

MC 7004: News Media and Governance
Fall 2021
Monday, 2-4:50 PM

In-Person: 216 Hodges Hall
Zoom: <https://lsu.zoom.us/j/5394188520>

Dr. Joshua Darr

Office: Hodges 204

E-mail: jdarr@lsu.edu

Office phone: (225) 578-0395

Office hours on Zoom: <https://lsu.zoom.us/j/5394188520> [Waiting Room Enabled]

- Monday 9AM-11AM CT
- Tuesday 9AM-11AM CT

OVERVIEW:¹ This course examines the increasingly important role of media strategies, news making, and publicity in the work of government. It seeks to acquaint students with the advantages -- and downfalls -- for policy-makers of using the mass media to get things done in politics without the direct involvement of the public. It surveys both classic considerations of the relationship between the mass media and politics outside the context of elections, as well as more up-to-date cutting-edge published research. Finally, it provides students with a range of methods and approaches to understanding this topic. As such, it will be of benefit to future public servants, future journalists, and all students of media and/or politics. It is designed to provide resources for graduate students who will themselves be contributing to the common fount of knowledge through their master's theses and Ph.D. dissertations.

OBJECTIVES OF THE COURSE: This course examines central theories, research questions, and controversies involving the role of the media in politics and governing and patterns of news coverage of politics and public affairs. Students will learn and think critically about various theories of the appropriate functions of mass media in a democracy; the laws and economic imperatives that affect the quality of the news; how news organizations decide what to cover and how to cover it; and how political elites attempt to manage the news.

AUDIENCE FOR THE COURSE: There are no formal prerequisites for the course. No previous specific coursework in political communication is required or expected, though students should have a strong background in either political science or mass communication. The course will be primarily aimed at students of politics, students of communication, and/or those considering careers in government, non-profit work, journalism and public service.

Learning Outcomes

Upon completion of this course, students should be able to:

1. Demonstrate familiarity with a broad body of literature on the news media and governance.
2. Engage in critical evaluation of academic studies of the news media and governance,

¹ My approach to teaching this class was adopted heavily from the last time it was taught by the late great Tim Cook. As such, the overview, objectives, and audience sections on the first page were adopted verbatim from his 2006 syllabus when he taught the course with Charles Zewe. I also relied upon additions and approaches from former LSU professor Johanna Dunaway, now at Texas A&M, and Dr. Kathleen Searles. I also relied on political institutions courses taught at the University of Pennsylvania and Washington University in St. Louis.

- and gain experience conducting original research on related topics.
3. Demonstrate an ability to think analytically about the dynamics and problems of media and governance.
 4. Demonstrate an ability to appropriately and thoughtfully apply theories of and data on the news media and governance in course assignments.
 5. Improve their ability to write clearly and accurately.

Course Requirements

- Active participation: 10%
- Discussion leadership: 10%
- Response papers (4 total): 20%
- Research project proposal: 30%
- Final take-home comprehensive exam: 30%

The course will meet once a week. The bulk of our meetings will proceed by discussion of readings. If we are to have frequent and well-informed participation in class discussion, all the reading for a class should be finished before that meeting. Weekly reading loads range from about 150-400 pages per week, with the average being about 250 pages per week. These expectations are consistent with the requirements of graduate work.

Active participation (10%). Each week, please attend class in-person or on Zoom prepared to discuss the assigned readings. To comply with LSU's directives and suggestions, I am holding the class both in-person (I will be in the classroom) and simultaneously on Zoom so that if you are required to quarantine due to COVID protocols, you can participate in class. The class will also be recorded in case you miss class with an illness. If you attend in person, you must have Zoom open on your laptop and unmute yourself when you wish to speak. If LSU moves to online instruction during the semester, class will be held exclusively on Zoom.

IMPORTANT: If you have any possible COVID exposure, concern for your health, or are exhibiting any symptoms of any kind, please use the Zoom option to keep your fellow classmates, their families, and the LSU community safe.

While I am not taking attendance, and you are not required to have your camera on, you should participate in each class. You may send messages in the chat as a form of participation. A seminar cannot work unless people have carefully read the assigned material and regularly express their opinions about it.

Discussion leadership (10%). You will help to lead discussion *two times per semester*. Your job is to help guide the class through an engaged and thorough discussion of the week's readings. Do not merely read your detailed notes on the reading: transform those notes into questions, comments, and insights that relate the reading to the overall themes of the course. You are not required to distribute these notes to the class, but it may be helpful to your fellow students: as we will see, institutions are often about generating collective goods!

I will support your efforts, but your deep understanding of your assigned readings should guide the class. We will coordinate discussion leading in the first week of class. Most weeks will have multiple discussion leaders: you should speak with each other beforehand and eliminate overlap while making clear that all discussants contributed substantively. [A hint from previous classes: Chapter 1 of books, discussing the theory and reviewing literature, tends to take the longest time in the discussion. Remember this when dividing up book

chapters: not all are equal]. *You must post four preferred choices in the Moodle Forum "Discussion Leadership and Response Paper Preferences" by 5PM on Tuesday, August 24: I will try to give everyone two of their four choices.*

Response Papers (20%): You must submit **four** response papers throughout the semester. These responses are to be two double-spaced pages in length (12-point font, no double-spacing in heading or title). Response papers are *not* summaries of the week's readings. Instead, each should have two distinct components: "**past**" and "**future**." Please submit these to the TurnItIn assignments on the course Moodle page ("Response Paper 1", "Response Paper 2", etc.). *You must choose your four weeks for responses and post those choices in the Moodle Forum "Discussion Leadership and Response Paper Preferences" by 5PM on Tuesday, August 24.*

- **Past:** Many of the classics in the discipline go unassigned in any graduate class. For the "past" component, find an article or book that is cited in many of that week's readings, but not assigned, and explain its empirical and theoretical contributions to the field. Focus more on this article than on the readings: I am NOT looking for summaries. Include a citation to this article at the end.
- **Future:** For the "future" component, assess what the "next" article in this topic area might be, based on the readings, and a brief description of a research design in that article. [That means specifics: survey, experiment, interviews? What questions would you ask? What would be randomized? Why would this help you answer your question?] Please be prepared to share your findings from your "past" article in class, and discuss your research idea from the "future" section.

Research paper proposal (30%). You will submit a proposal for a research paper for a topic that interests you in public opinion. This proposal must situate your planned research paper in the public opinion literature; describe your planned empirical analysis (including the sources of your quantitative or qualitative data and how you will access them); and include citations to at least 5 articles or books from the syllabus as well as 10 additional articles or books relevant to your topic. You will not have to conduct this research or perform these analyses, but your proposal must be comprehensive and (most importantly) demonstrably feasible. This proposal should be between five and eight double-spaced pages in length, incorporate your 10 (or more) sources, and include a full bibliography (which does not count towards your page limit). I will remind you to schedule meetings with me to discuss your planned topic: I'm very happy to talk it through with you in as much detail as you'd like. You will submit your proposal using the TurnItIn assignment on the class Moodle page.

Take-home mock comprehensive exam (30%). The readings and concepts from this semester may be particularly useful for comprehensive exams or for background literature in your final thesis projects. As such, the final assignment for this course will be a take-home mock comprehensive exam. I will distribute a mock comprehensive exam question following the final class period, which will serve as a review for the semester and a discussion of what is expected on a comprehensive exam question. This take-home exam will require you to answer multiple questions from a choice of several essay prompts. Take close notes throughout the semester and organize them well to prepare for this assignment. These assignments will be assessed on strength of argument, richness of detail, use of appropriate readings, and originality. Working with other students is not permitted, and plagiarism will be punished according to university policies on Academic Integrity. You will submit your final using the TurnItIn assignment on the class Moodle page.

Grade Scale

Grades in this class will follow the scale below. Note that there are no Ds in graduate courses.

97.0 and above	A+	80.00–83.49	B-
93.0 – 96.99	A	76.50–79.99	C+
90.0–92.99	A-	73.50–76.49	C
87.0–89.99	B+	70.00–73.49	C-
83.0–86.49	B	69.99 and below	F

Policy on Submitting Work

All assignments will be submitted through Moodle under the corresponding TurnItIn assignment. All work is due at the date and time discussed in class. Any late work will be docked one letter grade per day late. An assignment due at 12 noon, but submitted at 12:01 PM, will be docked one letter grade (an A paper becomes a B, a C paper becomes a D, and so on).

Technology

Class sessions will be recorded on Zoom and posted to Moodle, in case anyone misses with COVID-19 or other illness. Distribution or public discussion of the recorded lectures, interviews, and other original course materials, or their content, is strictly prohibited.

COVID-19 Policies

You are required to follow the policies in [LSU's Presidential Directive on COVID-19 Safety](#). Please read it in its entirety. I have included the most relevant excerpts below.

LSU strongly encourages all students, faculty and staff to get vaccinated for COVID-19. Visit www.lsu.edu/roadmap/vaccines/ to learn how to get vaccinated on campus. Vaccination helps keep our campus community safe, helps protect those among us who are most vulnerable to COVID-19, and is our path back to more normal operations and the full college experience that our students deserve.

Testing: All students attending on-campus classes, residing in residential housing, or participating in campus activities will be required to provide proof of a negative COVID19 test taken within 5 days prior to arrival on campus. Alternatively, students may provide proof of vaccination or a positive test in the last 90 days to opt-out. Students who are not vaccinated will be required to get tested periodically throughout the semester. Testing may be required more frequently for students living in Residential Housing.

Face Covering: Face coverings over the mouth and nose shall be properly worn indoors at all times. Face coverings are required outdoors within 50 feet of entrances to buildings.

Physical Isolation/Quarantine: The following isolation and quarantine protocols are mandated for everyone in the campus community.

- For confirmed asymptomatic or symptomatic positive infection, individuals must isolate for at least 10 days from the date of the positive test. Individuals may return to campus after day 11.
- If an individual has close contact with someone who is confirmed positive for COVID-19 (close contact is fifteen minutes or more within six feet):
 - Unvaccinated individuals will quarantine for 10 days unless they receive a positive test, at which point they will move to isolation.
 - Vaccinated

individuals who have been in close contact with someone who has COVID-19 are not required to quarantine. However, they should get tested 3-5 days after exposure, even if they do not have symptoms.

- Vaccinated individuals should also wear a mask indoors in public for 14 days following exposure or until they receive a negative test result. They should isolate for 10 days if they receive a positive test result.
- Students in quarantine or isolation should immediately contact me via email and consult me during virtual office hours to discuss the coursework they missed.

Communication

All students are required to check their LSU e-mail account regularly. I frequently communicate with students via email and Moodle, and not checking your email will not be an excuse for missing an assignment or reading. *I will try to reply to all e-mails within 24 hours, and will not reply to e-mails sent after 5PM until the next business day.* Communication in the online classroom comes across differently than the communication we are accustomed to through academic writing and face-to-face classroom discussion. Please review the [Online Etiquette Guide](#) and refer to these guidelines to craft your communication.

ADA Statement

The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, cognitive, systemic, learning and psychiatric disabilities. Please contact me at the beginning of the semester to discuss any such accommodations for this course. In order to have any accommodations met, you must be registered with the LSU Office of Disabilities Services. More information on registering and accommodation is available on the ODS website: <http://appl003.lsu.edu/slas/ods.nsf/index>

Academic Integrity

If you use material from a source (either one assigned from this class or something you've retrieved through outside research), you must cite it. Consistent with the norms of the fields of communication and political science, I will ask that you use parenthetical citations in your written work. Citations must include the author(s) last names and the year of publication. Please check with me regarding the use of any research material you have already worked on, sections of text from other papers or classes, and papers from or for other classes. Do this even if the work is single authored, or from your thesis or dissertation.

Students are bound to uphold the Code of Academic Integrity. All students are expected to read and be familiar with the LSU Code of Student Conduct and Commitment to Community, found online at www.lsu.edu/saa. It is your responsibility as a student at LSU to know and understand the academic standards for our community. Students who are suspected of violating the Code of Conduct will be referred to the office of Student Advocacy & Accountability. A first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be suspension from LSU. Ignorance of these guidelines is no excuse for failure to comply with them.

Diversity Statement

Diversity is fundamental to LSU's mission and the University is committed to creating and maintaining a living and learning environment that embraces individual difference. Cultural inclusion is of highest priority. LSU recognizes that achieving national prominence depends on the human spirit, participation, and dedicated work of the entire university

community. Through its Commitment to Community, LSU strives to create an inclusive, respectful, intellectually challenging climate that embraces individual difference in race, ethnicity, national origin, gender, sexual orientation, gender identity/expression, age, spirituality, socioeconomic status, disability, family status, experiences, opinions, and ideas. LSU proactively cultivates and sustains a campus environment that values open dialogue, cooperation, shared responsibility, mutual respect, and cultural competence—the driving forces that enrich and enhance cutting-edge research, first-rate teaching, and engaging community outreach activities.

Required Texts

All books are available in the bookstore and online through retailers such as Amazon.com. Paperbacks are acceptable for each.

Cook, Timothy E. 2005. *Governing with the News: News Media as a Political Institution*. Chicago, IL: Chicago University Press.

Lee, Frances. 2016. *Insecure Majorities: Congress and the Perpetual Campaign*. Chicago, IL: University of Chicago Press.

Free e-access through LSU libraries:

Canes-Wrone, Brandice. 2005. *Who Leads Whom? Presidents, Policy, and the Public*. Chicago, IL: University of Chicago Press.

Arnold, R. Douglas. 2004. *Congress, the Press, and Political Accountability*. Princeton: Russell Sage Foundation.

Hamilton, James T. 2004. *All the News That's Fit to Sell: How the Market Transforms Information into News*. Princeton, NJ: Princeton University Press.

Groeling, Tim. 2010. *When Politicians Attack!* New York: Cambridge University Press.

Scacco, Joshua, and Kevin Coe. 2021. *The Ubiquitous Presidency: Presidential Communication and Digital Democracy in Tumultuous Times*. New York: Oxford University Press.

The remaining readings will be available electronically, either through electronic databases available through the LSU library system, or on the Moodle site maintained for this class. (M) following a citation denotes its availability on Moodle. All due dates, readings, and schedules are subject to change; I will make every effort to avoid any unnecessary changes and provide ample notice if changes become necessary.

Schedule of Readings

Week 1. August 23. Intro, syllabus, today's changing media.

Recommended:

Lowery, Wesley. June 23, 2020. "A reckoning over objectivity, led by black journalists." *The New York Times*. (M)

Nwanevu, Osita. April 8, 2021. "Infrastructure spending can save local journalism." *The New Republic*. (M)

Lerner, Kevin. August 10, 2021. "The news is dead, long live the news!" *Boston Review*.

Week 2. August 30. The study of political institutions.

1. Hall, Peter, and Rosemary Taylor. 1996. "Political science and the three new institutionalisms." *Political Studies*, XLIV, 936-957.
2. Cook, Timothy E. 2006. "The News Media as a Political Institution: Looking Backward and Looking Forward." *Political Communication*, 23: 159-71.
3. Sparrow, Bartholomew H. 2006. "A Research Agenda for an Institutional Media." *Political Communication*, 23: 145-57.
4. Schudson, Michael. 2002. "The News Media as Political Institutions." *Annual Review of Political Science*, 5: 249-269.
5. Breed, Warren. 1955. "Social Control in the Newsroom: A Functional Analysis." *Social Forces*, 33: 326-335.

Week 3. September 6. Labor Day, no class.

Week 4. September 13. News media as an institution.

1. Cook, Timothy E. 2005. *Governing with the News: News Media as a Political Institution*, 2nd edition. Chicago, IL: Chicago University Press.

Recommended for this topic:

- Sparrow, Bartholomew H. 1999. *Uncertain Guardians: The News Media as a Political Institution*. Baltimore: The Johns Hopkins University Press.
- Dunaway, Johanna. 2011. "Institutional Influences on the Quality of Campaign News Coverage." *Journalism Studies*, 12(1):27-44.
- Tuchman, Gaye. 1973. "Objectivity as Strategic Ritual: An Examination of Newsmen's Notions of Objectivity." *American Journal of Sociology*, 77(4): 660-679.
- Eliasoph, Nina. 1988. "Routines and the Making of Oppositional News." *Critical Studies in Mass Communication*, 5: 313-334.
- Epstein, Edward J. 1973. *News from Nowhere*. New York: Random House.
- Gans, Herbert J. 1979. *Deciding What's News: A Study of CBS Evening News, NBC Nightly News, Newsweek, and Time*. Random House, Inc.
- Tuchman, Gaye. 1978. *Making News: A Study in the Construction of Reality*. New York: Free Press.
- Sigal, Leon V. 1973. *Reporters and Officials: The Organization and Politics of Newsmaking*. Lexington, Massachusetts: D.C. Heath.

Week 5. September 20. Economics of news I.

1. Hamilton, James T. 2004. *All the News That's Fit to Sell: How the Market Transforms Information into News*. Princeton, NJ: Princeton University Press.
2. Munger, Kevin. 2019. "All the News that's Fit to Click: The Economics of Clickbait Media." *Political Communication*, 37(3): 376-397.

Recommended for this topic:

- McManus, John H. 1994. *Market-Driven Journalism: Let the Citizens Beware?* Thousand Oaks, CA: Sage Publications.

An, Soontae, Hyun Seung Jin, and Todd Simon. 2006. "Ownership Structure of Publicly Traded Newspaper Companies and Their Financial Performance." *Journal of Media Economics* 19(2):119-136.

Week 6. September 27. Economics of news II.

1. Kaniss, Phyllis. 1991. *Making Local News*. Chicago: University of Chicago Press. Chapters 1-3. [M]

2. Snyder Jr, James, and David Stromberg. 2010. "Press Coverage and Political Accountability." *Journal of Political Economy*, 118(2): 355-408.

3. Rubado, Meghan, and Jay Jennings. 2020. "Political Consequences of the Endangered Local Watchdog: Newspaper Decline and Mayoral Elections in the United States." *Urban Affairs Review*, 56(5): 1327-1356.

4. Dunaway, Johanna. 2008. "Markets, Ownership, and the Quality of Campaign News Coverage." *Journal of Politics*, 70 (4), 1193-1202.

Recommended for this topic:

Yan, Michael Zhaoxu, and Philip M. Napoli. 2006. "Market Competition, Station Ownership, and Local Public Affairs Programming on Broadcast Television." *Journal of Communication* 56:795-812.

Week 7. October 4. Persuasion, slant, bias, and influence.

1. Kahn, Kim F. and Patrick J. Kenney. 2002. "The Slant of the News: How Editorial Endorsements Influence Campaign Coverage and Citizens' Views of Candidates." *American Political Science Review*, 96:381-94.

2. Gentzkow, Matthew and Jesse M. Shapiro. 2010. "What Drives Media Slant? Evidence from U.S. Daily Newspapers." *Econometrica* 71(8): 35-71.

3. Druckman, James N., and Michael Parkin. 2005. "The Impact of Media Bias: How Editorial Slant Affects Voters." *The Journal of Politics*, 67(4): 1030-1049.

4. Groseclose, Tim, and Jeffrey Milyo. 2005. "A Measure of Media Bias." *The Quarterly Journal of Economics*. CXX(4):1191-1237.

5. Hassell, Hans, John Holbein, and Matthew Miles. 2020. "There is no liberal media bias in which news stories political journalists choose to cover." *Science Advances*, 6(14).

Week 8. October 11. The newsbeat and "indexing."

1. Bennett, W. Lance. 1990. "Toward a Theory of Press-State Relations." *Journal of Communication* 40(2): 103-125.

2. Althaus, Scott. L., Jill A. Edy, Robert M. Entman, and Patricia Phalen. 1996. "Revisiting the Indexing Hypothesis: Officials, Media, and the Libya Crisis." *Political Communication*, 13: 407-421.

3. Zaller, John R. and Dennis Chiu. 1996. "Government's Little Helper: U.S. Press Coverage of Foreign Policy Crises, 1945-1991." *Political Communication*, 13: 385-405.
4. Cook, Timothy E. 1996. "Afterword: Political Values and Production Values." *Political Communication* 13: 469-481.
5. Livingston, Steven, and W. Lance Bennett. 2003. "Gatekeeping, Indexing, and Live-Event News: Is Technology Altering the Construction of News?" *Political Communication* 20 (4): 363-380.

Recommended for this topic:

- Bennett, W. Lance, Regina G. Lawrence, and Steven Livingston. 2007. *When the Press Fails: Political Power and the News from Iraq to Katrina*. Chicago, IL: Chicago University Press.
- Blumler, Jay, and Michael Gurevitch. 1981. "Politicians and the Press: An Essay on Role Relationships." In, *Handbook of Political Communication*, Dan D. Nimmo and Keith R. Sanders, eds. Sage Publications.

Week 9. October 18. The Presidency I.

1. Canes-Wrone, Brandice. 2005. *Who Leads Whom? Presidents, Policy, and the Public*. Chicago, IL: University of Chicago Press.

Recommended for this topic:

- Neustadt, Richard. 1960 (1990). *Presidential Power and the Modern Presidents: The Politics of Leadership from Roosevelt to Reagan, Revised Edition*. New York: The Free Press.
- Farnsworth, Stephen J., and S. Robert Lichter. 2006. *The Mediated Presidency: Television News and Presidential Governance*. New York: Rowman & Littlefield Publishers, Inc.
- Peake, Jeffrey S. 2007. "Presidents and Front-Page News: How America's Newspapers Cover the Bush Administration." *The Harvard International Journal of Press/Politics* 12 (4): 52-70.
- Shah, Dhavan V., Mark D. Watts, David Domke, and David P. Fan. 2002. "News Framing and Cueing of Issue Regimes: Explaining Clinton's Public Approval in Spite of Scandal." *Public Opinion Quarterly* 66: 339-370.

Week 10. October 25. The Presidency II.

1. Scacco, Joshua, and Kevin Coe. 2021. *The Ubiquitous Presidency: Presidential Communication and Digital Democracy in Tumultuous Times*. New York: Oxford University Press.

Recommended for this topic:

- Cohen, Jeffrey E. 2008. *The Presidency in the Era of 24-Hour News*. Princeton, NJ: Princeton University Press.
- Eshbaugh-Soha, Matthew and Jeffrey S. Peake. 2008. "The Presidency and Local Media: Local Newspaper Coverage of President George W. Bush."

Presidential Studies Quarterly 38(4): 609-630.

Barrett, Andrew W., and Jeffrey Peake. 2007. "When the President Comes to Town: Examining Local Newspaper Coverage of Domestic Presidential Travel." *American Politics Research* 35: 3–31.

Hager, Gregory L. and Terry Sullivan. 1994. "President-centered and Presidency centered explanations of Presidential Public Activity." *American Journal of Political Science*, 38(4): 1079-1103.

Clayman, Steven and John Heritage. 2002. "Questioning Presidents: Journalistic Deference and Adversarialness in the Press Conferences of U.S. Presidents Eisenhower and Reagan." *Journal of Communication*: 749-775.

Week 11. November 1. Congress I.

1. Lee, Frances. 2016. *Insecure Majorities: Congress and the Perpetual Campaign*. Chicago, IL: University of Chicago Press.

Recommended for this topic:

Mayhew, David. 1974 (2004). *Congress: The Electoral Connection, 2nd edition*. New Haven: Yale University Press.

Krehbiel. 1998. *Pivotal politics: A theory of US lawmaking*. Chicago: University of Chicago Press.

Cox, Gary, and Mat McCubbins. 2005. *Setting the agenda: Responsible party government in the US House of Representatives*. New York: Cambridge.

Week 12. November 8. Congress II. Research proposal due.

1. Arnold, R. Douglas. 2004. *Congress, the Press, and Political Accountability*. Princeton: Russell Sage Foundation.

Recommended for this topic:

Cook, Timothy E. 1989. *Making Laws and Making News: Media Strategies in the U.S. House of Representatives*. Washington, D.C.: The Brookings Institution.

Week 13. November 15. Parties.

1. Groeling, Tim. 2010. *When Politicians Attack*. New York: Cambridge University Press.

Recommended for this topic:

Iyengar, Shanto, and Donald R. Kinder. 1987. *News That Matters: Television and American Opinion*. Chicago: University of Chicago Press.

Groeling, Tim, and Matthew Baum. 2008. "Crossing the Water's Edge: Media Coverage, and the Rally-Round-the-Flag Phenomenon." *Journal of Politics*, 70(4): 1065-1085.

Baumgartner, Frank R., and Bryan Jones. 1993. *Agendas and Instability in American Politics*. Chicago, IL: Chicago University Press.

Gilens, Martin. 1999. *Why Americans Hate Welfare: Race, Media, and Public Opinion*. Chicago, IL: University of Chicago Press.

Iyengar, Shanto, Mark Peters, and Donald Kinder. 1982. "Experimental demonstrations of the "not-so-minimal" consequences of television news programs." *American Political Science Review* 76: 848-57.

Week 14. November 22. Courts.

1. Johnston, Christopher D. and Brandon L. Bartels. 2010. "Sensationalism and Sobriety: Differential Media Exposure and Attitudes Toward American Courts." *Public Opinion Quarterly* 74(2): 260-285.
2. Nelson, Thomas, Rosalee Clawson, and Zoe Oxley. 1997. "Media Framing of a Civil Liberties Conflict and Its Effect on Tolerance," *American Political Science Review* 91: 567-83.
3. Hitt, Matthew, and Kathleen Searles. 2018. "Media Coverage and Public Approval of the U.S. Supreme Court." *Political Communication*, 35(4): 566-586.
4. Dietrich, Bryce J., Ryan D. Enos, and Maya Sen. Forthcoming. "Emotional Arousal Predicts Voting on the U.S. Supreme Court." Forthcoming, *Political Analysis*. Available at <http://j.mp/2oT7gPe>.
5. Bonica, Adam, Adam Chilton, and Maya Sen. 2016. "The Political Ideologies of American Lawyers." *Journal of Legal Analysis* 8 (2): 277-335.

Recommended for this topic:

- Slotnick, Elliot, and Jennifer Segal. 1998. *Television News and the Supreme Court: All the News that's Fit to Air?* Cambridge: Cambridge University Press.
- Davis, Richard and Vincent Strickler. 2000. "The Invisible Dance: The Supreme Court and the Press." *Perspectives on Political Science* 29 (2).
- Davis, Richard. 1994. *Decisions and Images: The Supreme Court and the Press*. Prentice Hall.

Week 16: November 29. Course review.

Final mock comprehensive exam due: Tuesday, December 7, 5PM.

THE 1, 2, 3s of a Manship EDUCATION

1 Values

- Freedom of Expression and understanding the range of systems of freedom around the world
- Historical roles of media institutions and individuals in society
- Ethical ways of pursuing truth, accuracy, fairness and diversity
- Diversity of ideas, viewpoints and experiences domestically and globally

- Understand and apply theories in presenting visual and written information
- Ability to think analytically, creatively and independently
- Use, conduct and evaluate research
- Understand and apply statistical information
- Use technology and current tools of the profession

Knowledge 2

3 Sharing of Information

- Writing clearly and accurately
- Editing and critically evaluating own work and the work of others

Believe it. Know it. Share it.

Manship School of Mass Communication

WRITING ESSENTIALS

Writing skills are essential for all of our students, and writing is a skill to be developed in all courses offered in the Manship School of Mass Communication. Manship faculty will evaluate student writing with consideration for these fundamental writing concepts.

WORD CHOICE	<p>The following words are often confused or misused in writing. Make sure you understand the difference:</p> <ul style="list-style-type: none"> • accept, except • a lot • all right • affect, effect • among, between • anxious, eager • because, since • due to, because of • farther, further • fewer, less • its, it's • media (plural), medium (singular) • principal, principle • stationary, stationery 	
ACTIVE/PASSIVE VOICE	<p>English sentences have three basic elements: a subject, a verb, and an object. In active voice sentences, the verb is the action element of the sentence, the subject is the "doer" of the action, and the object is the recipient of the action. In passive voice sentences, the subject is not "doer" of the action; the object becomes the "doer" of the action. These sentences flip-flop the subject and the object. In general, active voice sentences are preferred because they focus the reader's attention on the "doer of the action." Active voice is also more concise because it usually involves fewer words. Although there are situations where passive voice is proper, reliance on passive voice produces a cumbersome text.</p>	<p>Active: The executive committee <u>approved</u> the new policy.</p> <p>Passive: The new policy <u>was approved</u> by the executive committee.</p>
ANTECEDENT/ PRONOUN AGREEMENT	<p>A pronoun usually refers to something earlier in the text (its <u>antecedent</u>) and must agree in number — singular/plural — with that to which it refers. A pronoun's antecedent may be either a noun or another pronoun, but it <i>must</i> be clear what the antecedent is in either case.</p> <p>A pronoun should have only one possible antecedent. If there is more than one possible antecedent for a personal pronoun in a sentence, make sure that the pronoun refers only to one of</p>	<p>Incorrect: If a student loses their books, they should go to lost and found.</p> <p>Correct: If students lose their books, they should go to lost and found.</p> <p>Incorrect: Jerry called</p>

	<p>them:</p> <p>Also, please note that countries and organizations are NOT people. In a sentence in which a country or organization is the subject, the second reference is to “it” (singular) and “its” (singular possessive).</p>	<p>Steve 12 times while he was in Reno.</p> <p>Rationale: The pronoun "he" could refer either to "Jerry" or to "Steve."</p> <p>Incorrect: McDonald’s cancelled all of their advertising, and they later regretted doing so.</p> <p>Correct: McDonald’s cancelled all of its advertising, and it later regretted doing so.</p>
<p>PARALLEL CONSTRUCTION</p>	<p>An article or a preposition applying to all the members of a series must be used either before the first term or be repeated before each term.</p> <p>Correlative expressions (both, and; not, but; not only, but also; either, or; first, second, third; and the like) should be followed by the same grammatical construction.</p> <p>When making comparisons, the things you compare should be couched in parallel structures whenever that is possible and appropriate.</p>	<p>Incorrect: The French, the Italians, Spanish and Portuguese</p> <p>Correct: The French, the Italians, the Spanish and the Portuguese</p> <p>Incorrect: It was both a long ceremony and very tedious.</p> <p>Correct: The ceremony was both long and tedious.</p> <p>Incorrect: My income is smaller than my wife.</p> <p>Correct: My income is smaller than my wife's.</p>
<p>ATTRIBUTION/ CITING</p>	<p>Presenting ideas and phrases from another writer as your own is plagiarism and is unacceptable.</p> <p>In journalistic writing, attribution is indicating your source for a piece of information. You must attribute any judgment or opinion statements. You should not attribute known facts.</p>	
<p>PUNCTUATION OF QUOTES</p>	<p>Commas and periods always go inside quotation marks. Semi-colons and colons do not go inside quotation marks. If a statement ends in a quoted <u>question</u>, allow the question mark within the quotation marks to end the sentence. On the other hand, if a question ends with a quoted</p>	<p>“I like to go swimming,” she said, “but I am afraid of getting sunburned.”</p> <p>May asked her</p>

	statement that is <u>not</u> a question, the question mark will go outside the closing quotation mark.	daughter, "Who are you going out with tonight?" Who said, "Fame means when your computer modem is broken, the repair guy comes out to your house a little faster"?
SUBJECT/VERB AGREEMENT	Singular subjects need singular verbs; plural subjects need plural verbs. Collective nouns (herd, team, board, faculty, etc.) take singular verbs.	My brother <u>is</u> a nutritionist. My sisters <u>are</u> mathematicians.
PREPOSITIONS	A preposition describes a relationship between other words in a sentence. Examples are: after, at, beside, between, during, into, on, with, etc. In everyday speech we often use prepositions where they are not necessary. Eliminate unnecessary prepositions, particularly those at the end of sentences.	The book fell off of the desk. Where did they go to ? Where is your college at ?

For more help with writing style, the following Web sites and books are recommended:

The Guide to Grammar and Writing - <http://grammar.ccc.commnet.edu/grammar/>

The Online Writing Lab (OWL) at Purdue University - <http://owl.english.purdue.edu/owl/>

Latest edition of Strunk, W., White, E. & Angell, R. *The Elements of Style*, Longman.

Latest edition of The Associated Press Stylebook and Briefing on Media Law