate the book's strengths and weaknesses, clearly stating criteria.

OR for each RP locate, read, and summarize **two journal articles** that are relevant to the topic of the response paper to which they apply. (**Attach** to the end of your RP the first page of each journal article, the "abstract".) "Journal" here refers to such academic journals as the following:

- **Political Science:** *American Political Science Review* (APSR, official journal of the American Political Science Association), *Journal of Politics* (JOP), and similar, as well as such specialized journals as *Presidential Studies Quarterly* (PSQ) or *Political Psychology*
- **Communication:** *Communication Research*, *Journal of Communication*, *Political Communication*
- **Sociology:** *American Sociological Review*, *American Journal of Sociology*
- **Analogous journals for other academic disciplines**

At the Oregon State University Library home page (<http://osulibrary.oregonstate.edu/>) is an "e-journal" link, which allows students to access online many (but not all) academic journals. Select the "E-journal" link and then type in search term(s) for the type of journal, e.g., "communication," you want to locate. At the individual journal sites you can search by key words or by date. You then can locate and read or download (probably as pdf files) relevant journal articles. (Off-campus students should be able to access these, possibly using OSU ID number or similar. If you have difficulties, contact the OSU Library through their web site.)

In addition, the Google Scholar search site (<http://scholar.google.com/>) is excellent for locating academic journals and other specialized items that might not show up on regular Google or other searches. You sometimes can locate journal articles that are not available through the OSU Library by going to the home page of journal article authors, many of which contain links to scholarly articles they have written.

Important note about Blackboard reading: I have placed a number of items in Blackboard documents (all in pdf format, so require Adobe Acrobat or similar to read), each in the Blackboard "folders" for the various weeks. **Almost never do I expect students to read carefully all pages of items I place in Blackboard.** Instead, I will explain my expectations in the course reading guides that I place on Blackboard for each week.

Review Reading: Students who need review of basic features of American politics and government might want to read appropriate chapters, e.g., the US election process, in an American government text. Ask me for suggestions.

Using the OSU Library and Other Libraries: All but one course book is on reserve in the OSU Library, and many are available in other libraries. Students probably should buy those books that are entirely required, but might want to use a library copy of one or more other books. Students who have difficulties with library materials can contact the social science librarians at OSU: ISSoc/HumLibrarians@orst.edu. OSU reference librarians have prepared a

political science guide to library research: <http://ica.library.oregonstate.edu/subject-guide/361-Political-Science>.

Special Student-Rate News Media Subscriptions

In this class, I especially encourage students to use media to pay attention to political developments. This does not, however, require that students subscribe to particular media sources, though I strongly recommend subscribing.

A number of politically important media are available at special student rates and might be of interest to students in this class. I supply information below and in a separate Blackboard item for students who prefer to subscribe, at special student rates, which are sharply reduced from the regular subscription price.

I encourage students to sample one or more media sources to learn about sources of possible future interest. Such “sampling” does **not require subscription** to enhance regular reading. In addition, some subscriptions give access to additional **online** materials from that publication, each of them valuable research and information sources.

I expect students to read the *New York Times* (NYT) regularly because it remains the single most important American news publication and I frequently will refer to it during the quarter. Students need **not** subscribe because the NYT is available free online, though **I strongly recommend subscription**. As we will discuss during the quarter, the NYT is less liberal than many people believe; for example, its editorial page was very critical of President Clinton and its news pages were very helpful to the Bush administration during the buildup to the Iraq War, though its editorial pages opposed the war. Because of its importance, all students of political communication should be acquainted with it. I will distribute in class and/or place in Blackboard documents a more detailed guide to subscriptions, including the *New York Times*, the *Wall Street Journal*, *The Economist*, and the *Financial Times*.

Additional Information

 **Students with documented disabilities** who need accommodations or have emergency medical information the instructor should know, or who need special arrangements in the event of evacuation should contact the instructor. Accommodations are collaborative efforts between students, faculty and Services for Students with Disabilities (SSD). Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD immediately at (541) 737-4098.

The **official Oregon State University “Statement of Expectations for Student Conduct,”** that is, policies about cheating and related, is available at oregonstate.edu/admin/stucon/index.htm (this link is required in OSU syllabi).

General Guidelines for Written Assignments

• **Note:** On all **GRADED** written materials, do **NOT** indicate your name but instead, on the front page, upper right, indicate your **Student ID number, PS 415, project name** (e.g., RP 1), and the **date** you submit it. Indicate **PS 415** even if enrolled for PS 515. Also, be sure to save assignments using ID number and project name.

- Please submit completed assignments **in class or** to the **Political Science office** (Gilkey Hall 307), **not** by attachment to e-mail.
- Do **NOT** use a cover (plastic or similar) on any written assignment.
- I prefer that students type **single-spaced**, with a line between paragraphs and 1-inch margins on all sides.
- Guidelines for paper length are indicated for specific assignments. These are **only estimates** of what appears required to respond adequately to the elements of the assignment. I grade concise responses more highly than longer, less clearly written responses, but page length in itself does not affect the grade.
- Each paper should be carefully written and proofread. Use a spell checker **and** a grammar checker!
- **Citations** to course reading should state the author and page number(s), in parentheses after the material used (quotation, paraphrase, or any other use), e.g., (Bennett, pp. 45-52). You need **not** list these in citations at the end.
- **Citations** to non-course material should include: Author, *Title*, edition if not 1st (City: Publisher, year), or web address and date accessed, using either footnotes or—**preferred**—parenthetical references and citations at end.
- Many students engage in plagiarism—presenting points that require citation without identifying sources—sometimes without recognizing it. To avoid plagiarism, writers **MUST give credit whenever they present**:
 - › another person’s idea, opinion, or theory, even if not directly quoted but only paraphrased or summarized
 - › any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge; if in doubt about whether something is “common knowledge,” provide a cite (that is, err on the side of caution)
 - › direct quotations of another person’s spoken or written words, or

- paraphrase of another person's spoken or written words (that is, re-wording what another person has said or written does not eliminate plagiarism)
- **NUMBER the pages** on all assignments, for ease in my commenting and to be sure pages are in correct order.

Criteria for Evaluating Written Work (the first two are most important)

- Response to each of the specific questions to be addressed
- Drawing on appropriate course materials and, if appropriate, materials from other sources
- Clear and well-written responses, showing use of spell checker, grammar checker, and careful organization

A Political Science Department writing guide is available through the OSU Political Science Department web page, <http://oregonstate.edu/cla/polisci/students>; select "students" and then "Writing Guide."

OSU Writing Assistance

The Oregon State University Center for Writing and Learning is an excellent source for help with writing for this or other courses. The address is <http://cwl.oregonstate.edu/twc.html>. Note especially the "Online Writing Lab," to which you can submit a draft of your papers for feedback, the "web resources," which has excellent links to writing resources, and "Writing Tips and Handouts," which has suggestions about many writing issues. Students who are near Corvallis can make appointments for in-person writing consultation.

Course Discussion (200 points)

Discussion is a crucial component in a class that examines media and current developments. I have significantly changed the "discussion" requirement to, I hope, more fully integrate discussion and other course materials.

Most weeks I will announce in class a media observation to complete outside of class and which a brief summary. Usually these will be short, probably a usual maximum of two single-spaced pages (possibly plus any attached tables or illustrations). These will serve partly as a basis for class discussion. I will not be specifically grade these, but in total these are worth a maximum of 200 points, probably normally 20-25 points per written observation. Tentatively I will count about eight of these in a student's grade, so a student will not be hurt by omitting one or two.

Response Papers (RPs; 400 points)

Recently I have changed both reading and writing requirements from earlier quarters. I have dropped earlier take-home exams and the former large "content analysis" and incorporated elements of each into the response papers (RPs).

Each student chooses four RPs to complete, among five options. I **strongly suggest** that students **complete the first response paper** in order to receive early feedback from me and to provide choices among the remaining four.

Each Response Paper is worth a maximum of **100 points**, a maximum **total of 400 points**. Each RP normally should be **no longer than five (5) single-spaced pages (and can be somewhat shorter)**, plus any supplementary materials, e.g., media examples. (This is **not** a rigid limit, so students can exceed it if necessary.) At the end of each RP, **list the sources used** to answer the questions.

One week before each RP is due I will distribute and post in Blackboard **assignments** questions to address in that RP. RPs are to draw on relevant course readings and current materials to respond to questions about that part of the course.

I will use these criteria to grade RPs: (1) the degree to which answers respond to the questions asked; (2) use of appropriate material (on most RPs, I will identify some materials that must be used); and (3) clear and careful writing.

Following the guidelines stated earlier, each response paper should be single-spaced, carefully written, and carefully proofread. Use a **spell checker and a grammar checker**. **Instead of footnotes**, identify sources of quotes, paraphrases, or similar by name of the author(s), in parentheses, with page or chapter numbers. If you use course materials, you need not provide full citations but only name(s) of author(s) and page numbers, e.g., (Bennett, pp. 20-22, or p. 81 [pp. = pages, p. = page; the period is optional]). If you use non-course materials include the full citation at the end of the response paper, using **standard form**: **for journal or magazine article**: Author, "Title," *Journal*, Volume and number and year, page numbers; **for book**: Author, *Title*, edition, if not first (City, Publisher, year). Author should include first and last name and middle initial. **Underlining** can replace *italics* in titles. A **link** to **citation styles** is available at this location: http://www.dianahacker.com/resdoc/social_sciences/intext.html.

Students can read **extra credit** (totally optional and **not** required in order to do well in the course) for any RP, reflecting that reading in a separate answer or answers at the end of the RP. Students can submit **no more than three** extra-credit answers on any RP. On the instructions for each RP, I provide a list of possible extra credit reading, showing which chapter or set of chapters from each of the three extra credit books (page 2 above) counts as an extra credit "unit." For each RP, I might list some additional extra credit on the RP guide, from other Blackboard or online sources. Extra credit answers normally are worth as many as 4 points, or 5 points for especially long chapters. For each extra credit

answer, identify the book and chapters. Then summarize the main points of the chapter or chapters read and state reactions, e.g., agreement or disagreement, how that reading relates to other course materials, how it relates to current examples. When answering extra credit, **label** answers clearly as “extra credit” and **identify** the source.

Note: **Additional RPs**, beyond the four required, may **not** be submitted for extra credit. However, if a student submits all five RPs, I will count the four highest scores to calculate the course grade.

Media Journal (50 points)

Keep your journal during the **FIRST THREE WEEKS** of the course, that is, complete the **two weeks no later than Sunday, October 16**. (The media journal is **due Monday, October 24**.) The aim of the media journal (**50 points**) is systematically to monitor for **TWO weeks** how you use **all** media, not only news media but also non-news media. Use a standard-size (8-1/2 by 11) notebook (spiral or otherwise) and carefully record for **every** day how you used **all** media during that day: radio, television, newspapers, magazines, movies, videotapes, and so on. Write not only **when (date AND day of the week, and time; for example, “Thursday, October 6, 8-8:45 p.m.”)** and how long you read/listened/watched but **also** what you read, listened to, or watched. (You need **not** list the names of movies or videos, unless you want to.) As illustrated, indicate the **time of day** you used each of the media. Record not only that, say, from 8 to 8:30 a.m. Monday, October 3 you read *The Oregonian*, and also that you skimmed the first page, then read the sports and comics carefully and skimmed section A; or that you listened to the local rock station while you read Bennett. **For each news item, briefly summarize the content** of the news coverage. **The first time you use any news source**, briefly summarize how you generally use it. In your journal entries, indicate any media you used specifically as part of an assignment for this class that you would not normally use.

At the end of your journal do ALL the following:

- (A) add a **page or two** summarizing **your use of the media**, based on careful analysis of the record of how you actually used the media. Include discussion of both news and non-news use of the media. (You need not express guilt that you did not use “news” media more than you did.) Then
- (B) spend **two or so pages** to summarize **what political information and views** you would encounter if you used **each** of the news media that you observed, providing examples and evidence to support your conclusions.
- (C) finally, conclude with a **page or two** in which you suggest your **future career goals, how “news” media fit into them**, and how—given your time, financial, and other limits—you would supply those news needs. Identify specific media, if any, you might use, and make clear the reasons for your choices. Note that nearly all professions have journals or other publications that are important to know about.

If you use a spiral binder for your journal, do not turn in the entire binder. Instead, when you turn in your journal, separate out the pages on which you have written anything, **trim off any ragged edge**, and then staple the pages together at the upper left corner. Be sure your student ID number is on the journal.

Do not “pad” your journal by indicating you use the media in ways you do not actually use them. Similarly, **do not change your media-use patterns** to make your journal “look good.” I will grade your journal on its detail and systematic effort **and** on the thoughtfulness of your concluding comments (A, B, and C). I will **not** give more points for those who spend six hours a day listening to/watching C-SPAN, “The NewsHour with Jim Lehrer,” National Public Radio, and reading the NYT than for someone who simply hears the news several times a day on a local radio station, watches MTV while reading course materials, and once or twice a week watches late night local TV news.

As noted above, the **deadline** for the two weeks you are to keep your media journal is **Sunday, October 16** and the journal is **due Monday, October 24**.

Useful Online Sites and Recommended but Optional Strategy for Monitoring Media

I will place in **Blackboard documents** a **list** of useful online sites **and** some suggestions for an optional but recommended strategy for monitoring media.

Summary List of Assignment Due Dates

Monday, October 3	Deadline to submit the completed course grade form (the final page of this syllabus)
Monday, October 3	Begin your media journal no later than today (see also October 16 and October 24 entries)
Sunday, October 16	The last day students can use in media journals (so begin the journal at least two weeks earlier)
Monday, October 17	Response Paper (RP) 1 (media bias) due; questions distributed one week in advance); reminder: each student is to complete four of five possible RPs
Monday, October 24	Media Journal due
Monday, October 31	RP 2 (media and elections) due; questions distributed in advance
Monday, November 14	RP 3 (media and presidents) due; questions distributed in advance

- Monday, November 21 RP 4 (health or global warming or economics) due; questions distributed in advance
- Monday, December 5 RP 5 (foreign nations) due; questions will be distributed one week in advance)
- Monday, December 6 Graduate student book analysis due (I encourage earlier submission)

Detailed Topic and Reading Schedule

The Topic and Reading Schedule below lists topics and reading assignments and summarizes due dates for the various course requirements. Note the following points:

- **Each week**, usually on Monday, I will provide a **written guide to that week's reading** for that week. I might post these in Blackboard documents a day or two before I distribute them in class.
- I list the most general reading first, so I **suggest** that students read items **in the order listed**. I have reduced required reading for the course but it still is relatively intense. **Read to understand concepts, not details**, so avoid getting caught up in details. Some overlap in content might occur among readings, so skim as appropriate.
- Assigned **Blackboard readings** often contain a number of short items; **read these for general themes and arguments, not details**, and observe points of agreement and disagreement among various course readings. Generally I will explain these assigned readings in class, emphasizing important points.
- **Extra credit reading** is **totally optional**, for those who have time and inclination to do extra reading. Extra credit reading is **not** required to do well in the course. Those who read extra credit reflect that material as short essay answers on response papers.

The two core course texts have different aims and so different uses in the course:

Bennett, *News: Politics of Illusion*, 9th edition: This provides an overview of the three core elements (officials, journalists, and the public) and numerous examples. As the author states, this is an argumentative book, and you need not agree with all his points.

Iyengar, *Media Politics*, 2nd edition: This text provides the core elements of the course, with useful video examples. These two books might overlap slightly though their approaches differ.

⇒ **Note:** The **video examples** listed in Iyengar for most chapters are interesting examples of the topic of that chapter. I will indicate in class any video examples you should consider "**required reading**," to reflect in written assignments. Some of these I might show in class.

⇒ **Remember:** I have ordered all course books for **reserve** in Valley Library, though some might be delayed in arriving.

1. Week of September 26. Introduction to the Course and to the Role of the Media in American Politics

Bennett, *News*, Foreword (by Graber), Preface, and ch 1-2

Iyengar, *Media Politics*, Acknowledgments and ch 1 (including online video examples listed for this chapter)

⇒ **Reminder:** Complete and turn in the grade form (the final page, below) no later than Monday, October 3.

2. Week of October 3. Historical, Economic, Legal Context of US Media and Methods of Operation

⇒ **Note:** Students **MUST** begin observations for the media journal no later than January 10 (see page 5 above)

Iyengar, *Media Politics*, ch 2, 3, and 5 (including online video examples listed for these chapters)

Bennett, *News*, review ch 2 and read ch 7

Read in **Blackboard**: *Bill Moyers Journal* with Glenn Greenwald and Jay Rosen, February 6, 2009 (7 pages), paying attention to the points about the assumptions and orientations of the elite media

Indiana University analysis of journalists, with data, especially finding 6 (**Blackboard documents**; 11 pages)

Abstracts about President Reagan's visit to the island of Grenada, for viewing videos (**Blackboard documents**)

Video: President Reagan's visit to the island of Grenada, by ABC, CBS, and NBC (available as noted):

(ABC) <http://oregonstate.edu/media/rxhkm>,

(CBS) <http://oregonstate.edu/media/cgqppv>, and

(NBC) <http://oregonstate.edu/media/vwvfp>

Note: I **suggest** that you **take notes** when watching **video examples**. I will provide viewing suggestions.

Suggestion: Graduate students select a book for analysis or begin locating journal articles for the first RP.

For your information: Each Friday the Project for Excellence in Journalism posts its weekly analysis of the content of news coverage, at www.journalism.org/; you might want to check that periodically.

3. Week of October 10. Conventional Wisdom, Media Methods, and Media Bias

Iyengar, *Media Politics*, ch 4 (including video examples in the book's DVD)

Bennett, *News*, ch 5 and review the discussion of media bias, ch 2, especially pp 35-44

Patterson, *Out of Order*, ch 3, pp 103-115 (media bias; this chapter is available in **Blackboard documents**)

Read carefully Sahr, "Historical Overview of Changes in U.S. 'Media Regimes,' 1950s to the Present" (**Blackboard documents**), including the examples by journalist John Harris, formerly of the *Washington Post*,

now at Politico.com; you need not agree with all aspects of this paper; focus instead on the overall argument about Republican success in image creation and using media to their advantage
Parry, *Fooling America*, "Introduction" (**Blackboard documents**); important on "conventional wisdom" ("CW")
Alterman, *What Liberal Media?* (this list might be changed; all required chapters are available in **Blackboard documents**): "Preface to Paperback edition," "Preface to the Hardcover edition," and ch 1, ch 2 (pay special attention to economic aspects), ch 7 (social bias), and ch 8 (economic bias)
Video: TWA high jacking (available at <http://oregonstate.edu/media/zttfh>)

Due Monday, October 17: Response Paper 1 (media bias, responding to questions distributed earlier.

Reminder: I suggest that all students complete RP 1 so that they can receive early feedback from me and so that they will have choices among RPs 2 through 5. Those who do not complete RP 1 must complete all other RPs.

Reminder: **Extra credit on is available for each RP (as noted earlier, extra credit is NOT required for a high grade).** On each RP, I will identify extra credit reading. See the instructions above.

Reminders: The deadline for the two weeks students are to keep media journals is Sunday, October 16. The journal is due Monday, October 24.

4. Week of October 17. Media and Elections I

Suggestion: Think about the readings for this week in relation to recent election campaigns
Iyengar, *Media Politics*, ch 6 (including online video examples listed for this chapter)
Bennett, *News*, review ch 1 and 2 and read ch 4

Patterson, *Out of Order* (**Blackboard documents**), excerpts (as described in more detail in reading guide) from ch 1 (especially pp 28-30 and 48-52), ch 2, and ch 3 (ch 3 is in **Blackboard documents** CW-bias folder, earlier)
Sahr, "Media Coverage of Potential Presidents: Clinton Rules, Non-Clinton Rules, and McCain Rules" (**Blackboard documents**); skim the opening sections (to p 16) and then read the discussion of what I suggest might be "rules" in relation to journalist coverage of the Clintons, others, and John McCain specifically. Relate what I suggest to what you remember about media coverage of the 2008 campaign. Note that John McCain's media strategy very sharply changed in August 2008, when his campaign began limiting journalist access in order to attempt to control their message.

Video: a frequently-cited Leslie Stahl report about Ronald Reagan as candidate in 1984 (see Bennett, p 140; available at <http://oregonstate.edu/media/znmfk>); possibly shown in class

5. Week of October 24. Media and Elections II

Due Monday, October 24: Media Journal

Iyengar, *Media Politics*, ch 9 (including online video examples listed for this chapter)
Patterson, *Out of Order*, excerpts (as described reading guide) from ch 4 (**Blackboard documents**)
Jamieson and Campbell, *The Press Effect*, ch 7 (chapter available in **Blackboard documents**)
Street and DiMaggio, *Crashing the Tea Party*, ch 6, "Astroturf to the Core" (available in **Blackboard documents**); think about whether you are persuaded by the authors's points and why or why not.
Readings about campaign coverage in 2004 ("media_2004_elections;" "election images," **Blackboard documents**)
Media and the 2008 election (brief collection in **Blackboard documents**)

Tentative: Boehlert, *Lapdogs*, ch 6 and 7 (chapters available in **Blackboard documents**), about media treatment of analogous elements of the John Kerry and George W. Bush candidacies in 2004; skim for basic points
Use examples from the web site <http://www.livingroomcandidate.org/> (this site has ads for years starting 1952, and also ads by category, e.g., biography, fear) to examine political ads from **1988, 2004, 2008**, and **one other** election, to which you apply suggestions from week 5 course lectures and notes; for each election, watch **both positive and negative** advertisements from **at least two** of the **campaigns** (Republican and Democratic).

Due Monday, October 31: RP 2 (media and elections)

6. Week of October 31. Brief Overview of Media, Congress, Courts, and Presidents

⇒ **In relation to the next several topics, pay special attention to media coverage of President Obama.**

Iyengar, *Media Politics*, ch 7 (including online video examples listed for this chapter)
Bennett, *News*, re-read ch 4, esp. pp. 137-147
McClellan, *What Happened?*, chapter 5, "The Permanent Campaign" (chapter in **Blackboard documents**). Scott McClellan was President George W. Bush's press secretary 2003-2006. Here he describes what he sees as a core negative feature of contemporary American politics.
King and Schudson, "The Myth of the Great Communicator" available in **Blackboard documents** (3 pages)
Reading about the media and earlier presidents and "scandals" (**Blackboard documents**; read pages 1-3 carefully; you can skim pages 4-10)

Video: The media strategy and coverage of President Reagan, “The Power Game” (available at <http://oregonstate.edu/media/vbvzl>; the first 17½ minutes or so, to the George H.W. Bush introduction)

7. Week of November 7. Media and Presidents Bill Clinton, George W. Bush, and Barack Obama

Iyengar, *Media Politics*, ch 10 (including online video examples listed for this chapter), and review ch 7 Patterson, *Out of Order*, “Postscript to the Vintage Edition” (**Blackboard documents**)

⇒ **Note:** **Blackboard** readings contain numerous short items; read these selectively for general themes and arguments, not details, and note points of agreement and disagreement among various readings. In addition, I will provide detailed guidance in reading guides.

Selective readings about media and Presidents Clinton, George W. Bush, and Obama will be placed in **Blackboard documents** (I will provide guidance in reading guides)

Review Sahr, “Historical Overview” (**Blackboard documents week 3 folder**)

Review Bennett, *News*, ch 4, esp. pp 137-144 and the case studies on pp 66-68

Due Monday, November 14: RP 3 (media and presidents)

8. Week of November 14. Coverage of health and EITHER climate change OR economic issues

Read Iyengar, *Media Politics*, review ch 7 and 10

Then read the materials about media and **health** and either materials about climate change or economic issues

Health (required): **Either:**

Watch this **video** or Bill Moyers Journal, July 10, 2009 interview with Wendell Potter, former health insurance executive about health care reform, at <http://www.pbs.org/moyers/journal/07102009/profile.html>. It also might be available free through **iTunes Store (at PBS, Bill Moyers; get the video version rather than only the audio)** and possibly at other locations. The length of the interview is about 50 minutes.

Or read the transcript and viewer comments about Potter on Bill Moyers Journal (**Blackboard documents**)

Then read the following items (all in **Blackboard documents**): Potter, *Deadly Spin*, Introduction, chapter 2 (“Campaign Against Sicko”), chapter 11 (“The Playbook”), and chapter 12 (“Spinning Out of Control”)

Think about media coverage of health policy issues and how the Potter interview relates to the strengths and limits of what you observed concerning usual media coverage of such public policy issues as health care.

Also, concerning **Potter’s** comments about health industry strategy, think about what you observed about health care industry reactions to the proposed health care changes, which since were enacted.

Climate Change: Read Iyengar (*Media Politics*, review ch 7 and 10), Potter, *Deadly Spin*, chapter 11 (“The Playbook”). Then read the short online or Blackboard items that I will indicate in this week’s reading guide.

Economic Issues: Read Iyengar (*Media Politics*, review ch 7 and 10), Potter, *Deadly Spin*, chapter 11 (“The Playbook”). Then read the short online or Blackboard items that I will indicate in this week’s reading guide.

Due Monday, November 21: RP 4 (combination of media and global warming OR economics OR health)

9. Week of November 21. Media Coverage of Foreign-Military Policy and Other Nations

⇒ **Note:** **It is important to read carefully these several sets of materials because they contain materials not available in other course readings and will be important for RP 5.**

EITHER Entman, *Projections of Power*, ch 2 (**Blackboard documents**), **OR** Sparrow, *Uncertain Guardians*, ch 6 (**Blackboard documents**); read either one of these carefully for overall points, not details

“Stage managing” (**Blackboard documents**) **This is important:** Examples of events whose interpretations have been strongly affected by how they were “staged,” how they were portrayed, or both; think about your reactions.

Possibly some readings about media and coverage of the Afghanistan and Iraq wars (to be placed in **Blackboard documents**; additional guidance in reading guide); think about contrasts between these wars and with earlier and later wars, as contained in Yeric and other course materials, and note especially the *Washington Post* editorial position)

Review Bennett, *News*: ch 1 (pp [add]), ch 2 (pp [add] and [add]), ch 5 (pp [add]), and ch 6 (pp [add])

Kull, Ramsey, Lewis, “Misperceptions, the Media, and the Iraq War,” Program on International Policy Attitudes (read this especially carefully; **Blackboard documents**; I might incorporate this into week 9 course notes)

In-class or Online Video (it is ESSENTIAL to reflect this video in RP 5): The World Is Watching,” a very interesting presentation about media coverage of central America during the 1980s, showing an ABC-TV crew in Nicaragua, the interaction with the ABC New York office, and a number of additional media, which illustrate many of the points about US media coverage of an “enemy” nation (available at <http://oregonstate.edu/media/vtrtp>). This video is about 59 minutes long. Pay special attention to the actions of ABC news personnel in Nicaragua and their interaction with ABC New York. (I will place in

Blackboard documents a guide to viewing this video).

Note: Because this course meets late in the day, the class will **NOT meet Wednesday, November 23**, the day before Thanksgiving.

10. Week of November 28. Media Effects and Media Strategy

Note: This week involves some new material but it also reviews earlier course materials. Think about the relationship among course materials, especially concerning the course framework outlined earlier
Dreier and Martin, "How ACORN Was Framed: Political Controversy and Media Agenda Setting," *Perspectives on Politics*, September 2010 (available in **Blackboard documents**)

Iyengar, *Media Politics*, ch 8 and 11 and review ch 3 (including online video examples listed for this chapter)

Bennett, *News*, ch 3 and 8 (read pp 266-272 especially carefully; this will be very important for the next RP)

Parenti, *Inventing Reality*, ch 12 (chapter in **Blackboard documents**; focus on his points about media coverage of foreign policy issues, not on his political views)

Video: **Review** your notes on "The World Is Watching" from earlier

Due Monday, December 5: RP 5 (media and foreign nations)

Due Tuesday, December 6: Graduate student book analysis and comparison (if not submitted earlier)

- ⇒ **Note:** Please complete and return the form on the final page **no later than Monday, October 3. Please PRINT clearly.** For students who want to complete the form using a **computer**, I will place a **Word version** in Blackboard documents.
- ⇒ I send e-mails through the course Blackboard web site, so be sure you have listed your **correct e-mail address** with the University. You can update your records, including your e-mail address, online.
- ⇒ **Reminder:** **On all e-mail** messages, please indicate **PS 415** on the **SUBJECT LINE**. Students enrolled for either PS 415 or PS 515 should indicate PS 415. Please **separate PS and 415**.

Reminder:

A Word version of the following grade form is available in Blackboard documents for students who prefer to complete it using a computer.

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CHECK [✓] ONE: PS 415_/PS 515__

Politics and the Media

Fall 2011

⇒ **Please enter your response after each category, for example,** Name: Last Jones, First Elizabeth, Middle Jean.

Name: Last _____, First _____ Middle _____

Nickname, if prefer _____

OSU Student ID Number (clearly, with hyphens, as 930-123-456): _____

Local address: _____

City: _____ State _____ ZIP _____

E-mail address, if any: Local telephone: (area code _____) number _____

Permanent address (if different): _____

City: _____ State _____ ZIP _____

Permanent telephone (if different): (area code _____) number _____

Year (place an **X** or ✓ **after your class standing, as of now**): freshman __, sophomore __, junior __, senior __;

MPP: 1st year __, 2nd year __; other __ (if "other," what? _____)

Major (or likely major): _____ Minor (if any): _____

Career goals: _____

Previous college-level courses in political science, journalism, broadcasting, or similar related to this course, if any:

What other courses are you taking now (names and numbers)? _____

If you have ever lived in another country besides the US, which, when, and for what purpose: _____

If you can read or speak another language besides English, which and how fluently? _____

If you have work (check [✓] here __) or other required non-class activity (here __ and specify: _____)

in addition to classes, check the appropriate space in the above line and indicate how many hours per week: _____

If you have ever worked in government, a political campaign, media, or similar, ✓ here __ and indicate the kind of

experience and when: _____

Indicate here the main reasons you are taking this course:

Please do NOT enter anything below this line

Response Papers (4 @ 100) 1 _____ 2 _____ 3 _____
4 (topic: _____) _____ 5 _____ (400)

Media Observations/Participation: _____
_____ (200)

Media Journal (50) _____ (50)

Graduate student book or journal article analysis (200 total):

Book: author/title _____

Journal: 1_____, 2_____, 3_____, 4_____, 5_____ Total: (best four @ 50) _____

Graduate Student Total _____ (200)

Makeup work, if any: _____

_____ + adjustment ____ = Total points _____ **650/850** = _____ Percent = Grade _____