

Topics in American Politics: Presidents and Media

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PS 419/519; 4 credits
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MW 2-3:50 p.m.
EDUC 301

This topics course will focus on presidents and media. The course examines presidents and media in more detail than is possible in PS 415/515, Politics and Media. Although that course is not a prerequisite, it might be useful. Similarly, PS 412/512, Presidential Politics, is not a prerequisite, though it might be useful.

The course will examine modern presidents—Franklin Roosevelt to the present—in relation to media, with special attention to Presidents Kennedy, Johnson, Nixon, Reagan, Clinton, George W. Bush, and Barack Obama. All students will complete common reading, and write a series of short “response papers” about that reading. Because writing-intensive courses are to include also a major project, each student will select a particular president and a particular media-president topic for more intensive examination.

I intend this course for anyone interested in presidents or media or simply American politics generally. The course satisfies the University writing-intensive (WIC) requirement for Political Science, but is open to students from all majors, both graduate students and undergraduates. As a “topics” course, it is open to students who previously have taken PS 419/519 with a different topic.

The expectation is that students will have completed at least one upper-division course in American politics prior to enrolling in this course, though that is not an absolute pre-requisite. As noted above, neither my Politics and Media (PS 415/515) nor my Presidential Politics (PS 412/512) is a prerequisite for this course, though either will be useful.

Course Goals: The course seeks to help students develop

- Basic understanding of core concepts, issues, and alternatives concerning presidents, media, and their interaction, and awareness of how these have changed since the mid-Twentieth Century.
- Basic information about Presidents Franklin Roosevelt through Barack Obama, especially in relation to news media
- Enhanced ability to analyze and understand the effects of media in relation to public images, information, and related elements
- Increased familiarity with media and data sources, including academic journals
- Improved ability to explore political issues and to present the results clearly, concisely, and in compelling form in both written and oral communication

All students read common materials about presidents and media. Then each student will analyze in more detail one president in relation to the media, resulting in a project paper and an oral class presentation.

I will conduct this course somewhat as a seminar, with frequent writing and oral student presentations of the readings. That is, students rather than the instructor will conduct parts of class sessions. No exams are required but instead a number of short papers, some in class, some out of class. Graduate students (those enrolled for PS 519) complete additional reading and writing.

Requirements and Grading: Courses that meet the University writing-intensive (WIC) requirement must include several kinds of oral and written communication, including a major project. The course requirements are in three parts. The **first** involves relatively short papers (“Response Papers,” RPs), a critique of another student’s RP and revision of an RP after critique by another student and by me, and one short presentation in class supplementing that day’s reading. In addition, each student will analyze in some detail one of the course books. The **second** part involves monitoring carefully how news organizations portray President Obama and his presidency. The **third** involves a research project, including a series of progress reports, an oral presentation, and a paper. Participation, including attendance and short in-class writing, is part of course requirements. Graduate students (in PS 519) read and analyze additional material.

In terms of **point values**, the requirements are: four Response Papers (RPs), each worth a maximum of 100 points (**400** points total); one critique of another student’s RP and revision of an RP, each 50 points (**100 total**); a book analysis (**100 points**); brief reports about President Obama and media (four @ 75 points; **300 points** total); class discussion leader (**50 points**); and research paper, including progress reports (50 points), oral presentation (50 points) and written presentation (250 points), for a research project total of **350 points**. The graduate student analyses of additional materials total 200 points, 50 points for each response paper.

A final course grade of A requires 90% (1170 of 1300 course points for PS 419; 1350 of 1500 for PS 519), B 80%

(1040 or 1200), C 70% (910 or 1050), and D 60% (780 or 900). **Within each grade range**, the bottom three percentages are - and the top three are +. I will use improvement and possibly extra reading to help determine borderline grades.

Questions and Difficulties: I have reduced course reading greatly since I last taught this course, but it remains important to read regularly and plan for course assignments. Remember that students I expect students to learn concepts, not remember details. In addition, there are no closed-book exams on course materials.

Feel free to contact me about questions or problems, during office hours (see top of page 1), or by e-mail (address on page 1; indicate PS 419 on the subject line, even if in PS 519). The best way to contact me usually is by e-mail, though I am in my office much of the time in addition to office hours, so often I can be reached by telephone or in person. You should feel free to consult with me about your choice and development of the research project.

⇒ **Course Blackboard Web Site: Use PS_419_X001_W2010 for those enrolled in both PS 419 and PS 519.**

Course Reading: Although I have ordered **all** course books for **2-hour reserve** in **Valley Library**, I recommend purchase of at least some core texts. **Reminder:** Students will write a book analysis of one of the course books. 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.

Core Textbooks: All of each of these is required for **both** PS 419 and PS 519. I have ordered all books through the Book Store and **also** for **2-hour reserve** in Valley Library, though some might arrive on reserve later.

Cohen, *The Presidency in the Era of 24-Hour News* (Princeton University Press, 2008); this book presents an overview of changes in the relationship between presidents and media from the 1950s to 2000

Hargrove, *The Effective Presidency* (Paradigm Publishers, 2008); this book introduces each president from John Kennedy to George W. Bush and so provides background for studying presidents and media.

Liebovich, *The Press and the Presidency: Myths and Mindsets from Kennedy to Election 2000*, revised 2nd edition (Praeger Publishers, 2001); this examines presidents Kennedy to Clinton in relation to the media.

Extra Credit: Students can read chapters in this book for extra credit on course writings. It is available in the Bookstore and on 2-hour Valley Library reserve.

Baym, *From Cronkite to Colbert: The Evolution of Broadcast News* (Paradigm Publishers, 2010)

Graduate Student Reading: Graduate students (enrolled for PS 519) are required to either read an additional book about media and politics or a series of journal articles, to be submitted with each Response Paper. I explain these in detail in instructions available in Blackboard documents.

Optional but strongly recommended subscription: Students are required to monitor regularly the *New York Times* (NYT) and one other news source in relation to President Obama. Although subscription is not required, a subscription to the NYT might be very convenient. I will provide subscription information in class.

⇒ **NOTE:** On **all graded written materials**, indicate only your Student ID number, PS 419 (even if in PS 519), project name (e.g., Response Paper [or RP] 1), and the date you submit it. Do **NOT** indicate your **NAME**. Do **not** use a **cover** on any paper. In addition, please **number** your **pages** and check that they are stapled together in the correct order.

⇒ **NOTE:** Because I intend assignments to help stimulate class discussion, **all assignments** are to be submitted **in class** rather than through the Political Science office or as e-mail attachments.

General Guidelines for Written Assignments

- As indicated above, on any **graded** assignments, do **NOT** indicate your **name**. Instead, in the upper right corner of the first page indicate your ID number, PS 419 (even if enrolled in PS 519), the assignment name, and the date you submit it.
- On **progress reports**, however, please **do** write your **name**, the **project name**, and the **date**.
- If it is necessary—with my **advance permission**—to submit any assignment as **attachment to e-mail**, save it in Word format, using student ID number and the assignment name as parts of the file name, for example “930-123-456_rp1.doc” (without quotes). State in the **upper-right corner of page 1** your **student ID number** (**or** name, for **un-graded** assignments), the **assignment name**, and the **date**.
- Do **NOT** use a **cover** (plastic or similar) on any written assignment.
- I prefer that you type **single-spaced**, with a line between paragraphs, with 1-inch margins on all sides.
- I indicate guidelines for **paper length** for specific assignments. These are approximate and are 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, though I do **not** specifically grade for length.

- Each paper should be carefully written and proofread. Use a spell checker and a grammar checker!
- Citations to course reading should use the author and page number(s), in parentheses after the material used (quotation, paraphrase, or any other use), e.g., (Cohen, pp. 45-52). You need not list these in citations at the end.
- Citations of non-course material should be complete: Author, *Title*, edition if 2nd or later (City: Publisher, year) or web address and date accessed, using footnotes or—preferred—parenthetical references and citations at end.
- Many students engage in plagiarism—presenting points that require citation without indicating source—sometimes without realizing it. To avoid plagiarism (see also Cuba, pp 194-197) you must give credit whenever you present:
 - another person's idea, opinion, or theory (whether or not you directly quote)
 - 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 assure pages are in correct order.

Criteria for Evaluating Written Work

- 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

OSU Writing Assistance

The Oregon State University Center for Writing and Learning has very useful materials for helping the writing process, including online access. 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,” including suggestions about many writing issues. You can schedule appointments for in-person consultation about your writing.

Response Papers (400 points)

Four response papers (RPs) are required, each worth a maximum of 100 points, for a maximum total of 400 points, on dates specified in the Topic and Reading Schedule. Each RP is to examine and comment on course materials since the previous RP. It is important that students **reflect** relevant items from **current media** coverage in RPs.

Each RP normally will be at least four single-spaced pages long, following general guidelines stated above, and should do the following:

- Carefully **summarize** the core elements of the required reading since the previous response paper. Note: It is better to carefully **state core arguments** and conclusions rather than simply summarizing each reading.
- Draw **overall conclusions** and state your **reactions** to those course materials (possibly including, if appropriate, course discussion), including your sense of the strengths and limits, points with which you disagree, or similar.
- State any **questions** that you believe arise from these readings or for which you believe additional evidence is required, or similar.
- On RPs 2 and later, **relate** these materials to earlier course readings and discussion.

In addition, each student will critique (anonymously) an RP by another student (50 points), and each student will revise and re-submit an RP, based on critique by another student and by me (50 points), for a total of 100 points. Each student is to submit a second copy of either RP 2 or RP 3 and label it as “for peer review” (reminder: ID number, not name).

For graduate students, the added material on each RP is worth 50 points, a total of 200. Graduate students are to identify the relevant part of each RP as “graduate reading.”

Students can reflect extra credit readings for each response paper. The extra credit reading for each RP is listed below in the Topic and Reading Schedule. Clearly label any such answers as “extra credit.” Identify and then summarize and state your reaction to each of the chapters you read for extra credit.

Book Analysis (100 points)

Each student writes a book analysis. However, instead of requiring students to read an additional book for this assignment, each student will analyze one of the three core course texts.

Follow the guidelines in Cuba's *A Short Guide to Writing about Social Science*, ch 3 (especially the five-part outline on page 63) to critique any course book. (The Cuba book is on reserve and this chapter is in **Blackboard** documents). In the written analysis, **enlarge** each of the five parts in **more detail** than Cuba suggests. For example, in part 2 provide a chapter-by-chapter summary of the core points from each chapter (probably one-third to one-half page per chapter) and in some detail relate the book to other course readings.

The written book analysis is **due Wednesday, February 24**, when we will discuss it in class.

The book analysis probably will be at least six single-spaced pages long, and possibly longer (depending on length of summary), following the guidelines stated above. I encourage, but do not require, students to look for and cite published reviews. (Caution about using Amazon or similar. Some reviewers are very capable but others simply have an ideological or other "ax to grind," so use such analyses cautiously.)

Monitoring Media Coverage of President Obama and His Administration (300 points)

Students are required to submit **four** reports (among six possible) of observations of media coverage of President Obama and his administration. Each "Obama-media analysis" is worth a maximum of **75 points (300 points total)**.

Each student is to observe coverage of the Obama administration in the *New York Times* (NYT) **and** one additional news source. Each student will select a news source to monitor; we will discuss these early in the quarter to be sure to cover a variety of media types. For broadcast media, select not just a news source—for example, Fox News—but a specific program at that source, for example, "Fox Report With Shepard Smith." I encourage but do not require that students analyze news programs rather than opinion programs, for example, Fox News's Bill O'Reilly.

Students who do not have a television set (and, ideally, TiVo or similar recording device) might be able to analyze television news through online access to the news site. (Before proposing a television news source to examine online, check to be sure that full programs are available online.)

Note that the actual content of each of these analyses probably will be relatively short but you are to add appendices and examples, so the overall length will be somewhat longer.

I intend these observations to be **systematic**, so for each "Obama-media analysis," do the **following**:

- **Tabulation:** For **each** of at least **three** days since the previous Obama-media analysis was due, provide a summary tabulation of coverage of President Obama and his administration for the *New York Times* and the other news source you are using. This can be in table form (possibly as an appendix at the end). List the following for **each day**:
 - the day and date you are examining, and the news source you use in addition to the NYT
 - the number of major stories (distinguish **news reports**, **news analyses**, **columns**, and **editorials**—we will explain these terms in class) about President Obama and his administration
 - the approximate size these items (you need not actually measure each item separately in terms of column-inches [print] or minutes [TV], but make a relatively careful judgment)
 - the placement of these (for example, front page or first TV news segment, or inside pages of news section, or editorial pages, or business section)
 - the distribution of these items among news reports, news analyses, columns, and editorials
- **Narrative summary:** Briefly summarize what appear to you to be the main features of coverage of the Obama administration by the two news sources you are analyzing.
- **Overall portrayal:** Make some judgments about the overall presentation by each of the two media during the three or more days you examine, specifically about whether each news source (NYT and other) appear generally supportive or non-supportive of President Obama and his administration, or whether that news source appears mixed. For example, you might find the *Washington Post* to be quite critical in its opinion items (columns and editorials) but relatively neutral in its news coverage. One way to think about this is to ask whether and why you believe President Obama and his aides would like, dislike, or be neutral about coverage by the two news sources you examine. Draw on examples to justify your overall conclusion, probably those you attach in an appendix.
- **Attach examples SELECTIVELY.** Attach some representative examples of the media illustrations you examined (probably those you judged most interesting or representative or similar). For attached examples, I strongly prefer that you "strip" online news items of such extraneous elements as ads. (A useful tool for doing that is Readability, available free from <http://lab.arc90.com/experiments/readability/>, though you can do this by using word processor delete functions.) **Reminder:** For television news, the Vanderbilt Television News Archive

(<http://tvnews.vanderbilt.edu/>) provides tabulation of coverage by ABC, CBS, NBC, CNN, and occasionally MSNBC and Fox.

Note: This list is subject to modification as the course progresses.

Discussion Leader (50 points)

One time during the quarter, beginning week 2, each student will lead course discussion about core elements of specific additional reading for that day, usually with a maximum of one student presentation each class period.

Discussion leaders generally read an additional item or several short items to present to others in the class. Normally each discussion leader will **locate at least three journal articles** that are relevant to the topic of the presentation day **and e-mail** the pdf file of each journal article to me at least one day before the presentation.

We will decide the dates and topics for each student early in the quarter. Discussion leader is a maximum of 50 course points. To allow class time for other activities, discussion leaders should aim for **no longer than 30 minutes**.

Each discussion leader writes a 1-2 page single-spaced “abstract” of the reading for that day. Submit it to me sufficiently early that day to allow time to make photocopies to distribute. The **abstract** should do the following concerning that reading: summarize the main points, suggest how the reading relates to course themes and other course materials, and state strengths and weaknesses, political implications, or other elements that arise from the reading that you want to use as the basis for the class discussion. (Regarding abstracts, see also Cuba, *Short Guide*, pp 56-60.)

To locate relevant journal articles, I suggest that students do one or more of the following:

- Look for journal citations in various course texts, most particularly Cohen’s *Presidency in the Era of 24-Hour News*
- In addition to Google and similar search engines, use Google Scholar (<http://scholar.google.com/>), which searches scholarly and similar publications
- Visit the university web sites of relevant researchers identified in various course materials to examine their syllabi and publications (many scholars provide links to publications on their personal home page)

Among journals that might be particularly appropriate for this purpose are the following, all or most of which should be available through the OSU Library’s e-journal link (from main Library page: <http://osulibrary.oregonstate.edu/>)

- *American Political Science Review (APSR)*, *Perspectives on Politics*, and *P.S.* (these are the official journals of the American Political Science Association [APSA], with the APSR being the oldest and most “academic” of the three)
- *American Journal of Political Science*
- *Presidential Studies Quarterly (PSQ)*
- *Public Opinion Quarterly (POQ)*

Other possibly relevant journals (search Library e-journal link using such terms as “presidential,” “political,” “politics”

- *Annual Review of Political Science* (this is an important source for updating political science topics)
- *Journal of Communication* and other communication journals (search using such terms as “communication”)
- Possibly journals in such academic disciplines as psychology, sociology, history, or other social sciences

President and Media Analysis Paper (350 points)

The largest course component is a president-media analysis paper, in which students apply course materials to a specific president-media related topic. We will discuss length expectations in class, but probably the paper will be at least 10 single-spaced pages long, plus any appendices. The paper is worth a maximum of 350 points total, allocated as 50 for the progress reports, 50 for the oral presentation, and 250 for the written paper.

⇒ **Suggestion:** Try to find a topic that really intrigues, possibly even excites, you so that this effort becomes more than simply “another assignment.”

Below are some **possible** examples, which are only illustrative of topics you might use.

1. Draw on materials in Cohen, *Presidency in the Era of 24-Hour News* to suggest hypotheses or questions to address.
2. Examine media and public images of a particular president in relation to possible divergence of image and “reality.” A possibility is President Reagan, who for many Republicans serves as a kind of “ideal model” of what a president should be. This analysis could involve, for example, reading a book that examines President’s Reagan’s image and then evaluating the author’s argument, drawing on course material and other relevant reading and data. Two possible books are Bunch, *Tear Down that Myth*, and Kleinknect, *The Man Who Sold the World*.
3. Repeat the previous concerning President Kennedy, who many middle age and older Americans hold in higher regard than do many presidential scholars.
4. Draw on materials in my assigned item for class 3, “Historical Overview of Changes in U.S. “Media Regimes,” 1950s to the Present” (**Blackboard documents**), to suggest hypotheses or questions to address.

5. Systematically examine some aspect of media practices or coverage of President Bill Clinton or President George W. Bush or President Barack Obama.
6. Examine some element of public opinion regarding presidents, for example, the (nearly) annual Gallup poll about the “greatest president,” which appears usually near Presidents’ Day in February. (The journal *Public Opinion Quarterly* [POQ] might have relevant articles, which might suggest ideas.)
7. Use a journal article or articles (Google Scholar or other search) as a starting point to suggest a research topic, for example, a political science or presidential or communication journal.
8. Read parts of a controversial book such as Eric Alterman’s historical analysis, *When Presidents Lie*, and analyze one of his illustrations in some detail.
9. Select another topic chosen in consultation with and approved by me, **no later than Wednesday, January 20**.

I will enlarge on these points in class discussion. (Cuba, *Short Guide* [reserve], ch 4 and 5 is useful for suggestions.)

President and Media Related Online Sites

In doing the policy analysis paper and for general monitoring of public policy issues and developments, I encourage students to use online source to supplement print media. **In the course Blackboard site**, I provide a long list of sites that might be useful for studying presidents and media.

Topic and Reading Schedule

⇒ **Brief Overview of Course Due Dates (these are subject to slight change, as announced in class)**

<u>By Monday, January 11</u>	Complete and turn in the course grade form (the last page of this syllabus)
<u>Wednesday, January 13</u>	Response Paper (RP) 1
<u>Wednesday, January 20</u>	Project Report 1: Statement of general topic for research project
<u>Monday, January 25</u>	Obama-media analysis 1 (complete any four of six)
<u>Wednesday, January 27</u>	Response Paper (RP) 2
<u>Monday, February 1</u>	Obama-media analysis 2 (complete any four of six)
<u>Wednesday, February 3</u>	Project Report 2: Revised project statement
<u>Monday, February 8</u>	Obama-media analysis 3 (complete any four of six)
<u>Wednesday, February 10</u>	Response Paper (RP) 3
<u>Monday, February 15</u>	Obama-media analysis 4 (complete any four of six)
<u>Wednesday, February 17</u>	Progress Report 3: Detailed progress report and tentative outline of presentation
<u>Monday, February 22</u>	Obama-media analysis 5 (complete any four of six)
<u>Wednesday, February 24</u>	Written book analysis due, to be discussed in class
<u>Wednesday, February 24</u>	Project Report 4: Detailed progress report and outline of oral presentation
<u>Monday, March 1</u>	Response Paper (RP) 4
<u>Monday, March 1</u>	Obama-media analysis 6 (complete any four of six); note because this is due the same day as an RP, I will accept this without penalty until the end of the day Tuesday, March 2
<u>W to W, March 1-8</u>	Student oral presentations in class
<u>Monday, March 15, 5 pm</u>	Written presidential analysis paper due (I encourage earlier submission)

Detailed Topic and Reading Schedule

The course books have different aims and so different uses in the course. Remember that you will write a detailed **analysis** of **one** of the books, so pay close attention to the topics listed above.

Cohen, *The Presidency in the Era of 24-Hour News*. This serves as essentially the core text, so read it very carefully. Gosling, *Economics, Politics, and American Public Policy*. This is the core text and provides a basic introduction to various elements of the course, so I usually assign it for the first class within each topic.

Hargrove, *The Effective Presidency*. This is one of the two course books that provide background about recent presidents, which can serve to prepare students to analyze a specific president-media topic. This provides a perspective and information about Presidents Kennedy through George W. Bush.

Liebovich, *The Press and the Presidency*. This is the second of two course books that provide background; Liebovich examines Presidents Kennedy to Clinton (and the 2000 Election) in relation to media coverage and actions. The reading from this is in relatively large “chunks,” so read for core points rather than details.

A “reference” book: Students will read one or more chapters from the following book, which is available on two-hour reserve in OSU’s Valley Library (first floor circulation desk).

Cuba, *A Short Guide to Writing about Social Science*, 4th edition (Longman, 2002). This brief book provides much useful information about and guides for writing in the social sciences.

⇒ **Detailed Topic and Reading Schedule** (this is subject to slight change; I will announce any changes in class; major changes I will post on Blackboard documents in a revised syllabus). In addition to items shown, handouts and Blackboard items will important for many classes.

⇒ **Note: As handouts in class or Blackboard items or both, I occasionally will use selected materials from my Presidential Politics and Politics and Media courses to provide background information.**

Part I. Introduction to the Study of Presidents and the Media

1. Monday, January 4. Introduction to the Course

Carefully read this syllabus; complete and turn in the course grade form (last page of the syllabus)

In many classes, I will provide short materials to read and discuss in class from such sources as the NYT, government data, and similar. In addition, in many classes there will be un-graded in-class writing exercises. So, even though **attendance** is not required, it is **important** and will be used to help determine borderline grades.

2. Wednesday, January 6. Overview of the Changing Relationship of Presidents and the Media

Cohen, *Presidency in Era of 24-Hour News*, ch 1; this is the core course text, so read it carefully. The first several chapters provide the overall argument for the book.

3. Monday, January 11. Media and Presidents During the “Golden Age”

Cohen, *Presidency in Era of 24-Hour News*, ch 2

Sahr, “Historical Overview of Changes in U.S. ‘Media Regimes,’ 1950s to the Present” (**Blackboard documents**); this is the same as used in my PS 415/515 fall 2009; we will discuss this in class; read this for basic ideas and feel free to disagree with specific points or overall argument.

4. Wednesday, January 13. The Changing President-Media Relationship

Cohen, *Presidency in Era of 24-Hour News*, ch 3 and 4

Due: Response Paper 1. Follow directions on page 3 above for materials in classes 1-4. Extra credit: Baym, *From Cronkite to Colbert*, ch 1/2 (a “slash” [/] means “either/or,” that is, students can read either chapter 1 or chapter 2 or both for extra credit. Usually extra credit is worth as much as 5 points per chapter.

5. Monday, January 18. NO CLASS: Martin Luther King Birthday Observed

6. Wednesday, January 20. Increasing Negativity in the President-Media Relationship

Cohen, *Presidency in Era of 24-Hour News*, ch 5 and 6

Due: Project Report 1: Project initial statement, in which you indicate the general topic or topics you are considering and some ideas you might pursue.

7. Monday, January 25. Declining Presidential Audience and Trust

Cohen, *Presidency in Era of 24-Hour News*, ch 7 and 8

Due: Obama-media analysis 1 (complete **any four** of six possible Obama-media analyses; see page 4 above).

8. Wednesday, January 27. The Recent and Current President-Media Relationship

Cohen, *Presidency in Era of 24-Hour News*, ch 9 and 10

Due: Response Paper 2. Follow directions on page 3 above for materials in classes 6-8. Extra credit: Baym, *From Cronkite to Colbert*, ch 3/4

Part II. Media and Presidents Franklin Roosevelt through Barack Obama

9. Monday, February 1. Media and Presidents Franklin Roosevelt to Dwight Eisenhower

Hargrove, *The Effective Presidency*, “Preface” and “Introduction”

Milkis and Nelson, *The American Presidency: Origins and Development 1776-2007*, chapter 11, “The Consolidation of the Modern Presidency: Franklin D. Roosevelt to Dwight D. Eisenhower” (this chapter is in **Blackboard documents**); FDR is considered the first “modern” president, so read the FDR section carefully

Due: Obama-media analysis 2 (complete **any four** of six possible Obama-media analyses; see page 4 above).

10. Wednesday, February 3. Media and Presidents John Kennedy and Lyndon Johnson

Hargrove, *The Effective Presidency*, ch 1-2

Liebovich, *The Press and the Presidency*, “Prologue” and ch 1-3

Giglio, *The Presidency of John F. Kennedy*, ch 10 (“Image and Reality;” chapter in **Blackboard documents**)

Due: Project Report 2: Revised statement, in which you narrow your initial project ideas and explain reasons for your choices and suggest an initial bibliography of sources likely to be useful.

11. Monday, February 8. Media and Presidents Richard Nixon, Gerald Ford, and Jimmy Carter

Hargrove, *The Effective Presidency*, ch 3-5 (focus on Nixon)

Liebovich, *The Press and the Presidency*, ch 4-7

Due: Obama-media analysis 3 (complete **any four** of six possible Obama-media analyses; see page 4 above).

12. Wednesday, February 10. Media and Presidents Ronald Reagan and George H.W. Bush

Hargrove, *The Effective Presidency*, ch 6-7 (focus on Reagan)

Liebovich, *The Press and the Presidency*, ch 8-10

Due: Response Paper 3. Follow directions on page 3 above for materials in classes 9-12. Extra credit: Baym, *From Cronkite to Colbert*, ch 5/6

13. Monday, February 15. Media and President Bill Clinton

Hargrove, *The Effective Presidency*, ch 8

Liebovich, *The Press and the Presidency*, ch 11-13

Due: Obama-media analysis 4 (complete **any four** of six possible Obama-media analyses; see page 4 above).

14. Wednesday, February 17. Media and President George W. Bush

Hargrove, *The Effective Presidency*, ch 9

Liebovich, *The Press and the Presidency*, ch 14 and “Epilogue”

Due: Project Report 3: Detailed progress report about research topic, including **tentative** outline of the core points of oral presentation.

15. Monday, February 22. Media and President Barack Obama I

Reading to be announced

Due: Obama-media analysis 5 (complete **any four** of six possible Obama-media analyses; see page 4 above).

16. Wednesday, February 24. Media and President Barack Obama II

Hargrove, *The Effective Presidency*, ch 10

Reading about the Obama presidency to be announced

Due: Written book analysis due, to be discussed in class, and

Due: Project Report 4: Detailed progress report about research topic, including **more-or-less final** outline of the core points of oral presentation.

17. Monday, March 1. Conclusions about Presidents and Media

Reading about the Obama presidency to be announced

Due: Response Paper 4. Follow directions on page 3 above for materials in classes 13-17. Baym, *From Cronkite to Colbert*, ch 7/8/9

Due: Obama-media analysis 6 (complete **any four** of six possible Obama-media analyses; see page 4 above).

Note: Because this is due the same day as an RP, I will accept it until the end of the day Tuesday, March 2.

Part III. Student Presentations of Research Efforts

18. Wednesday, March 3. Student Presentations I

19. Monday, March 8. Student Presentations II

20. Wednesday, March 10. Student Presentations III

Due Monday, March 15: Presidential Analysis Paper (I encourage earlier submission)

OREGON STATE UNIVERSITY

PS 419 __/519__ (Sahr)

Topics in American Politics: Presidents and Media

Winter 2010

Name: Last _____, First _____ Middle _____

Nickname, if prefer _____

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

Local address: _____ ZIP _____

E-mail address: _____ Local telephone: _____

Permanent address (if different): _____ ZIP _____

Permanent telephone: (area code _____) number _____

Year: freshman __, sophomore __, junior __, senior __, Master of Public Policy __, MAIS __, other __

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

Career goals: _____

Previous college-level courses in American politics, communications, 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 athletics __, work __, or other required non-class activity (specify: _____) in addition to classes, check the appropriate space in the line above and indicate how many hours per week _____

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

What are the main reasons you are taking this course?

Response Papers (4 @ 100 or [grad] 150):

1	_____	Grad _____	_____/100/150
2	_____	Grad _____	_____/100/150
3	_____	Grad _____	_____/100/150
4	_____	Grad _____	_____/100/150
			Response Papers (400/600)

Discussion Leader Class number _____ Topic _____ (50)

Critique _____/50 Re-write of RP _ _____/50 (100)

Book Analysis: Book _____ (100)

Obama-Media Observations (New York Times and _____)

Response Paper 1 _____	Response Paper 4 _____
Response Paper 2 _____	Response Paper 5 _____
Response Paper 3 _____	Response Paper 6 _____
Obama-Media total (4 @ 75) _____/300	

Policy Analysis: Topic _____

Progress reports 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____/50

Oral Presentation _____/50

Written presentation _____/250

_____ (350)

Makeup work, if any: _____

Total _____ + adjustment ____ = Total points _____ 1300//1500 = _____ Percent = Grade _____