

# Lewis-Clark State College

## - Spring Term 2023 –

### POLS/COMM 370.01/01V Political Communication



#### Course Description:

This course deals with communication as the essence of the political process. By examining such topics as political campaigning, the press-government relationship, and the rhetoric of political leaders, the implications of political communication are addressed from the perspectives of politicians, the press, and the public.

#### General Course & Contact Information:

<b>Instructor:</b> Leif Hoffmann	<b>Office:</b> Spalding Hall, Rm. 206
<b>Class Dates:</b> M & W 10:30am – 11:45am	<b>Advising Hours:</b> Mondays & Wednesdays 9am to 10am; Mondays 5pm to 6pm; or by appointment  <b>Zoom Office Hour Info:</b> Zoom ID: 898 4841 5879 Zoom Code: 730632
<b>Classroom:</b> Activity Center West (ACW), Rm 136  <b>Zoom Class Info:</b> Zoom ID: 842 8265 8530 Zoom Code: 449016	<b>Phone:</b> 208-792-2818
<b>Credits:</b> 3	<b>Email:</b> lshoffmann@lcsc.edu
<b>Prerequisites:</b> None	

#### Course Objectives:

“The public have an insatiable curiosity to know everything. Except what is worth knowing. Journalism, conscious of this, and having tradesman-like habits, supplies their demands.”

Oscar Wilde, 1891, in *The Soul of Man under Socialism*

This course examines political effects of the mass media in American politics. We will take a closer look at the role of print and electronic media in American Politics and their relationship to

the public, politicians, and ultimately, public policy. In doing so, we will assess the media's impact on government, policy making, election campaigning, and the prospects for democratic deliberation. Special attention will be paid to the theories of media influence, the historic changes of American journalism, the ownership structure of the media and the covering of foreign and military news.

The overall goal is to prepare students to be informed and critical consumers of political messages and the news media.

Upon the completion of this course, students will be able to engage questions such as:

- ❖ What is meant by the watchdog role of the press? Does it work well or not?
- ❖ How does the mode of transmission shape the political message?
- ❖ Can the media shape opinions and affect outcomes?
- ❖ What is the minimal effects model?
- ❖ What is the hypodermic model?
- ❖ Is the media biased? Is the media liberal? Does bias matter?
- ❖ How does ownership matter? Does it affect the portrayal of news?
- ❖ What are the occupational norms and work routines of journalism? How do they affect the coverage of news?
- ❖ What is the relationship between politicians and the media? Are the presidency and the Congress covered similarly? Do the president and the Congress use the media similarly to communicate with the public?
- ❖ What is "video rigidity" and how does this influence politics?
- ❖ What is the relevance of "chilling effects" and self-censoring?
- ❖ What methods are commonly used to analyze media effects?
- ❖ How do war and foreign events get covered? How has it changed over time?
- ❖ How can balanced reporting actually undermine accurate reporting?
- ❖ What's access journalism?
- ❖ How has journalism changed from the 19<sup>th</sup> to the 20<sup>th</sup> century?
- ❖ What is meant by priming, revolving door and episodic versus thematic framing?
- ❖ What is the future of media politics? How can we improve the quality of public communication?

By the end of the course students should have also started to build skills in the following areas:

- ❖ Conduct social science research
- ❖ Think analytically about social and political phenomena
- ❖ Understand and apply social scientific theories, concepts and categories
- ❖ Read and analyze works dealing with social science issues
- ❖ Write a clear, concise, and organized paper
- ❖ Demonstrate a knowledge of major periods and trends in American politics

### **Required Texts:**

Three books are required for the course. Additional readings will be made available. **All** the readings are **REQUIRED** and I retain the right to examine you on issues raised in any of the readings. A few additional readings for future study or personal interest are listed at the end of the syllabus.

*Required Books:*

- ❖ Bennett, W. Lance. 2016. *News: the politics of illusion*. 10 ed. Chicago: The University of Chicago Press.
- ❖ Dunaway, Johanna; Graber, Doris A. 2023. *Mass Media and American Politics*. 11 ed. Washington, D.C.: CQ Press.
- ❖ Gladstone, Brooke Neufeld Josh Jones Randy Jones Susann. (2021 updated; 2011). *The influencing machine : Brooke Gladstone on the media*. New York, NY: W.W. Norton.

All other readings will be made available on Canvas.

To stay abreast of recent events in the United States and beyond and to apply your knowledge gained in class, the daily reading of major privately and state-owned national American and international news sources, such as *The New York Times*, *USA Today*, *The Washington Post*, *The Wall Street Journal*, *BBC*, *France24*, *Xinhua News Agency*, *Russia Today* and regional news sources, such as *The Lewiston Tribune* and *The Idaho Statesman*, is HIGHLY recommended and encouraged.

A non-exhaustive list of some major news sources with internet links can be found at the end of the syllabus. In any case, make **ABSOLUTELY** sure to follow the news in one way or another (newspapers, TV or internet). Ignorance is not always bliss.

### Expectations & Requirements:

#### *Written Assignment:*

Each student will be required to write two publishable op-ed style essays during the course of the term and upload them to Canvas. Each essay should not exceed two pages in length. An additional reference page is required. Papers should be double-spaced with margins of 1 inch to each side. To write a good essay, you will need to spend some time in the library researching your topic and to use citations properly where appropriate. It is pretty *difficult* to make an argument concisely in taking into account not only what *you* think but also what *other people* think. In short, be sure to state what you think – your ideas should be part of your essay – while also making sure that you are clear about the ideas of others. *An explicit discussion of the ideas of other people should be at the center of your essay.*

For each essay, a list of approved topics will be handed out in class.

You will have to cite at least three academic sources for **each** essay, i.e. articles out of academic journals or academic books, as well as three news sources, such as articles, op-eds, editorials, etc. **NO LATE WRITING ASSIGNMENTS WILL BE ACCEPTED!** Deadlines are an **IMPORTANT** part of the news business.

#### *Commenting on op-eds:*

You are required to comment on **at least** two of the first op-eds posted by your colleagues on Canvas within the week following their on-line submission. This not only gives you an opportunity to build an epistemic community among yourselves, but usually you will learn a lot about the shortcomings and strengths of your own op-eds by providing feedback to others. *Please make sure when making suggestions for improvements for future assignments that your comments are constructive and realistic. You will notice that commenting on other students' work, especially the paper's strengths and weaknesses as well as unclear phrasing and grammatical errors, will help you as much as them. Each of your two comments need to be AT LEAST 200 words long.* However, feel free to write your comments in the style of a letter to the editor.

*Self-reflection page:*

When submitting your second op-ed, you also have to submit a SEPARATE one to three-page self-reflection paper. This paper needs to state briefly, what you have learned from the feedback received from your fellow students and instructor on your first op-ed as well as more generally from engaging media issues throughout the term and your writing projects.

*Naming of Files:*

Be very clear and specific when saving and posting a file, especially when communicating with others via email, such as sending drafts for comments. Many students tend to name their files only "Essay.doc" or "Topic2.doc". Of course, this is very confusing for the recipient of your document (be it a fellow student, an instructor or future employer). Try to develop a consistent and clear system over time. This will help you to remember what the file is about months and years down the road and make communication with others easier. **Make certain that your file name includes your last name, year, title of your document and course number/name and the type of assignment:**

Smith(2023)-POL370-Op-ed1-PublicEducationasNewsMediasPrimaryMission-Finished[1]

Additional information regarding the written assignment will be provided in the first class session.

*Midterm and Final:*

These exams are meant to test your knowledge of the material presented during this course. They are comprehensive and cumulative, i.e. ***the exams will draw on the entirety*** of the lectures, readings and other materials presented in the class. Details on the format of the exams will be announced in class. Please keep in mind that any information from the readings is fair game for exams and quizzes, whether or not it is explicitly covered in class. Also note that the lectures will sometimes introduce material not covered in the textbook, so good note taking is key to your success in class.

*General advice:*

The use of Wikipedia or a related site is **unacceptable** beyond employing it as a starting point similar to an encyclopedia. It is a bad idea to cite Wikipedia in any of your courses. Additionally, don't cite lecture notes as sources. **Make sure to proofread!** Spell checks can and do fail. **If there are significant spelling and grammatical mistakes throughout an assignment, you will be graded down.** A good paper is a well-written paper which avoids grammatical errors and spelling mistakes.

**Give 24 hours advance notice or formal doctor's letter for excused absence or assignment extension.** No other extensions or absences will be excused. Late assignments lose a half letter grade each day. First half-grade is deducted on day of deadline for assignments turned in after class.

**Check your email every day.** This is not optional at a modern university. I will often send you information on scheduling, corrections to lectures, and other messages that you need to see. It is your responsibility to check your LCMail account. Further, by college policy, I will only respond to email that you send to me from your LCMail account. Once I have sent you a message, I assume that you have that information.

Do not hesitate to contact me for assistance with assignments or for other questions. I am there to help you to succeed and make the best out of your learning experience. In short, come see and talk

to me during office hours or send me an email. Be active in class, ask questions, and share your concerns. Chances are if you are confused about an issue, there are other students in the class that share your confusion. Last but not least, **find a study partner**. This will pay off in the long run. You can study together, share notes, and help each other with the assignments, e.g. help each other proofread or constructively critique the structure and information provided in your assignments.

To stay informed about LCSC Social Sciences activities beyond the regular classroom consider to “like” us on Facebook at <https://www.facebook.com/LCSCSocScienceDiv> .

#### *Disability accommodations:*

Students with learning disabilities will be accommodated in accordance with university guidelines. Please contact me during the first two weeks of class and consult the LCSC Accessibility Services immediately (Library, Room 161; phone: 208-792-2677).

Moreover, if you are having difficulty writing or just want to improve your paper, you might want to take advantage of the services offered by the LCSC Writing Center, Library, Room 172 (<http://www.lcsc.edu/writing-center>).

#### **Classroom Etiquette:**

Students are expected to conduct themselves professionally as adults. You are expected to be in class on time. If due to unforeseen circumstances, you arrive late or need to leave early, please do so with the least amount of interruption for the class, e.g. take the first seat available / sit close to the door. The central premise regarding classroom etiquette is to respect others by practicing simple manners.

Please treat the other students in the course with the utmost respect. If you are participating in a debate, please criticize your opponent’s arguments rather than the opponent’s identity. If you need to say something to your neighbor, whisper it or write a note – those sitting nearby will thank you for your courtesy.

#### *Taking the class via virtual remote:*

When joining the class via virtual remote, be in a quiet place when possible. Please dress like you are coming to the classroom and make sure to **have your camera on** so that everyone in the classroom can see you as well. Mute your microphone when you are not talking. This helps eliminate background noise. Consider using a headset when possible. Should you use a virtual background, ensure that the background you select is not distracting. Distracting backgrounds can disrupt the concentration of others participating in the class.

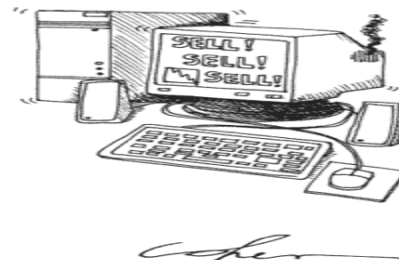
#### *Cell phones:*

Please remember to turn off your cell phone before class. If your cell phone rings in class it is not the end of the world, just try to turn it off as soon as possible. If you need to take an important call, please leave the room. **DO NOT text, check Facebook or listen to music with headphones during class**. When doing so you are obviously not participating in the class or contributing to the learning environment. Most importantly, however, you are doing yourself a disservice by dividing your attention and giving your colleagues and the instructor the impression that you are rude.

#### *Laptops:*

Feel free to bring your laptops to class for taking notes. However, out of courtesy, please refrain from playing on-line games, surfing the net non-stop or sending emails to the instructor during lecture. In doing so, you might easily distract your fellow students sitting beside or behind you and portray yourself as unprofessional.

# WEAPONS OF MASS COMMUNICATION



## Grading Procedures:

Please be aware that minimum requirements are as the term indicates **MINIMUM requirements** to not fail an assignment. In short, do NOT expect to receive an outstanding grade for simply having done the minimum. There is no curve in this course. All assignment and exam grades throughout the term and the overall course grade will be calculated on a 100 point scale and calibrated as follows:

Letter Grade		A	100 - 92.50	A-	89.50 – 92.49
B+	87.50 – 89.49	B	82.50 – 87.49	B-	79.50 – 82.49
C+	77.50 – 79.49	C	72.50 – 77.49	C-	69.50 – 72.49
D+	67.50 – 69.49	D	59.50 – 67.49	F	Below 59.49

Activity	When Due	% of Course Grade
Participation	On-going	Varies; being quiet can't hurt you, but strong participation can bump up your grade
Op-Ed Style Essay 1	March 5 at 11:59pm the latest	20%
Op-Ed Style Essay 2	April 30 at 11:59pm the latest	20%
Comments on Op-Eds	March 12 at 11:59pm the latest	10%
Self-reflection Pages	April 30 at 11:59pm the latest	10%
Midterm	Available from March 8 – March 12	15%
Final	Available from May 8 – May 10	25%

To avoid any confusion, please note once more that the overall course grade is weighted. Thus, as shown above, each assignment contributes differently to your course grade. You can also calculate your own grade by using the following formula:  $\text{Course Grade} = .20(x) + .20(x) + .10(x) + .10(x) + .15(x) + 25(x)$ .

### Regrading of assignments:

You may request the regrading of materials that have been graded by the instructor. Any request has to be made in writing by providing a brief explanation of why you wish to have the assignment regraded.

### Incompletes:

Incompletes will only be granted in exceptional emergency situations (such as death in the immediate family or serious illness – family visits, weddings, etc., do not count), when the relevant assignment(s) cannot be completed in time. In all other cases the grade will be based upon the work completed by the end of the semester, which may result in a failing grade. The grade "I" for an incomplete may be assigned only after instructor and student have completed and signed a Contract for Grade of Incomplete which makes arrangements for the unfinished work to be completed.

**Academic Integrity, Plagiarism, Fabrication, Cheating, and Misconduct:**

Any form of plagiarism or cheating will not be tolerated. When you hand in an assignment, make sure that everything in it is your own work and that you have made the appropriate references where necessary. It is your responsibility to understand what constitutes plagiarism. Neither ignorance nor the lack of an intention to cheat or plagiarize will be considered a legitimate defense. Violations will be punished to the full extent possible, including flunking of the course and a referral to the Dean of Student Services. Raise any questions and concerns you have with the instructor before problems arise. To learn more about LCSC's Policy on Academic Dishonesty, read it at <http://www.lcsc.edu/student-affairs/student-code-of-conduct/>.

**Course Schedule:**

Date	Class	Assignment for Class
<b>Week 1</b>		
January 16	MLK JR. / IDAHO HUMAN RIGHTS DAY	NO CLASS
January 18	Syllabus review / Introduction to class	No reading required
<b>Week 2</b>		
January 23	The Medium & Message News & Democracy	Bennett, W. Lance. 2016. <i>News : the politics of illusion</i> . - Chapter 1, pp. 1 – 27 Dunaway/Graber 2023. <i>Mass Media and American Politics</i> . Chapter 1, pp. 1 - 36 Mayer, Jeremy D. 2008. <i>American media politics in transition</i> . Chapter 1: pp. 1-27
January 25	Film: <i>Triumph des Willens</i> (1935) by Leni Riefenstahl	Gladstone, Brooke Neufeld Josh Jones Randy Jones Susann. (2021). <i>The influencing machine: Brooke Gladstone on the media</i> . New York, NY: W.W. Norton. pp. xi – 70
<b>Week 3</b>		
January 30	Discussion: <i>The Influencing Machine</i>	Gladstone, Brooke Neufeld Josh Jones Randy Jones Susann. (2021). <i>The influencing machine : Brooke Gladstone on the media</i> . New York, NY: W.W. Norton. pp. 71 – 164
February 1	American Media before the 20 <sup>th</sup> century	Davis, Richard. 2001. <i>The press and American politics: the new mediator</i> . 3 ed. Upper Saddle River, New Jersey: Prentice-Hall.-Chapter 2, pp.25 – 64 Mayer, Jeremy D. 2008. <i>American media politics in transition</i> . New York: McGraw-Hill.- Chapters 4, pp. 75 – 106

Week 4		
February 6	American Media in the 20 <sup>th</sup> century	<p>Davis, Richard. 2001. <i>The press and American politics: the new mediator</i>. 3 ed. Upper Saddle River, New Jersey: Prentice-Hall. – Chapter 3, pp. 65 - 86</p> <p>Mayer, Jeremy D. 2008. <i>American media politics in transition</i>. New York: McGraw-Hill.- Chapters 5, pp. 107 – 134</p>
February 8	<p>Theories of Media Influence: Is the media biased?</p> <p>Film: <i>The Myth of the Liberal Media</i> (2002) by Chomsky and Herman</p>	<p>Bennett, W. Lance. 2016. <i>News : the politics of illusion</i>.-Chapters 2 and 3, pp. 28 - 88</p> <p>Coulter, Ann. 2002. <i>Slander : liberal lies about the American right</i>. New York: Three Rivers Press.- Chapters 1 and 7, pp.1-33,153-190</p> <p>Dunaway/Graber 2023. <i>Mass Media and American Politics</i>. Chapters 10, 12 and 13, pp. 393 – 441 and 509 - 602</p> <p>Mayer, Jeremy D. 2008. <i>American media politics in transition</i>. New York: McGraw-Hill.- Chapters 2 and 3, pp. 28 – 74</p> <p><i>Recommended:</i></p> <p>Akadjian. August 7, 2013. <i>15 things everyone would know if there were a liberal media</i>. Daily Kos</p> <p>Alterman, Eric. 2003. What Liberal Media? <i>The Nation</i>, February 24, 2003</p> <p>Groseclose, Tim, Milyo, Jeffrey. 2005. A Measure of Media Bias. <i>Quarterly Journal of Economics</i> 120 (4):1191-1237.</p> <p>Groseclose, Timothy. 2011. <i>Left turn : how liberal media bias distorts the American mind</i>. New York: St. Martin's Press.</p>
Week 5		
February 13	Theories of Media Influence: Is the media biased? (cont.)	Catch up with reading or read ahead
February 15	Film: <i>The Mean World Syndrome</i> (2010) by Earp and Morris,	Catch up with reading or read ahead
Week 6		
February 20	President's Day	NO CLASS
February 22	<p>Politicians &amp; the Media: The Presidency</p> <p>Film: <i>The 30-Second President</i> (1988) with Bill Moyers</p>	<p>Bennett, W. Lance. 2016. <i>News : the politics of illusion</i>.- Chapter 4, pp. 89 – 123</p> <p>Dunaway/Graber 2023. <i>Mass Media and American Politics</i>. Chapter 4 and 5, pp. 119 – 203</p> <p>Mayer, Jeremy D. 2008. <i>American media politics in transition</i>.- Chapters 7, pp. 165 – 194</p> <p>Graber, Doris A., ed. 2011. <i>Media Power in Politics</i>. 6 ed. Washington, D.C.: CQ Press. – Chapters 14 and 18, pp. 185 – 192 and 225 – 235</p>



Week 7		
February 27	Politicians & the Media: The Presidency (cont.)	Catch up with reading or read ahead
March 1	Film: <i>Journeys with George</i> (2004) by Alexandra Pelosi	Brown, Tina. 2008. Hillary and the Invisible Women. <i>Newsweek</i> , March 17, 28 - 30. Dunaway/Graber 2023. <i>Mass Media and American Politics</i> . Chapter 11, pp. 443 – 508
Week 8		
March 6	Politicians & the Media: Congress	Mayer, Jeremy D. 2008. <i>American media politics in transition</i> . New York: McGraw-Hill.- Chapter 9: 236 -265 Dunaway/Graber 2023. <i>Mass Media and American Politics</i> . Chapter 6, pp. 205 - 244
Available from March 8 – March 12	MIDTERM	No additional reading required No regular class session on March 8
Week 9		
March 13	Media and the Law	Mayer, Jeremy D. 2008. <i>American media politics in transition</i> . New York: McGraw-Hill.- Chapter 6: 135-164
March 15	Inside the Profession	Bennett, W. Lance. 2016. <i>News : the politics of illusion</i> . -Chapter 5 and 6, pp. 124 – 180 Dunaway/Graber 2023. <i>Mass Media and American Politics</i> . Chapter 3 and 9, pp. 79 – 118 and 339 – 392
Week 10		
March 20	Inside the Profession (continued)	Catch up with reading or read ahead
March 22	Guest Speaker: Prof. Kylee Britzman – Politics & Social Media	Tucker et al. 2017. <i>Social Media and Democracy</i>
Week 11		
March 27 – March 31 SPRING BREAK – NO CLASS		
Week 12		
April 3	Inside the Profession (cont.)	Catch up with reading or read ahead
April 5	Political Economy of News  Film: <i>Rich media, poor democracy</i> (2003)	Bennett, W. Lance. 2016. <i>News : the politics of illusion</i> . 9 ed. New York: Pearson Longman.- Chapter 7, pp. 181 – 206 Dunaway/Graber 2023. <i>Mass Media and American Politics</i> . Chapter 2, pp. 37 - 78 Iyengar, Shanto. 2019. <i>Media politics : a citizen's guide</i> . New York: W. W. Norton. – Chapter 2, pp. 21 – 52 <i>Recommended:</i> Petrova, Maria. 2011. Newspapers and Parties: How Advertising Revenues Created an Independent Press. <i>American Political Science Review</i> 105 (11):790 - 808.

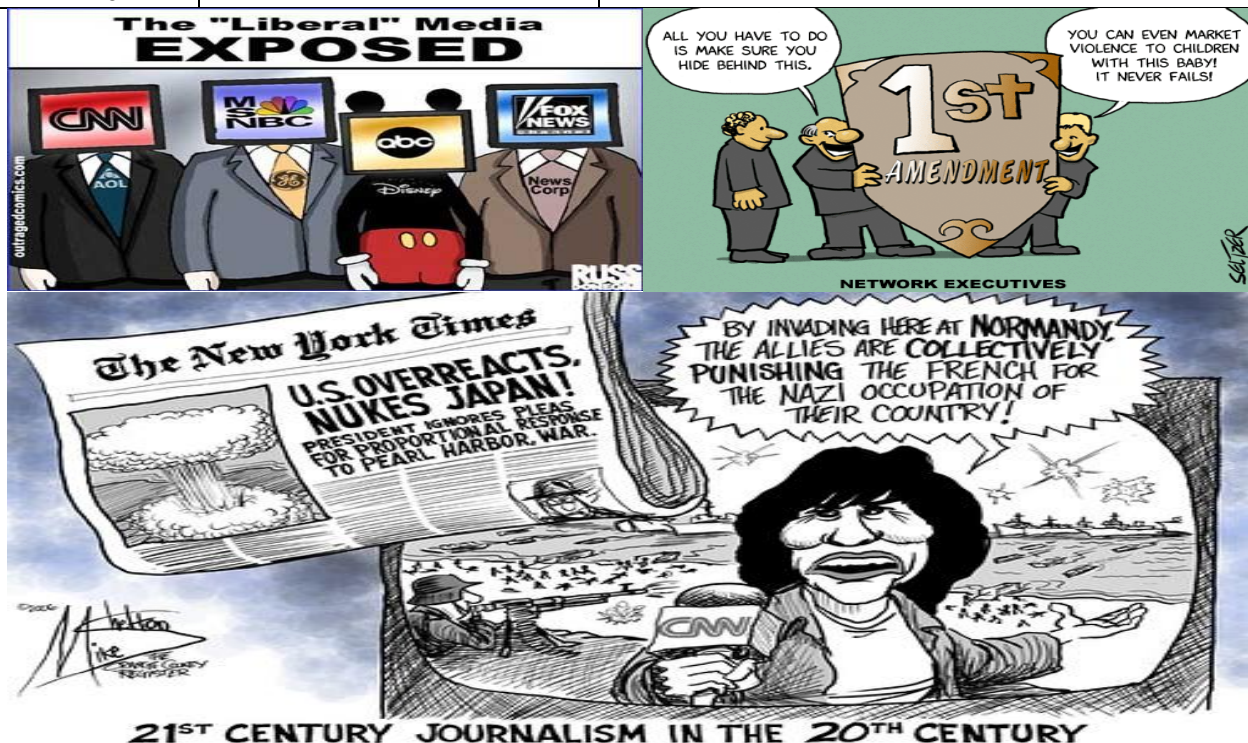
Week 13		
April 10	Political Economy of News (continued)	Catch up with reading or read ahead
April 12	Political Economy of News (continued)  Film: <i>Bad News for the Media!</i> (2018)	Catch up with reading or read ahead
Week 14		
April 17	Media & the Military  Film: <i>Reporters at War: War, Lies and Videotape</i> (2003/2004)	Barstow, David. 2008. Behind TV analysts, the Pentagon's hidden hand. <i>The New York Times</i> , April 20, 2008. Davis, Richard. 2001. <i>The press and American politics: the new mediator</i> . 3 ed. Upper Saddle River, New Jersey: Prentice-Hall.-Chapter 19, pp. 316 - 346 Mayer, Jeremy D. 2008. <i>American media politics in transition</i> . New York: McGraw-Hill.- Chapter 8: 195 – 235
April 19	Media & the Military (cont.)	Catch up with reading or read ahead
Week 15		
April 2	Covering Foreign Affairs	Dunaway/Graber 2023. <i>Mass Media and American Politics</i> . Chapter 10, pp. 291 – 338 Rich, Frank. 2011. Wallflowers at the Revolution. <i>New York Times</i> , February 5, 2011 Stone Fish, Isaac, Dokoupil, Tony. "All the Propaganda That's Fit to Print: Why Xinhua, China's State News Agency Could Be the Future of Journalism." <i>Newsweek</i> , September 3, 2010.
April 26	Guest Speaker: Nathan Alford - Editor & Publisher of the Lewiston Tribune, Moscow- Pullman Daily News & Inland 360	Dunaway/Graber 2023. <i>Mass Media and American Politics</i> . Chapter 7, pp. 245 - 289 Williams, Elaine. 2008. Alford replaces Alford at Lewiston Tribune. <i>The Lewiston Tribune</i> , October 2, 2008

## Week 16

May 1	The Future of Media Politics	<p>Bennett, W. Lance. 2012. <i>News : the politics of illusion</i>. 9 ed. New York: Pearson Longman.- Chapter 8, pp. 250 – 288</p> <p>Dowd, Maureen. 2008. A Penny For My Thoughts? <i>The New York Times</i>, November 30, 2008.</p> <p>Dunaway/Graber 2023. <i>Mass Media and American Politics</i>. Chapter 14, pp. 603 – 658</p> <p>Horwitt, Dusty. 2008. If Everyone's Talking, Who Will Listen? <i>The Washington Post</i>, August 24, 2008.</p> <p>Mayer, Jeremy D. 2008. <i>American media politics in transition</i>. New York: McGraw-Hill.- Chapter 11, pp. 298 – 323</p> <p>Prior, Markus. 2007. The Real Media Divide. <i>The Washington Post</i>, July 16, 2007.</p>
May 3	The Future of Media Politics (continued)	<p>Fallows, James. 2010. How to Save the News. <i>The Atlantic</i>. June 2010</p> <p>Isaacson, Walter. 2009 How to Save your newspaper. <i>Time Magazine</i>, February 5, 2009</p> <p>Starr, Paul. 2009. Goodbye to the Age of Newspapers (Hello to a New Era of Corruption. <i>The New Republic</i>. March 4, 2009</p>

## Week 17

Available from May 8 – May 10	FINAL	No reading required
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**Recommended Readings:**

- Leighley, Jan E. 2004. *Mass Media and Politics: A Social Science Perspective*. Boston: Houghton Mifflin Company.
- Macnamara, Jim R. *Mass Media Effects: A review of 50 years of mass media effects research* Carma International, 2003 [accessed January 29, 2008]. Available from <http://www.mediamonitors.com.au/documents/Media%20Effects%20Paper.pdf>.
- Putnam, Robert D. 1995. Bowling Alone: America's Declining Social Capital. *Journal of Democracy* 6 (1):65 - 78.
- Schoenfeld, Gabriel. 2010. *Necessary secrets : national security, the media, and the rule of law*. New York: W. W. Norton & Co.
- Schramm, Wilbur. 1962. Reviewed Work(s): The Effects of Mass Communication. by Joseph T. Klapper. *The Public Opinion Quarterly* 25 (2):321-324.

**Recommended Movies:**

- Alper, Loretta, Earp, Jeremy. 2008. *War made easy [videorecording] : how presidents & pundits keep spinning us to death*. New York: Disinformation Co. Ltd.
- Ablow, Gail, Ganguzza, Mark, Moyers, Bill D, Stewart, Jon, Marshall, Josh. *Jon Stewart on Humor and an Informed Public*. Princeton, N.J.: Films for the Humanities & Sciences, 2007.
- Betteo, Dante., Kaveh. Nikpour, Sheila. Cadigan, Eric. Mueller, Sean. King, Ed. Kashi, Diana. Gaston, Richard. Barnes, Shanto Iyengar, Larry. Sultan, Joel. Slayton, San Mateo County Community College District., and Films for the Humanities & Sciences (Firm). *Language of Photography: Truth or Fiction?* Princeton, NJ: Films for the Humanities & Sciences, 2004.
- Earp, Jeremy., Scott. Morris, Sut. Jhally, George. Gerbner, Michael Morgan, and Media Education Foundation. *The Mean World Syndrome Media Violence & the Cultivation of Fear*. Northampton, MA: Media Education Foundation, 2010.
- Ericsson, Susan. 2002. *Constructing public opinion [videorecording] : how politicians and the media misrepresent the public*. Northampton, MA: Media Education Foundation.
- Nelson, Stanley, Jill Nelson, Lou. Potter, Marcia A. Smith, Joe Morton, Inc. Half Nelson Productions, and California Newsreel (Firm). *The Black Press Soldiers without Swords*. San Francisco, CA: California Newsreel [distributor], 1999.
- Noujaim, Jehane (Director). 2004. *Control room [videorecording]*. Santa Monica, Calif.: Lions Gate Home Entertainment.
- Sloan, Robin; Thompson, Matt “EPIC 2014” – at <http://www.robinsloan.com/epic/>  
⇒ A short, ominous, on-line movie on the future of media ownership and information management; an update “EPIC 2015” also available at <http://www.robinsloan.com/>
- Stahl, Roger., and Media Education Foundation. *Militainment, Inc. Militarism and Pop Culture*. Northampton, MA: Media Education Foundation, 2007.
- Wallace, Mike. 1996. *Uneasy partners [videorecording] : the press and the military*. New York: A & E Home Video.





### Useful Websites:

Accuracy in the Media – Conservative leaning organization

- ❖ <http://www.aim.org>

Fairness and Accuracy in Reporting – Liberal leaning organization

- ❖ <http://www.fair.org/>

Agence France-Presse – French wire service

- ❖ <http://www.afp.com/english/home/>

Annenberg Political Fact Check (project of the Annenberg Public Policy Center of the University of Pennsylvania) – non-partisan

- ❖ <http://www.factcheck.org/>

Associated Press – American wire service

- ❖ <http://www.ap.org/>

BBC (UK):

- ❖ <http://news.bbc.co.uk>

BBC (UK) Action Network

- ❖ <http://www.bbc.co.uk/dna/actionnetwork>

C-Span (Cable-Satellite Public Affairs Network) – Watch the House and Senate on-line

- ❖ <http://www.c-span.org/>

Federal Communications Commission

- ❖ <http://www.fcc.gov/>

Freedom of Information Center – run by the University of Missouri

- ❖ <http://nfoic.org/foi-center>

Free Republic - Conservative oriented news forum

- ❖ <http://www.freerepublic.com>

Gallup Poll

- ❖ <http://www.gallup.com/>

ITAR-TASS – Russian news wire

- ❖ <http://www.itar-tass.com/eng/>

Website containing a library of presidential campaign ads from 1952 – 2004

- ❖ <http://livingroomcandidate.movingimage.us/>

Nielsen Media Research

- ❖ <http://www.nielsenmedia.com/>

Media Channel – site tracks media ownership and other issues connected with the media

- ❖ <http://www.mediachannel.org/>

MoveOn.org – Liberal oriented news forum

- ❖ <http://www.moveon.org/>

Columbia School of Journalism - *CJR's* guide to what the major media companies own.

- ❖ <http://www.cjr.org/resources/>

Parents TV Council

- ❖ <http://www.parentstv.org/>

Reuters – British wire service

- ❖ <http://www.reuters.com/>

Start and Stripes – (quasi-independent) Newspaper of the armed forces

- ❖ <http://www.stripes.com/>

THOMAS – Website by the Library of Congress tracking legislation

- ❖ <http://thomas.loc.gov/>

USC Annenberg Online Journalism Review

- ❖ <http://www.ojr.org/>

US Department of Defense's official website

- ❖ <http://www.defenselink.mil/>

FreePress - national, nonpartisan organization working to reform the media

- ❖ <http://www.freepress.net/>

Center for Communication and Civic Engagement at the University of Washington:

- ❖ [www.engagedcitizen.org](http://www.engagedcitizen.org)

Additional websites will be introduced throughout the term.

