

PS 300  
Media and Society  
Spring, 2022  
T, Th 2:00pm-3:20pm  
Harbert 328

Professor Clinton Jenkins  
Harbert 315  
Office Hours: Th 3:30-5:30 & by appointment  
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### **Course Overview and Goals**

The media plays an important role in American democracy and society, so important that it is often referred to as the “fourth branch” of government. Even in the earliest days of our republic the importance of the mass media was recognized as crucial to any democratic society, and thus was provided with an honored position. In fact, the most important document in our nation’s history, the Constitution, and its ratification was debated via early mass media - the newspapers. Ever since then the media have played an enduring role in our political landscape through serving as agents of partisan warfare, the tools of reformers in the early 20<sup>th</sup> century, and providing the masses with information about their government and current events. Thus, it is virtually impossible to fully understand American politics without understanding the media and the role it plays.

This course investigates the role that the media plays in our society and politics. In particular, this course focuses on the news media. It centers around several broad themes important to understanding the media and the role it plays in our politics: the centrality of the media to American politics; the growth and development of the American media system and the changes to media taking place today; the media’s coverage of specific policy issues; the process of newsmaking; the effects on public opinion and voting behavior; the structure of the American media system; and the American media system in a comparative context. Class discussions and readings will be devoted to scholarship in economics, political science, and communication that elucidate these key themes about the media.

In the end, the course has four goals:

- To help you understand the role of the mass media system in American politics, the development and structure of the American mass media system, and how the development and structure of the mass media shape its role in American politics
- To help you understand how the interaction among journalists, politicians, and citizens shapes contemporary American politics
- To help you learn how social scientists ask and answer interesting questions about politics
- To help you become a savvy consumer of political news and current events, both in this class and beyond.

### **Readings**

Most readings will be from scholarly works and will be posted on Moodle prior to class or there will be a citation to the reading in the syllabus. It is your responsibility to obtain the readings listed for the class period if they are not posted on Moodle. It might be worthwhile for you to download and, if you prefer printed versions as I do, print all of the readings at the beginning of the semester so that you don't have to do it for every class or week.

There are two texts assigned for the class. They are available online and at the bookstore. Though, I wouldn't buy them online since they're included in your tuition via the First Day Complete program:

Iyengar, Shanto and Donald Kinder. 2010. *News that Matters: Television and American Opinion*, Chicago, IL: Chicago University Press.

Ladd, Jonathan. 2011. *Why Americans Hate the Media and How It Matters*. Princeton, NJ: Princeton University Press.

### **COVID-19 Policies – Spring 2022**

**You are required to properly wear a face covering (covering both nose and mouth) during the entire duration of class. Per college guidance, if you do not have a face covering on, I must ask you to leave class and you will only be able to return once you have one on. Please help remind each other to bring and wear face coverings so that this moves smoothly for everyone.**

It should not be surprising that in addition to the readings assigned each week that in a political science course, and one on the role of the media in the American political system at that, it is expected that you will keep up with the daily news. Reading a newspaper is the best way to do this. If you are not one to read the newspaper there are many other good alternatives (I, for example, prefer to listen to NPR as my main source of the day's news). The one caveat is that your chosen news source must have frequent coverage of national politics. Our discussions will frequently touch on current events, often as a way to illustrate concepts from lecture or readings. Regularly consuming the news will not only bring course material to life, but it will also make the class more interesting.

### **Evaluation**

Your grade will be determined based on the following (weights in parentheses):

- 10 Quizzes (40%; worth 4% each)
- Final Exam (20%)
- News Analysis Project (15%)
- In-Class Small Group Activities (15%)
- Attendance and Participation (10%)

*Quizzes* – The quizzes in this class serve two purposes. First, to reward frequent attendance. Showing up and attempting the quiz will account for 25% of your quiz grade for each class session. That is, if you show up, write your name on the quiz, and proceed to get every question wrong, you will still get a 25% on the quiz. The second purpose of the quiz is to test your reading, comprehension, and understanding of the material for that week. Quizzes on Thursday may cover readings from both Tuesday and Thursday. Quizzes will consist of 5

questions, with each question worth 15 points. If you get three questions correct, for example, you will receive a 70 for that quiz. The quizzes will not be particularly difficult, but you will do well only if you keep up with the reading assignments.

I will drop your lowest two quiz grades when calculating your final grade. Giving you a total of 10 quiz grades from which your final quiz grade will be calculated. Because of this, you may not make up a quiz if you miss class on that day.

*News Analysis Project* – You will turn in a 10 to 12 page research paper on April 18<sup>th</sup>. This paper will ask you to analyze news content from various news sources. More about this project will be distributed in the first few weeks of class.

*Final Exam* – There will be an in-class final exam during finals period. More information will be made about the exam as we get closer to the final date.

*In-Class Small Group Activities* – This course is being taught as a hybrid lecture-discussion course. As such, often throughout the semester I will lecture for part of the class and then we will also split up into small groups to work through a set of discussion questions or other activities to further engage with the topics. Other times, lecture will be done on Tuesday and Thursday will be devoted to a variety of in-class small-group exercises or discussions. At the end of any class where small-group exercises or discussion occur, you will be asked to turn in your completed small group assignment worksheet to receive credit. For example, if the small group activity for the day is further discussion questions, you will be asked to jot down your group's answers (and yours if they differ) and turn it in at the end of class. If the small group activity is an in-class reflection and then discussion, you will be asked to turn that in at the end as well.

*Attendance and Participation* – Your attendance and participation grade will be based on my subjective estimate of how frequently you participate actively and respectfully in class discussion and your completion of weekly in-class reflections and small group discussions. You needn't talk in every class, nor do you need to speak for long. But you should be respectful, engaged, and participate frequently and substantively. I will speak more about how I grade participation during the first day of class.

James Madison might have once said that 80% of success is showing up.<sup>1</sup> I believe this is true. Part of being a good colleague and college citizen is showing up to do your part. This means showing up to class, listening respectfully to what your fellow students have to share, and offering your own perspectives on the subject matter. We all benefit by having robust discussions surrounding the topics we cover in class. Not only will participating in discussions help reinforce material from class, but it will also help you think about the world in different ways. But, in order to participate you must be there. You are allowed three absences per-semester. Every absence after that will see your final participation and attendance grade reduced by five percentage-points. I do not excuse absences – it is your responsibility to decide when it is appropriate or inappropriate to use one of your “free” absences or to take the grade reduction. If you have a unique situation, such as an extreme

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<sup>1</sup> Woody Allen said this, but an earlier class got tired of seeing his quote in my syllabi. And, we don't know that James Madison didn't say it.

illness, that will cause you to miss a large number of classes during the semester come speak with me.

50% of your attendance and participation grade will come from my subjective estimate of your participation (frequency, quality, and variety) and 50% from your attendance, which start at a “100” and reduces by 5-points for every absence after your third.

**Spring 2022 Covid Attendance Policy:**

**Being subject to quarantine or self-isolation measures due to suspected, diagnosed COVID-19 or novel coronavirus infection, or contact with someone who has been diagnosed with it, will count as a unique situation, for which you will not be penalized. We will work out a plan for how to handle this situation should it arise. If you're sick, don't come to class. Email me and we'll figure it out.**

At the end of the semester your final grade will be calculated using your grades on each of the metrics above and their respective weights, and you will receive a letter grade based on the following grading scale:

A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D (60-69), and F (0-59).

Here are some final notes about grading in the class:

- If you have questions about the grade you received on an assignment please come see me during office hours or send me an e-mail to schedule an appointment to meet in person. I do not discuss grades over e-mail, but am more than happy to sit down with you in person and help you understand why you earned the grade you did and help you get the grade you wish next time.
- If you do not believe that the grade you received is not indicative of your work I will regrade your assignment for you. You must contact me in writing, sending a memo about why you believe you did not deserve the grade that you received. You must contact me within one week of receiving back your work, if you do not you waive the right for me to reconsider your grade for that assignment. Once I receive your petition in writing I will regrade your work, and the resulting grade, whether higher or lower than your original, will be your final grade for that assignment.
- Late assignments will be penalized by 10-points per business-day that it is late (Monday through Friday).
- The only acceptable excuses for not completing an assignment on time are illness or family emergency. If either circumstance arises, I will give you extra time, but only if you (1) communicate with me before the assignment is due, and (2) provide documentation of the circumstance. After that is completed we will discuss a new due date.
- If you fail to complete an assignment, you will receive a 0 for that assignment.
- There is no extra credit

**Religious Observances**

Birmingham-Southern College is committed to the spiritual development of a diverse student body. The College makes every reasonable effort to allow students to observe

religious holidays of obligation without academic penalty. Holidays of obligation are those holidays during which the observant person, according to religious practice, cannot work. Within the first 15 days of the term, students should review course syllabi for potential religious conflicts and notify me of potential conflicts. I will then work with you to make arrangements concerning missed work. Should you fail to alert me of this during the first 15 days of the term you forfeit your right to reschedule.

### **Scholastic Dishonesty and Academic Integrity**

Please don't cheat. Seriously, do not do it. It's not worth it and will be a big headache for both of us. It's really just easier, and far more beneficial, to do the work.

Every BSC student has agreed under the Honor Code, "not to give or receive aid unfairly or dishonestly in any academic work or in any way act dishonestly in any student activity." Academic dishonesty is a violation of the Honor Code and will not be tolerated. If you are unsure as to whether a particular act will violate the Honor Code and be in any way academically dishonest, do not hesitate to ask me for clarification. Should an act of academic dishonesty take place, everyone involved will receive a zero on the assignment. In addition, depending on the severity, the act of academic dishonesty may be taken before the Honors Council and additional sanctions pursued.

### **Office of Accessibility/Accommodations**

Students with a disability that qualify under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act and require accommodations should be registered with BSC's Accessibility Office. If you are registered for academic accommodations, please make an appointment with me as soon as possible to discuss any accommodations that may be necessary. During this discussion you are not expected to disclose any details concerning your disability though you may do so at your discretion. If you have a disability but have not yet registered, please contact Dr. Sandra Foster, Assistant Director of Accessibility Services and Resources, at 205-226-7909 or [smfoster@bsc.edu](mailto:smfoster@bsc.edu), or visit Olin 210. Keep in mind that no accommodation will be made unless and until the instructor receives official notification from the College.

### **Academic Freedom**

Each student is strongly encouraged to participate in class discussions. In any classroom situation that involves discussion and critical thinking, particularly about political ideas, there are bound to be many differing viewpoints. Students may not only disagree with each other at times, but the students and instructor may also find that they have disparate views on sensitive and volatile topics. It is my hope that these differences will enhance class discussion and create an atmosphere where all of us will be encouraged to think and learn from each other. Therefore, be assured that students' grades will not be affected by any beliefs or ideas expressed in class or in assignments. Rather, we will all respect the views of others when expressed in classroom discussions.

### **BSC Resources for Writers and Readers**

Located in Humanities 102, the BSC Writing Center offers in-person and virtual peer-to-peer tutoring and quiet, supportive lab space to work on writing assignments. The Center's tutors are students from a wide variety of majors on campus and have the range to address student writing needs with discipline specificity. Supervised and assisted by BSC Writing

Center directors, the tutors provide one-on-one consultations for any student at any point in the writing process. The BSC Writing Center is open Sunday-Thursday 4pm-8pm. To ensure a full 30-minute tutorial time slot, students are encouraged to be mindful of assignment-heavy weeks, keep track of due dates, and visit the Writing Center at their earliest availability during open hours. Please contact Dr. MK Foster or Professor Laura Tolbert ([writingcenter@bsc.edu](mailto:writingcenter@bsc.edu)) with any questions or requests for virtual appointments.

### **BSC's Academic Resource Center (ARC)**

The Academic Resource Center (ARC), located on the ground floor of the Library, offers tutoring and one-on-one assistance for all BSC students. For more information or to make an appointment email [arc@bsc.edu](mailto:arc@bsc.edu) or visit the Academic Resource Center web page and submit a form. Reach out to us, we can help!

### **Title IX**

Birmingham-Southern College is committed to the creation and maintenance of a safe learning environment for students and the campus community. The College forbids any type of sexual or gender-based misconduct among its students, faculty, and staff. The College encourages all members of the academic community to report suspected sexual and gender-based misconduct to the appropriate authorities so that it can be investigated, remedied, and eliminated. BSC forbids retaliation against any person who has opposed, reported, or participated in an investigation concerning sexual or gender-based misconduct. See the BSC Title IX website ([www.bsc.edu/titleix](http://www.bsc.edu/titleix)) for more information, including an online report form. If you or a peer have experienced such misconduct, there are faculty and staff members who are trained in supporting students by answering questions and helping them navigate this process. The list of advocates can be found along with other helpful resources on the Title IX website.

### **Technology**

Technology's great. It has made us more efficient as a people and has provided humankind with more ability and power than we've ever had before. But the fact is that laptops, smart phones, and other electronic devices are a distraction to your classmates and to me. Not only that, but research has shown that we learn more when we take notes by hand:

<http://www.theatlantic.com/technology/archive/2014/05/to-remember-a-lecture-better-take-notes-by-hand/361478/>

Thus, you may not use electronic devices in class, unless I have asked you to use them for the some aspect of the class. However, should you have a unique reason for needing a laptop to take notes, please contact me and we can make accommodations as necessary.

## **Course Schedule and Readings**

(Note: This is subject to change at the will of the instructor as the semester progresses)

### ***Part I: The Media in the Contemporary Political Landscape***

#### **Week 1: Introduction**

##### *Tuesday 2/1: Introduction*

- Reading
  - No reading. Get a head start on Thursday's (2/7)
- Due
  - Nothing due

##### *Thursday 2/3: The Contemporary Media Landscape*

- Reading
  - Lippmann, Walter. 1922. *Public Opinion*. New York: Free Press. Chapter 1 ("The World Outside and the Pictures in Our Heads").\*
  - Mitchell, Amy, Jeffrey Gottfried, Michael Barthel, and Elisa Shearer. 2017. "How Americans Get Their News." *Pew Research Center*. July 7. Available at: <http://www.journalism.org/2016/07/07/pathways-to-news/>
- Due
  - Quiz 1
  - Group Activity 1 due in class

#### **Week 2: Media in Comparative and Historical Perspective**

##### *Tuesday 2/8: Media in a Comparative Perspective*

- Reading
  - Hallin, Daniel C. and Robert Giles. 2005. "Presses and Democracies." In Geneva Overholser and Kathleen Hall Jamieson (eds.), *The Press*. New York: Oxford University Press. pp. 4-16.\*
  - Schudson, Michael. 2014. "How to Think Normatively About News and Democracy" in *The Oxford Handbook of Political Communication*, eds. Kate Kenski and Kathleen Hall Jamieson.\*
- Due
  - Nothing

##### *Thursday 2/10: Media in a Historical Perspective*

- Reading
  - Schudson, Michael. 2003. *The Sociology of News*. New York: W.W. Norton. Chapter 4 ("Where News Came From: The History of Journalism"), pp. 64-89.\*
  - Ladd, Jonathan. 2011. *Why Americans Hate the Media and How It Matters*. Princeton, NJ: Princeton University Press. Chapter 2.
- Due
  - Quiz 2
  - Group Activity 2 due in class

#### **Week 3: Freedom of the Press**

##### *Tuesday 2/15: Freedom of the Press Pt. I*

- Reading
  - Sanford, Bruce W. and Jane E. Kirtley. 2005. "The First Amendment Tradition and Its Critics." In Geneva Overholser and Kathleen Hall Jamieson (eds.), *The Press*. New York: Oxford University Press. pp. 263-276.\*
  - Risen, James. 2016. "If Donald Trump Targets Journalists, Thank Obama." *New York Times*, December 30. Available at: [https://www.nytimes.com/2016/12/30/opinion/sunday/if-donald-trump-targets-journalists-thank-obama.html?\\_r=2](https://www.nytimes.com/2016/12/30/opinion/sunday/if-donald-trump-targets-journalists-thank-obama.html?_r=2)
- Due
  - Nothing due

*Thursday 2/17: Freedom of the Press Pt. II*

- Reading
  - Freedom House. 2019. Freedom and the Media: A Downward Spiral. Available at: <https://freedomhouse.org/report/freedom-media/freedom-media-2019>
- Due
  - Come prepared to begin watching "The Post" in class.

Week 4: Freedom of the Press; Trust in the Media

*Tuesday 2/22: Freedom of the Press Pt. III*

- Reading
  - None. Woohoo, a break already!
  - But, I'd get a head start on Thursday's reading.
- Due
  - Come prepared to finish watching "The Post" in class.
  - Group Activity 3 due in class

*Thursday 2/24: Media Trust Pt. I*

- Reading
  - Ladd, Jonathan. 2011. *Why Americans Hate the Media and How It Matters*. Princeton, NJ: Princeton University Press. Chapters 1, 3, 4.
- Due
  - Quiz 3
  - Group Assignment 4 due in class

Week 5: Trust in the Media

*Tuesday 3/1: Media Trust Pt. II*

- Reading
  - Ladd, Jonathan. 2011. *Why Americans Hate the Media and How It Matters*. Princeton, NJ: Princeton University Press. Chapters 5, 6,
- Due
  - Group Assignment 5 due in class

*Thursday 3/3: Media Trust Pt. III*

- Reading



- Ladd, Jonathan. 2011. *Why Americans Hate the Media and How It Matters*. Princeton, NJ: Princeton University Press. Chapters 7, 8.
- Due
  - Quiz 4
  - Group Assignment 6 due in class

## ***Part II: The Newsmaking Process***

### Week 6: Cash Rules Everything Around Me: Economics in the News

*Tuesday 3/8:*

- Reading
  - Hamilton, James T. 2004. *All the News That's Fit to Sell*. Princeton: Princeton University Press. Chapter 6\*
  - Stroud, Natalie and Ashley Muddiman. 2018. "Political Coverage on Facebook," UT Austin Center for Media Engagement. Available at: <https://mediaengagement.org/research/political-coverage-on-facebook/>
- Due
  - Nothing

*Thursday 3/10: Economics of the News Pt. II*

- Reading
  - Uscinski, Joseph. 2014. *The People's News*. New York: New York University Press. Chapter 4, "Perpetual Feedback."\*
  - Somaiya, Ravi. 2014. "How Facebook is Changing the Way Its Users Consume Journalism." *New York Times*, October 26.\*
  - Farhi, Paul. 2016. "One Billion Dollars Profit? Yes, the Campaign Has Been a Gusher for CNN." *Washington Post*, October 27.\*
- Due
  - Group Assignment 7 due in class
  - Quiz 5

### Week 7: Paper Consultation Day; Media Norms

*Tuesday 3/15: Research Paper Consultation Day*

- Reading
  - None!
  - I'd get a head start on reading for Thursday.
- Due
  - Come prepared to speak with me about your projects if you have any questions or concerns. If not, use this time to work on your paper!

*Thursday 3/17: Media Norms: Objectivity, Balance, and Indexing*

- Reading
  - Bennett, W. Lance. 1996. "An Introduction to Journalism Norms and Representations of Politics." *Political Communication*, 13 (4): 373 – 384.\*
  - Hayes, Danny and Matt Guardino. 2010. "Whose Views Made the News? Media Coverage and the March to War in Iraq," *Political Communication*, 27: 59-87.\*

- Boykoff, Maxwell T. 2008. "Lost in Translation? United States Television News Coverage of Anthropogenic Climate Change," *Climatic Change*, 86(1-2): 1-11.\*
- Due
  - Quiz 6
  - Group Assignment 8 due in class.

### Week 8: Spring Break

*Tuesday 3/22:*

- Reading
  - None! Geez, this is becoming the usual.
- Due
  - Nothing

*Thursday 3/24:*

- Reading
  - Nothing
- Due
  - Nada

### Week 9: The Political Game

*Tuesday 3/29: The Political Game Pt 1: Issue Coverage, Novelty, and Conflict*

- Reading
  - Bosso, Christopher. 1989. "Setting the Agenda: Mass Media and the Discovery of Famine in Ethiopia." In Michael Margolis and Gary A. Mauser (eds.), *Manipulating Public Opinion: Essays on Public Opinion as a Dependent Variable*. Pacific Grove, CA: Brooks/Cole Publishing. Ppg. 153-174.\*
  - Lawrence, Regina G. 2000. "Game-Framing the Issues: Tracking the Strategy Frame in Public Policy News." *Political Communication* 17: 93-114.\*
- Due
  - Nothing

*Thursday 3/31: Reading*

- Patterson, Thomas E. 1994. *Out of Order*. New York: Vintage. Prologue and Chapter 1 ("Truth and Falsehood on the Campaign Trail," "The Miscalculation Institution"), pp. 3-52.\*
- Sides, John, Michael Tesler, and Lynn Vavreck. 2018. *Identity Crisis*. Princeton, NJ: Princeton University Press. Chapter 4, "The Daily Donald Show."\*
- Due
  - Quiz 7
  - Group assignment 9 due in class

### Week 10: Media Bias

*Tuesday 4/5: Media Bias*

- Reading

- Wolfsfeld, Gadi. 2011. *Making Sense of Media and Politics: Five Principles in Political Communication*. New York: Routledge. Chapter 3 (“No Such Thing as Objective News”), pp. 47-71.\*
- Niven, David. 2012. “An Interesting Bias: Lessons from an Academic's Year as a Reporter,” *PS: Political Science & Politics*, 259-264.\*
- Due
  - Quiz 8
  - Group Assignment 10 due in class

*Thursday 4/7: No class on account of the Midwest Political Science Association Annual Meeting*

- Reading
  - None
- Due
  - Nothing

### ***Part III: The Media and the Public***

#### Week 11: Media and Political Engagement

*Tuesday 4/12: Media and Political Knowledge*

- Reading
  - Jerit, Jennifer, Jason Barabas, and Toby Bolsen. 2006. “Citizens, Knowledge, and the Information Environment,” *American Journal of Political Science* 50(2): 266-282.\*
  - Baum, Matthew. 2010. "Soft News and Political Knowledge: Evidence of Absence or Absence of Evidence?" *Political Communication*, 20: 173-190\*
- Due
  - Group activity 11 due in class

*Thursday 4/14: Media and Political Participation*

- Reading
  - Prior, Markus. 2011. “Audience Fragmentation and Political Inequality in the Post-Broadcast Media Environment.” In Doris A. Graber (ed.), *Media Power in Politics*. Washington, DC: CQ Press. pp. 153-164.\*
  - Hayes, Danny and Jennifer Lawless. 2021. "As Local News Goes, So Goes Political Engagement," Chapter 4, *News Hole: The Demise of Local Journalism and Political Engagement*.\*
- Due
  - Group activity 12 due in class
  - Quiz 9

#### Week 12: Media and Public Opinion

*Tuesday 4/19: Public Opinion Pt. I*

- Reading
  - Iyengar, Shanto and Donald Kinder. 2010. *News that Matters: Television and American Opinion*, Chicago, IL: Chicago University Press. Chapters 3 through 6, pgs. 16-63.
  - Zaller, John. 1992. *The Nature and Origins of Mass Opinion*. Cambridge:

Cambridge University Press. pp. 6-28.\*

- Due
  - Nothing due

*Thursday 4/21: Public Opinion Pt. II*

- Reading
  - Iyengar, Shanto and Donald Kinder. 2010. *News that Matters: Television and American Opinion*, Chicago, IL: Chicago University Press. Chapters 7 through 11, pgs. 63-112.
- Due
  - Quiz 10
  - Group activity 13 due in class

Week 13: Are the Media Ruining us and Democracy?

*Tuesday 4/26: Fake News*

- Readings
  - Guess, Andrew, Jonathan Nagler, and Joshua Tucker. 2019. "Less than you think: Prevalence and predictors of fake news dissemination on Facebook," *Science Advances*.\*
  - Silverman, Craig. 2016. "This Analysis Shows How Viral Fake Election News Stories Outperformed Real News On Facebook" *Buzzfeed*. Available at: <https://www.buzzfeednews.com/article/craigsilverman/viral-fake-election-news-outperformed-real-news-on-facebook>
  - Guess et al. nd. "Fake News, Facebook Ads, and Misperceptions: Assessing Information Quality in the 2018 U.S. Midterm Election Campaign."\*
- Due
  - Group activity 14 due in class

*Thursday 4/28: Polarization*

- Reading
  - Levendusky, Matt. 2013. *How Partisan Media Polarize America*. Chicago: University of Chicago Press. Chapter 4 ("Can Partisan Media Polarize?"), pp.66-93.
  - Arceneaux, Kevin and Martin Johnson. 2013. *Changing Minds or Changing Channels? Partisan News in an Age of Choice*. Chicago: University of Chicago Press. Chapter 4 ("Partisan News and Mass Polarization"), pp. 70-90.
  - Nyhan, Brendan. 2016. "Relatively Few Americans Live in Partisan Media Bubbles, but They're Influential." *The New York Times*, September 7. Available at: [https://www.nytimes.com/2016/09/08/upshot/relatively-few-people-are-partisan-news-consumers-but-theyre-influential.html?\\_r=0](https://www.nytimes.com/2016/09/08/upshot/relatively-few-people-are-partisan-news-consumers-but-theyre-influential.html?_r=0)
- Due
  - Quiz 11

Week 14: Wrapping it Up

*Tuesday 5/3: Where are we now? Critical perspectives on the media, the media and our democracy, and the media post-election 2020.*

- Reading

- Entman, Robert. 1989. *Democracy without Citizens*. Oxford: Oxford University Press. Introduction and Chapter 1. pp. 3 – 29.
- Uscinski, Joseph. 2014. *The People's News*. New York: New York University Press. Chapter 5.
- Folkenflik, David. 2016. "Weary Press Corps Can Celebrate Election's End, Then Survey the Wreckage." National Public Radio, November 8. Available at:  
<http://www.npr.org/2016/11/08/501033242/weary-press-corps-can-celebrate-election-s-end-then-survey-wreckage>
- Due
  - Quiz 12
  - Final group activity (15) due in-class.

*Thursday 5/5:*

- No class, Honors Day

**Final:** The final will take place during the designated slot for this class period during the finals period. The scheduled time for our final is Monday, May 16<sup>th</sup> from 1:00pm to 4:00pm. I will provide more information about the final as it nears.