

## **POLS B251 – Democracy, Politics, and the Media**

Professor Zack Scott  
Fall 2020  
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Class Meetings: TF 1:10 p.m. - 2:30 p.m.  
Office Hours: TF 10:00 a.m. – 11:00 a.m.;  
by appointment

### Course Summary

“Looking back we can see how indirectly we know the environment in which nevertheless we live. We can see that the news of it comes to us now fast, now slowly; but that whatever we believe to be a true picture, we treat as if it were the environment itself.” – Walter Lippmann in *Public Opinion* (1922)

For many of us, very little of what we come to know of politics is experienced directly. We generally do not bear in-person witness to the signing of legislation, attend every candidate’s campaign events, or sit in on tense diplomatic negotiations. Instead, we learn about politics through an indirect process. Much of that indirect process is overseen by the media. This class is dedicated to the in-depth study of how this media-oriented process works.

We will conduct this study through five broad themes:

- How has the media evolved through American history and how has that evolution affected its role in democratic politics?
- What forces govern the way the media creates news and how does the news product that results compare to the “true” political world?
- How does the media interact with political elites, institutions, and movements?
- How do people process the news to form individual attitudes, create public opinion, and motivate political behavior?
- How are recent technological changes going to shape the media’s continued evolution and what will be the implications for democratic politics?

At the end of this semester, students should have a broad understanding of what the political communication literature has to say on these themes, be more critical media consumers and better informed participants in our democratic system, and have developed as writers and advocates for their arguments.

### Course Goals and Expectations

By the end of the semester, students should...

- Understand the media’s place in America’s political system.
- Be able to articulate a nuanced evaluation and critique of the media’s performance in the maintenance of American democracy.

- Understand how the mass media has changed over time and be prepared to critically evaluate commentaries on how it will evolve in the future.
- Understand how political actors and media attempt to influence each other.
- Understand how the media affects mass opinion and political behavior.
- Have reflected on their own media diet and be an introspective, critical, and considerate news consumer.
- Developed a level of familiarity with the empirical study of mass media and political communication.
- Have improved as critical writers.
- Have improved as advocates for their logic-based, critical, respectful arguments.

These goals are ambitious but eminently achievable. Accomplishing these goals will require the professor and each student to buy in to a collective learning enterprise. On my end, I have carefully combed the relevant literatures from political science, communication, economics, sociology, psychology, journalism studies, advertising and public relations, critical race studies, critical feminist studies, history, computer science, and others to create a reading list that I believe best reflects the modern state of the discipline. I have thought very hard about how to arrange those readings in an intuitive and accessible manner. I have designed assignments that will require the exercise of useful and relevant skills. I have committed to lesson planning in a manner that blends the conveyance of information with Socratic exchanges. And I have committed myself to refining this class experience based on ongoing student feedback.

Here is what I expect and need from you. I expect you to do the assigned readings before the associated class period. I expect you to keep up to date with the news of the day and consider how what you're learning in class applies to the news you consume. I expect you to come to class ready to discuss the readings, the implications, and the practical applications to real news. I expect you to take the assigned papers and projects seriously, give them your best effort, and turn in work you can be proud of.

I do *not* expect you to have mastered all of the materials and skills on Day 1. If it were that easy, there wouldn't be much of a point to having the class. If you find yourself struggling with a reading or assignment, please know that this is part of the educational journey. And it's a journey you do not undertake alone. Please seek out help from the resources available to you including your fellow students and the professor.

### Texts

There are no required textbooks for this class. All required readings are posted on the course site. Students are also expected to stay informed on major political news as such material will likely be used as practical examples to illustrate course concepts.

## Classroom Procedures and Etiquette

This class will be taught entirely remotely. I plan on teaching the class primarily synchronously. I reserve the right to switch to a part-synchronous, part-asynchronous format pending developments.

For synchronous sessions, we will be using Zoom. Students should log in to Zoom prior to the start of the class period. Unless asking/answering a question or responding to another student, microphones should be muted to avoid audio feedback.

I am sympathetic that sometimes students would prefer not to turn their cameras on. From the perspective of the person leading the class discussion, visual feedback is an essential heuristic. Being able to see if students are engaged, confused, etc. is vital to conducting a classroom. As such, I am proposing a compromise rule: More than 50% of the students in the class must have their cameras turned on. Class will not begin until we reach that 50% threshold.

Classes will begin with an overview of the assigned readings to clarify any questions or confusion. Classes will then transition to an open discussion. Students are expected to participate in these discussions and participation will count toward final grades. Use of the “raise hand” option is strongly encouraged to facilitate unobtrusive discussion.

All student participation must be civil and respectful. You are welcome to disagree with a point made by the professor or a fellow student. But you must do so in a manner that avoids condescension and ad hominin attacks.

## Assignments and Grading

- Short Papers: 15%
- Media Diaries and Analysis: 15%
- Midterm Exam: 15%
- Final Exam: 15%
- Media and Politics Research Project: 30%
  - Prep documents – 5%
  - Paper – 15%
  - Presentation – 10%
- Participation: 10%

*Short Papers* – Students will write a total of three short (~1-2 pages) papers throughout the semester. The papers will be in response to prompts that are listed on the schedule. You should notice on the course schedule that there are eight prompts. You are free to choose whichever three from those eight about which you would like to write a paper. Short papers are graded based on three metrics: argument strength (does the paper advance a clear argument and is that argument made forcefully), logical consistency (are the points of that argument connected to

each other in a way that makes sense), and writing quality (is the paper written in a clear and direct manner that is free of grammatical and spelling mistakes). A primer with a more detailed explanation of grading procedures is posted on Moodle.

*Media Diaries and Analysis* – At four points throughout the semester, students will record what media they consumed in a day, what the content of that media was, and how they learned from/reacted to/thought about that media content. More detailed explanations of each of the media diaries and templates are posted on the course site along with the assignments.

*Exams* – There will be two exams in this class: a midterm and a final. The exams will be a mix of multiple choice (to test comprehension of core concepts) and short answer (ability to apply core concepts critically in normative analysis of the media's role in democratic politics). Exams will be posted on the course site on the identified days. Students may utilize any notes, readings, PowerPoints or other resources that are part of the assigned class materials. Students may not utilize resources outside those assigned for class (i.e. no Google).

*Media and Politics Research Project* – Students, either by themselves or in a group of no larger than four, will identify a political topic on which they would like to study the role of the media. They will identify a research question about the intersection of media and their political topic. They will identify a methodological approach to answering this question. They will then apply this methodological approach to study their topic and answer this question. Students will then write a research paper (~6-8 pages) based on these results. They will also record and post a finding presenting their findings to the class. A more detailed primer on this project is posted on the course site and I will discuss this at greater length in class. All students in a group will get equal grades on each element of the project unless an inequality in workload and contributions has been registered and verified.

*Participation* – Learning is not a passive experience. Students are expected to be active contributors in their education by asking questions when they are unsure of a concept, applying critical thinking to the answering of posed questions, and responding civilly to the arguments and perspectives of their fellow students. Most of the demonstration of this active engagement should occur in the classroom. I understand that for personal (or, given the remote nature of this class, technological) reasons some students may struggle with this more than others. While I would gently nudge you to try anyway, I also keep in mind that students can actively contribute to their education during office hours and other interactions with me outside of the (virtual) classroom environment. Additionally, there is a current events discussion board on the course site. Students can post links to news stories there and analyze those stories based on course materials for participation credit.

## Resources

*Moodle* – The course site contains digital versions of all of the assigned readings for this course and many of the recommended readings as well. Also present on the Moodle site are a series of “primers” – documents meant to provide additional, useful information and tips. Students who are unused to reading academic articles can find a primer that walks through the basic format that

most articles utilize. Students who are unfamiliar with typologies of research design (i.e. surveys, experiments, content analysis, etc.) or the basics of quantitative social science (i.e. correlations, linear regression, etc.) can find primers that succinctly present enough to get students up to speed. Additional resources will be added as necessary.

*The Professor* – I am invested in your success in this class and am happy to answer questions or clarify things. I will hold office hours this semester on Tuesdays and Fridays from 10-11. These office hours will be via Zoom; a link to my personal Zoom room will be provided at the beginning of the semester. If these hours do not work for you, I also will hold office hours by appointment on weekdays. Email me to schedule a time. Finally, I am happy to answer questions via email. I check my email frequently and will endeavor to respond within a reasonable time frame.

*Classmates* – When I started my graduate program I was told, “You will learn 1/3<sup>rd</sup> from the faculty, 1/3<sup>rd</sup> on your own, and 1/3<sup>rd</sup> from each other.” I have found that, not only was that true for graduate school, it is a hallmark of a good learning environment at any level. Comprehension often arises from the mutual exchange of ideas and you should work with your classmates to create a communal discussion about the course materials. I promise you: It will help you get the most out of this course.

*Academic Support Services:* Many of us can struggle to handle distractions in a remote learning environment. Developing steady routines for this class will help immeasurably. While I am certainly available to discuss best practices, I also encourage you to reach out to the Academic Support and Learning Resources Specialist to discuss routines, practices, and techniques that will help you succeed in this class specifically, in college generally, and in life most importantly. For more information, please see: <https://www.brynmawr.edu/academicsupport>

*Writing Center:* Developing strong writing skills will be essential in this class and in life. I encourage you to solicit feedback on your short papers and final paper from the Writing Center, which offers appointments with experienced peer tutors. You can get more information here: <http://www.brynmawr.edu/writingcenter>

### General Policies

*Attendance:* Attendance is imperative to learning. If you miss a class, you miss an opportunity to critically engage with the course materials. Pragmatically, you also miss an opportunity to participate. Failure to attend class will directly hamper your participation grade and indirectly affect your grade through lower comprehension of the core materials. If you have a valid excuse for missing a class, please alert me beforehand (the sooner the better) and we will work together to devise a way to prevent you from falling behind. If you do not have a valid excuse or attempt to inform me of the excuse only after you have already missed the class, the deduction to participation will stand and you will have to catch up on your own.

*Extensions:* If you are unable to submit an assignment by the specified deadline, you should email me immediately with an explanation. I will consider granting extensions on assignments

on a case-by-case basis. I am sympathetic to the fact that life happens (i.e. religious holidays, unforeseen accidents or sicknesses, scheduling issues). My sympathy is at its highest if you alert me as soon as you recognize that you may require an extension and diminishes the longer you procrastinate on contacting me.

*Accommodations:* Bryn Mawr College is committed to providing equal access to students with a documented disability. Students needing academic accommodations for a disability must first register with Access Services. Students can call 610-526-7516 to make an appointment with the Director of Access Services, Deb Alder, or email her at [dalder@brynmawr.edu](mailto:dalder@brynmawr.edu) to begin this confidential process. Once registered, students should schedule an appointment with the professor as early in the semester as possible to share the verification form and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement. More information can be obtained at the Access Services website.

(<http://www.brynmawr.edu/access-services/>) Haverford students should contact the Office of Access and Disability Services: [hc-ads@haverford.edu](mailto:hc-ads@haverford.edu) or 610-896-1324. Any student who has a disability-related need to record this class first must speak with the Director of Access Services and to me, the instructor. Class members need to be aware that this class may be recorded.

*Integrity:* I am deeply committed to academic honesty as a general principle. I expect students to share that commitment. I encourage students to familiarize themselves with the [Bryn Mawr](#) and [Haverford](#) honor codes. I also encourage students to reflect on the importance of honesty, trust, and respect in their academic endeavors.

*Technology:* Given the nature of remote learning, an intertwining with technology is essential. I expect students to use laptops, tablets, and phones as a resource for learning when class is in session and to avoid being distracted by the wonders of the world wide web.

## Course Schedule

Color Code: Short paper prompts / Media diaries / Research Project / Exams

Tuesday, September 8 – Syllabus Day

Readings: Schudson textbook pgs. xiii-xiv  
Lippmann – *Public Opinion*, Chapter 1  
Bennett textbook pgs. 24-27

Assignments: Politics and Media Survey

Friday, September 11 – A Brief History of the Media

Readings: Parkinson – “Print, the Press, and the American Revolution”  
Belt – “The First Amendment in the Colonial Press”  
Schudson textbook pgs. 64-82

Jefferson's Evolution on the Press -

<https://famguardian.org/Subjects/Politics/ThomasJefferson/jeff1600.htm>

(Skim)

Recommended: Schudson – *Discovering the News* (Chapters 1 and 3)

Assignments: **Research Project Topic List Due**

Tuesday, September 15 – The Modern Media

Readings: Weaver, Willnat, and Wilhoit – “The American Journalist in the Digital Age”

ASNE Statement of Principles

Iyengar textbook pgs. 39-46

Graber and Dunaway textbook pgs. 282-286

Expanding News Deserts - <https://www.usnewsdeserts.com/reports/news-deserts-and-ghost-newspapers-will-local-news-survive/> (Skim)

Recommended: Schudson textbook pgs. 83-106

Usher & Ng – “Shared Knowledge and ‘Microbubbles’”

Schaffner – “Exploring a Networked Journalism Collaborative in Philadelphia”

Assignments: **Media Diary #1**

Friday, September 18 – Institutional Media: Is the Media an Institution?

Readings: Cook – *Governing with the News*, Chapters 1 and 4

Cook – “The News Media as a Political Institution”

Graber and Dunaway textbook pgs. 7-13

Recommended: Hart and Lavalley – “Not a Fourth Estate but a Second Legislature”

[Oxford Handbook Chapter 8]

Cook – *Governing with the News*, Chapter 5

Short Paper Prompt: Most institutionalist theories regard the media as a single, collective institution. All media outlets – individual newspapers, cable news, local TV news, news websites, etc. – are therefore all part of one, singular institutional entity. Given changes to the media environment over the past decades, do you think such an assumption is valid?

Tuesday, September 22 Institutional Media: Gatekeeping and Norms

Readings: White – “The ‘Gate Keeper’: A Case Study in the Selection of News”

Graber and Dunaway textbook pgs. 158-167

Schudson – “The Objectivity Norm in American Journalism”

Bennett textbook pgs. 131-138

Usher – *Making News at The New York Times*, Introduction

Recommended: Shoemaker et al. – “Individual and Routine Forces in Gatekeeping”

Scott – “Getting Covered”

Schudson – *Discovering the News* (Chapter 4)

Iyengar textbook pgs. 74-87

Bennett textbook pgs. 146-160

Searles, Ginn, & Nickens – “For Whom the Poll Airs”

Harcup & O’Neal – “What is News (Again)?”

Assignment: **Media Diary #2**

Friday, September 25 – Institutional Media: Journalism as Moneymaker

Readings: Iyengar textbook, pgs. 68-74

Hamilton – *All the News that’s Fit to Sell*, pgs. 7-24, Chapter 5

Recommended: Iyengar, Norpoth, and Hahn – “Consumer Demand for Election News”

Short Paper Prompt: Most media outlets in America are for-profit enterprises. Increasingly, they are also corporately controlled. This is not necessarily the case in other countries. Elsewhere in the world, the government heavily subsidizes the cost of news production. Do you think American media should be better if shifted to such a publicly funded model?

Tuesday, September 29 – Institutional Media: Do Owners Get What They Pay For?

Readings: Graber and Dunaway textbook pgs. 26-42

Bennett textbook pgs. 196-202

Gilens and Hertzman – “Corporate Ownership and News Bias”

Recommended: Iyengar textbook pgs. 31-38

Tiftt and Jones – *The Trust*, Introduction

Dunaway – “Markets, Ownership, and the Quality of Campaign News Coverage”

Friday, October 2 – Institutional Media: Reporting within the Law

Readings: Graber and Dunaway textbook pgs. 60-97, 478-483

FOIA Improvement Act of 2016 (Skim)

Recommended: *Miami Herald Publishing Co. v. Tornillo*

*New York Times Co. v. United States*



Assignments: **Research Question Due**

Tuesday, October 6 – Media Bias: Partisan

Readings: Bennett textbook pgs. 30-33, 176-78

Grossman – “Media Bias (Real and Perceived) and the Rise of Partisan Media”

Patterson and Donsbach – “News Decisions”

Niven – “A Fair Test of Media Bias”

Recommended: Graber and Dunaway textbook pgs. 440-445

Budak, Goel, and Rao – “Fair and Balanced?”

Lichter – “Theories of Media Bias” [Oxford Handbook, Chapter 29]

Baum and Groeling – “New Media and the Polarization of American Political Discourse”

Groseclose and Milyo – “A Measure of Media Bias”

Padgett, Dunaway, & Darr – “As Seen on TV”

Lelkes – “National and Cross-National Perspectives on Media Bias”

Assignments: **Media Diary #3**

Friday, October 9 – Media Bias: Identity-based

Readings: Gilens – *Why Americans Hate Welfare*, Chapter 5 (Skim Chapter 6)

Vavrus – *Postfeminist News*, Chapter 1

Brown, Cole, and Fisher – “Race and Anti-LGBT Legislation”

Recommended: Hayes and Lawless – *Women on the Run*, Chapter 4

Robinson – “Legitimation Strategies in Journalism”

Short Paper Prompt: Do you think the media is biased against historically marginalized groups and peoples? Why or why not? Provide specific examples if possible. If you think such a bias exists, what do you recommend as a means of rectifying such a problem?

Tuesday, October 13 – Media and Other Actors: Media and the President

Readings: Graber and Dunaway textbook pgs. 225-252

Kernell – *Going Public*, Chapter 3

Baum and Kernell – “Has Cable Ended the Golden Age of Presidential Television?”

Recommended: Iyengar textbook pgs. 283-307

Laracey – “The Presidential Newspaper” [in *Speaking to the People*]

Kernell – *Going Public*, Introduction

Hayes and Guardino – “Whose Views Made the News?”

Weaver and Choi – “The Media Agenda” [Oxford Handbook Chapter 26]

Short Paper Prompt: If the President requests a press event so as to speak to the American people, should the media be obligated to carry the President’s message live and unfiltered? Is there any information or other concessions the media should demand before agreeing to carry an event? Are there any negative consequences of your answer? How significant are those consequences?

Friday, October 16 – Media and Other Actors: Media and Congress

Readings: Graber and Dunaway textbook pgs. 257-268

Sellers and Schaffner – “Winning Coverage in the U.S. Senate”

Grimmer – *Representational Style in Congress*, Chapter 8.3

Recommended: Iyengar textbook pgs. 307-311

Schaffner and Sellers – “The Structural Determinants of Local Congressional News Coverage”

Assignments: **Methodology Proposal Due**

Tuesday, October 20 – Media and Other Actors: Media and Social Movements

Readings: Graber and Dunaway textbook pgs. 212-214

Wasow – “Agenda Seeding”

Kilgo and Harlow – “Protests, Media Coverage, and a Hierarchy of Social Struggle”

Recommended: Boyle, McLeod, and Armstrong – “Adherence to the Protest Paradigm”

Edgerly, Toft, and Veden – “Social Movements, Political Goals, and the May 1 Marches”

Rhodes – “Fanning the Flames of Racial Discord”

Theocharis – “The Wealth of (Occupation) Networks?”

Short Paper Prompt: Consider what we’ve discussed about the way journalists make news, including their professional norms and values, reliance on official sources, commercial interests, etc. Do you think these influences affect how journalists cover protest and social movements in an unfair or biased manner? Who is disadvantaged by these influences? What changes would you implement to make the media better at covering social movements?

Friday, October 23 – **Midterm Exam**

Tuesday, October 27 – Pictures in Our Heads: Introduction and Minimal Effects

Readings: Arceneaux and Johnson – *Changing Minds or Changing Channels*, pgs. 16-25  
Iyengar textbook pgs. 240-250  
Schudson textbook pgs. 8-25 (SKIM)

Friday, October 30 – Pictures in Our Heads: Agenda Setting and Priming

Readings: Iyengar textbook pgs. 251-266  
McCombs and Shaw – “The Agenda-Setting Function of Mass Media”  
Iyengar and Kinder – *News The Matters*, Chapters 7-8

Recommended: King, Schneer, and White – “How the News Media Activate Public Expression and Influence National Agendas”  
McCombs and Valenzuela – “Agenda-Setting Theory” [Oxford Handbook Chapter 44]  
Feezell – “Agenda Setting through Social Media”

Short Paper Prompt: Normative theories of democracy often posit a public that, if not “fully informed,” is at least rationally able to appraise their own interests, attitudes, and opinions and make political choices accordingly. Given what the agenda-setting and priming literatures say about how people respond to media coverage, do you think such assumptions are reasonable? Do you think that a public that has its agenda set/is primed by the media is capable of carrying out its democratic duty?

Tuesday, November 3 – Pictures in Our Heads: Framing

Readings: Iyengar textbook pgs. 267-273  
Entman – “Framing: Toward Clarification of a Fractured Paradigm”  
Nelson, Clawson, and Oxley – “Media Framing of a Civil Liberties Conflict and Its Effect on Tolerance”  
Druckman – “The Implications of Framing Effects for Citizen Competence”  
Bennett textbook pgs. 94-98

Recommended: Chong and Druckman – “Framing Theory”  
Druckman and Nelson – “Framing and Deliberation”  
Scheufele and Iyengar – “The State of Framing Research” [Oxford Handbook Chapter 43]

Assignments: **Research Check-in Report #1 Due**

Friday, November 6 – Pictures in Our Heads: Motivated Reasoning

Readings: Kunda – “The Case for Motivated Reasoning”  
Taber and Lodge – “Motivated Skepticism in the Evaluation of Political Beliefs”

Recommended: Zaller – *The Nature and Origin of Mass Opinion*, Chapters 1-2  
Graber – *Processing the News*, pgs. 27-31  
Soroka – *Negativity in Democratic Politics*, Chapter 6  
Valentino and Vanderbroek – “Political Communication, Information Processing, and Social Groups” [Oxford Handbook Chapter 32]

Tuesday, November 10 – Pictures in Our Heads: Selective Exposure

Readings: Graber and Dunaway textbook pgs. 352-356  
Stroud – “Media Use and Political Predispositions”  
Garrett – “Echo Chambers Online?”

Recommended: Garrett – “Politically Motivated Reinforcement Seeking”  
Bennett and Iyengar – “A New Era of Minimal Effects?”  
Stroud – “Selective Exposure Theories” [Oxford Handbook Chapter 37]  
Metzger – “Broadcasting Versus Narrowcasting” [Oxford Handbook Chapter 54]

Friday, November 13 – Pictures in Our Heads: Misinformation I

Readings: Flynn, Nyhan, and Reifler – “The Nature and Origins of Misperceptions”  
Uscinski and Parent – *American Conspiracy Theories*, Chapter 5  
Nyhan – “Why the ‘Death Panel’ Myth Wouldn’t Die”

Recommended: Bode et al. – *Words That Matter*, Chapter 8

Short Paper Prompt: How significant a problem do you think misinformation is to American politics? Who do you think is most responsible for mitigating the harm of misinformation? What would you recommend they do?

Tuesday, November 17 – Pictures in Our Heads: Misinformation II

Readings: Graber and Dunaway textbook pgs. 199-200  
Nyhan – “Fact-Checking Can Change Views? We Rate That as Mostly True”  
Nyhan and Reifler – “When Corrections Fail”  
Guess et al. – “A Digital Media Literacy Intervention Increases Discernment between Mainstream and False News in the United States and India”

Recommended: Lewandowsky et al. – “Misinformation and Its Correction”  
Uscinski and Parent – *American Conspiracy Theories*, pgs. 36-53, 159-162  
Nyhan and Reifler – “Misinformation and Fact-checking”  
Nyhan and Reifler – “Displacing Misinformation about Events”  
Tenove – “Protecting Democracy from Disinformation”  
Vrage et al. – “Theorizing News Literacy Behaviors”

Assignments: **Research Check-in Report #2 Due**

Friday, November 20 – Technology and the Media: The Rise of Cable News

Readings: Prior – “News vs. Entertainment: How Increasing Media Choice Widens Gaps in Political Knowledge and Turnout”  
Levendusky – *How Partisan Media Polarize America*, Chapter 4  
Arceneaux and Johnson – *Changing Minds or Changing Channels*, Chapter 4

Recommended: Mutz – *In-Your-Face Politics*, Chapter 4  
Epstein – *The Only Constant is Change*, Chapter 3

Short Paper Prompt: In the 1950s-1960s, a time that we now recognize as a nadir of party polarization in American history, political scientists bemoaned that it was hard for voters to identify what made the two parties different. The resurgence of partisan media makes it much easier for individuals to tell what the Democratic and Republican parties stand for. Do you think this has helped the performance of American democracy?

Saturday, November 21 – Sunday, November 29: THANKSGIVING BREAK, NO CLASS

Tuesday, December 1 – Technology and the Media: The Internet and Mobile News

Readings: Graber and Dunaway textbook – pgs. 113-117, 467-478  
Hindman – *The Myth of Digital Democracy*, Chapter 5  
Dunaway et al. – “News Attention in a Mobile Era”

Recommended: Winneg et al. – “Online News Consumption in the United States and Ideological Extremism” [Oxford Handbook Chapter 55]  
Hindman – *The Myth of Digital Democracy*, Chapter 6  
Todd & Kalogeropoulos – “All the News That’s Fit to Ignore”

Assignments: **Research Papers Due**

Friday, December 4 – Technology and the Media: Social Media

Readings: Iyengar textbook pgs. 138-144

Settle – *Frenemies*, Chapter 4

Kraft et al. – “Social Media and the Changing Information Environment”

Recommended: Li – “Raised on the Internet: How News Conscious is Gen Z?”

Halberstram and Knight – “Homophily, Group Size, and the Diffusion of Political Information in Social Networks: Evidence from Twitter”

Bond et al. – “A 61-million-person Experiment in Social Influence and Political Mobilization”

Coppock, Guess, and Ternovski – “When Treatments are Tweets: A Network Mobilization Experiment over Twitter”

Assignments: **Media Diary #4**

Tuesday, December 8 – Research Project Presentations Day

**Assignments: Presentations by Students/Groups Uploaded to Moodle**

**FINAL EXAM TBA**