

Political Science 609: Mass Media & American Politics

Autumn Quarter 2005
Mondays & Wednesdays 6:00 to 7:48 p.m.
175 Mendenhall Laboratories

Instructor: R. Andrew Holbrook **Office:** 3125 Derby Hall
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Office Hours: Mondays & Wednesdays 1:00 to 3:15 p.m., or by appointment

Course Overview

This course explores the unique role that the mass media play in American politics. Topics covered include the historical development of the mass media as an institution, media ownership and regulation, the politics of news content, campaign advertising, media effects, and the political influence of entertainment media. Particular attention will be devoted to exploring the rise of television as a political force, and the internet's growing challenge to television's role in American politics.

Course Requirements

1) **Classroom Participation:** *10% of final grade*

As with most classes, the best way to succeed in this class is to come to class every day, prepared. *I expect that you will have completed ALL of the assigned reading for every class and that you will be prepared to discuss what you have read in class.*

This is an advanced class in which we will be doing **a lot** of reading. Be warned that you will have a very difficult time in this class if you fall behind in the reading.

2) **Midterm Exam:** *25% of final grade*

The first exam will be held **Monday, October 17** from 6:00 to 7:48 p.m. It will cover all of the readings and lectures up to the date of the exam.

3) **Final Exam:** *25% of final grade*

The final exam will be held on **Monday, December 5** from 6:00 to 7:48 p.m. in 175 Mendenhall Laboratories (our regular class meeting room). [NOTE: This is subject to change. The university does not post a final exam schedule for evening classes until the 8th week of the quarter.] It will be a cumulative exam covering all lectures and all readings assigned throughout the quarter. The exam will concentrate on the integration of materials covered during the course of the quarter.

4) Analytical Paper: 40% of final grade

As we will discover in this class, media accounts of governmental policies and scholarly research often do not tell the whole story. In a paper of no less than six and no more than ten pages, I want you to compare and contrast a media account of governmental or academic doings with an original source. That is, you will be required to examine the content of both a media source of governmental or scholarly information (e.g. a newspaper article, a network television drama) and the original source. As part of this analysis you will be required to argue whether the media account is an accurate or inaccurate portrayal of the facts, and to explain what pressures on media sources help contribute to the general (in)accuracy of the media account. The final draft of your paper will be due **at the beginning of class on Monday, November 21**. If you would like to turn in an early draft of your paper for comments, I will accept drafts up to the beginning of class on Monday, November 14. **LATE PAPERS WILL SUFFER A FULL LETTER GRADE REDUCTION FOR EACH DAY THAT THEY ARE LATE!!** (A day commences at 6:01 p.m. on Monday, November 21 and concludes 24 hours later.)

I will accept an electronic copy of your paper via email. However, I am not responsible for any formatting issues that result from differences in computer settings. (To avoid this pitfall you may consider converting your paper to .pdf format using Adobe Acrobat or some other software.) I also accept no responsibility for your paper getting lost in cyberspace or for it arriving after the paper deadline due to interruptions in email service.

To facilitate this exercise, students will be required to meet with me in my office either during my office hours or at a time more convenient to your schedule—by appointment only!—in order to clear with me both the original source and the media account. The deadline for this meeting is the end of my office hours (3:15 PM) on Wednesday, November 9. **Papers that have not been cleared by me will not be accepted!**

Below are some guidelines on the grading of the analytical papers, as well as an explanation of the formatting requirements. If you have any questions about the paper, PLEASE SEE ME!

Analytical Paper Guidelines

Grading Guidelines

1. *Content* (40 points)
 - How much research has gone into the paper? Are relevant writings excluded? Are irrelevant writings included?
 - How much has the student relied on material covered in class?
 - Is the main thesis plausible? Is it based on a “correct” examination of the relevant evidence?

2. *Style* (40 points)
 - Does the student write well? How organized is the paper? Is the text of the paper easy to read?
 - Does the paper offer a fresh look at a topic?
 - Did the student incorporate a main thesis and support it either with compelling evidence or logic?

3. *Formatting* (20 points)
 - Are sources properly cited? Is an appropriate citation style used in the paper?
 - Did the student follow instructions? Cover sheet? Font? Spacing? Is the length of the paper within specified guidelines?
 - Punctuation and spelling. Are quotations properly formatted?

Format Guidelines

1. Papers are to be at least six, and no more than ten, pages long. The title page, bibliography, and appendices do not count toward that total.
2. Papers are to include a title page which includes the title of the paper, your name, the course name or number, and the date.
3. Papers must be double-spaced, using 12-point Times New Roman font, and have 1.25-inch margins on all sides. No hand-written papers will be accepted.
4. Any quotes, phrases, ideas, or arguments that are not your own must be cited appropriately. I will accept two citation styles: the American Political Science Association (APSA) or the American Psychological Association (APA). I will provide you with a handout explaining APSA style.

Course Grading

Exams, the term paper, and the final course grade will follow a traditional 100-point scale. Grades will be assigned according to the following metric:

100 ≥ A > 93	77 ≥ C > 73
92 ≥ A- > 90	73 ≥ C- > 70
90 ≥ B+ > 87	70 ≥ D+ > 67
87 ≥ B > 83	67 ≥ D ≥ 60
83 ≥ B- > 80	60 > E
80 ≥ C+ > 77	

Marks (Rule 3335-7-21)

A, A- The instructor judged the student to have satisfied the stated objectives of the course in an excellent manner. The student's performance was judged to be **in this range** of high quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.

B+, B, B- The instructor judged the student to have satisfied the stated objectives of the course in an above-average manner. The student's performance was judged to be **in this range** of above-average quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.

C+, C, C- The instructor judged the student to have satisfied the stated objectives of the course in an average manner. The student's performance was judged to be **in this range** of average quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.

D+, D The instructor judged the student to have satisfied the stated objectives of the course in a low but acceptable manner. The student's performance was judged to be **in this range** of below average but acceptable quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.

E The instructor judged the student not to have satisfied the stated objectives of the course. Credit for a course in which the mark of "E" has been received can be obtained only by repeating and passing the course in class. (See rules 3335-7-23 to 3335-7-28 of the Administrative Code.)

Required Course Readings

- Graber, Doris A. 2002. *Mass Media & American Politics*, 6th ed. Washington D.C.: CQ Press.
- Graber, Doris, Denis McQuail, and Pippa Norris, eds. 1998. *The Politics of News, The News of Politics*. Washington: CQ Press.
- Patterson, Thomas E. 1993. *Out of Order*. New York: Alfred A. Knopf.
- West, Darrell M. 2005. *Air Wars: Television Advertising in Election Campaigns, 1952-2004*. 4th ed. Washington: CQ Press.

Electronic Reserve Readings

- Bimber, Bruce, and Richard Davis. 2003. *Campaigning Online: The Internet in U.S. Elections*. New York: Oxford University Press.
- Davison, W. Phillips. 1983. "The Third-Person Effect in Communication." *Public Opinion Quarterly* 47 (Spring): 1-15.
- Delli Carpini, Michael X., and Bruce A. Williams. 1996. "Constructing Public Opinion: The Uses of Fictional and Nonfictional Television in Conversations about the Environment." In *The Psychology of Political Communication*, ed. Ann N. Crigler. Ann Arbor: University of Michigan Press.
- de Tocqueville, Alexis. 2000. *Democracy in America*. Ed. Harvey C. Mansfield and Delba Winthrop. Chicago: University of Chicago Press.
- Holbrook, R. Andrew, and Timothy G. Hill. 2005 "Agenda-Setting and Priming in Prime Time Television: Crime Dramas as Political Cues." *Political Communication* 22 (July- September): 277-95.
- Putnam, Robert D. 2000. *Bowling Alone: The Collapse and Revival of American Community*. New York: Simon & Schuster.
- Rogers, Everett M., and James W. Dearing. 1988. "Agenda-Setting Research: Where Has It Been, Where Is It Going?" In *Communication Yearbook 11*, ed. James A. Anderson. New Brunswick, N.J: International Communication Association.
- Schudson, Michael. 1995. *The Power of News*. Cambridge: Harvard University Press.
- Vallone, Robert P., Lee Ross, and Mark R. Lepper. 1985. "The Hostile Media Phenomenon: Biased Perception and Perceptions of Media Bias in Coverage of the Beirut Massacre." *Journal of Personality and Social Psychology* 49 (September): 577-85.



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Adobe Acrobat READER 6.0 or above is required to view OSU Library Electronic Reserve PDF files

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2. If you are accessing from OFF CAMPUS you must first SIGN IN FOR OFF CAMPUS ACCESS at the OSU Libraries Main Web Page, look for the sign in button at the top of the page
3. No sign in is required if you are on campus
4. On the OSU Libraries main webpage click on **FIND** then scroll down to the **Reserves- by Prof** option and type in your instructor's name. You can also search **Reserves-by Course**.
 - o Find the Electronic Reserve (E-reserve) listing for the course/instructor
 - o Click on the listing (under Title)
 - o Course materials are in order by author/title or title
 - o Click on the item you wish to view/print
 - o Enter your name (first name only is sufficient) and university ID number, then click on SUBMIT
 - o Most materials are in Adobe Acrobat PDF format therefore please use the Adobe Acrobat READER **toolbar** to print (Do not use FILE > PRINT)
 - o Weblinks (to other websites) and other file formats may be printed from the browser (Internet Explorer/Netscape) toolbar or from the associated program for the file (Word/PowerPoint, etc)
 - o Note: **OCR TEXT** materials are for use with screen reader software
 - o If you or your students have any problems accessing Electronic Reserve items, please contact Electronic Reserves staff at **292-6448**

IMPORTANT ACCESS NOTES:

NETSCAPE 7.1/ AOL accounts / MAC computers may have problems - The solution is to switch to Internet Explorer for access.

Adobe Acrobat Reader can be downloaded from-

<http://www.adobe.com/products/acrobat/readstep2.html>

If you have additional questions or problems please visit-

<http://reserves.lib.ohio-state.edu/current/Eres/eres2001.html#problems>

CLASS SCHEDULE

- September 21 *Class Introduction*
- September 26 *Mass Media and Mass Politics*
- **Graber, McQuail, and Norris** (hereafter “GMN”) Introduction, “Political Communication in a Democracy.”
 - **Graber**, Chapter 1
- September 28 *Ownership and Regulation*
- **Graber**, Chapter 2
 - **GMN**, Chapter 10
- October 3 *Free Speech*
- **Graber**, Chapter 3
 - de Tocqueville, “On Freedom of the Press in the United States” and “On the Relation between Associations and Newspapers.”
- October 5 *The News Media, Part I*
- **Graber**, Chapter 4
- October 10 *The News Media, Part II*
- **GMN**, Chapters 1 & 7
- October 12 *The News Media, Part III*
- **Graber**, Chapter 6
 - Vallone, Ross, and Lepper, “The Hostile Media Phenomenon”
- October 17 **MIDTERM EXAM**
- October 19 *Elections*
- **Graber**, Chapter 8
- October 24 *Presidential Elections, Part I*
- **Patterson**, Prologue and Chapters 1-3
- October 26 *Presidential Elections, Part II*
- **Patterson**, Chapters 4-6

- October 31 *Campaign Advertising, Part I*
- **West**, Chapters 1-4
- November 2 *Campaign Advertising, Part II*
- November 7 *Congress and The Courts*
- **Graber**, Chapter 9 (294-309), Chapter 10 (310-320)
- November 9 “*All Politics is Local*”
- **Graber**, Chapter 10. pp. 320-341
 - **GMN**, Chapter 9
- November 14 *Mass Media Effects, Part I*
- **Graber**, Chapter 7
 - Rogers and Dearing, “Agenda-Setting Research: Where Has It Been, Where Is It Going?”
- November 16 *Mass Media Effects, Part II*
- Putnam, Chapter 13
 - Davison, “The Third-Person Effect in Communication.”
- November 21 *The Internet- ANALYTICAL PAPERS DUE!!!*
- Bimber and Davis, Chapter 2
- November 23 **NO CLASS (THANKSGIVING BREAK)**
- November 28 *Entertainment Media*
- Delli Carpini and Williams, “Constructing Public Opinion: The Uses of Fictional and Nonfictional Television....”
 - Holbrook and Hill, “Agenda-Setting and Priming in Prime Time Television: Crime Dramas as Political Cues.”
- November 30 *Interpreting and Evaluating the Mass Media*
- **Graber**, Chapter 12
 - **GMN**, Chapter 12
 - Schudson, “Trout or Hamburger: Politics and Telemythology.”
- FINAL EXAM: Monday, December 5 6:00 to 7:48 p.m.**

MISCELLANEOUS

Incompletes/Make-up Exams

NO incomplete grades or make-up exams will be given except in the event of personal illness, injury, or loss. The instructor reserves the right to require appropriate documentation (e.g. a note from your doctor) supporting the student's contention that she/he was unable to complete course requirements before providing opportunity to make-up any course requirements.

Academic Integrity

All of the work you do in this course is expected to be your own. Absolutely no cheating or plagiarism (using someone else's words or ideas without proper attribution) will be tolerated. Any cases of cheating or plagiarism will be handled according to university policy and reported to the University Committee on Academic Misconduct. For more on university policy, see <http://www.osu.edu/offices/oa/procedures>.

Students with Different Abilities

If you have any condition, such as a physical, psychiatric/emotional, medical or learning disability, which will make it difficult for you to carry out the work as outlined in this syllabus, or which will require extra time for exams, please notify me and the Office for Disability Services **in the first two weeks of the course** so that we may make appropriate arrangements. If you have a question as to whether you have a condition that requires special arrangements, I urge you to contact the Office for Disability Services at the address below. All information and documentation of different ability is confidential.

Course materials are available in alternative formats upon request. For such materials, please contact Wayne DeYoung at the address below.

Office for Disability Services
150 Pomerene Hall
1760 Neil Ave.
Columbus, OH 43210-1297
(614) 292-3307
TDD: (614) 292-0901
FAX: (614) 292-4190
<http://www.ods.ohio-state.edu/>

Wayne DeYoung
2140 Derby Hall
154 North Oval Mall
Columbus, OH 43210-1373
(614) 292-2880

Final Caveat

The instructor reserves the right to alter this syllabus as necessary. Every attempt will be made to adhere to this document, but depending on the interests of the students and unforeseeable events during the course of the quarter, some changes may be necessary. The best way to keep apprised of any changes is to attend class regularly.