

MEDIA AND PUBLIC OPINION - PSCI 342
Spring 2019
T-Th 11:00 – 12:20, LA 337
Draft Syllabus – To Be Revised

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Office Hours: Tuesday & Thursday 3:30-5, and by appointment

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COURSE DESCRIPTION: In this course we examine the news media and public opinion, two of the main dynamic forces in American politics, and explore the many critical interactions between news media practices and content, and public opinion formation and change. The media-public opinion interaction is a complex two-way street, and while we focus on the effects of the news media on mass opinion, we will also explore ways in which citizens influence the media – and create media – and other major political actors, and public policy. We read and discuss the best research on news media and public opinion, evaluate how well the theories and models of this research describe the increasingly complex and controversial relationships of media and opinion.

The course is divided into three main sections. The first section focuses on public opinion – how to define it, how to measure it (including polls/surveys), and some of the fundamental concepts scholars employ to understand public (or “mass”) opinion, and their research findings. In the second section we examine the news media’s methods of selecting, gathering, and disseminating news, government policies and other pressures and restrictions on the media, and the news content that results. The third section builds on the first two to explore how the media and public opinion interact, focusing on the process of media influence, the different circumstances under which media can influence opinion, and the ways in which the media link or fail to link citizens to politics, political leaders, and policymaking.

In this course we study theories and concepts about the roles of media and public opinion in a democratic society, as well as the evidence used by social scientists to evaluate those theories and concepts. Students must learn and understand the theories and concepts, understand how the evidence relates to those theories and concepts, and learn to apply the theories and concepts to their own use and analysis of news media.

READINGS: There is one textbook we’ll use in the second section of this course. It will be at the University Bookstore in about 3 weeks, and is *Media Politics: A Citizen's Guide, 4th Edition*, by Shanto Iyengar, W.W. Norton, 2018 (listed as “MPCG” in the readings section below). We will use only the 4th edition of this book. The other readings for the course will be available on Moodle, and are listed individually in the “Course Topics and Readings” section below.

We all should be regular and critically aware consumers of news media and media coverage relating to public opinion. To do this, keep up with news coverage in at least one major newspaper on a daily basis. The *New York Times* and *The Washington Post* are two of the best in news coverage and have semi-free websites (www.nytimes.com, www.washingtonpost.com) and their own public opinion surveys (disclosure: I was the polling analyst for the *Post* during the 2004 election campaign). The *Wall Street Journal* is also a good news source, but has less political news and is only free on ProQuest, on the Mansfield Library website.

Other sources of news provide a useful contrast with newspapers and are important to a fuller understanding of media, but are less timely or less thorough. These include weekly news magazines such as *Time* or *Newsweek*; national news on tv networks such as CBS, ABC, NBC, CNN, Fox News, MSNBC and PBS (“News Hour”); or public radio news (on KUFM, 89.1). In addition, TV public affairs programs such as “Washington Week,” or “Meet the Press” are good ways to observe how journalists look at politics and how political leaders try to present their views in ways that appeal to the public. Keep up with these sources as often as possible, and focus on the national and state news coverage. The Missoulian and local tv news do not have enough coverage of national political news to be very useful in this regard, but provide good examples of local news coverage.

GRADES AND REQUIREMENTS: Because the subject matter of this course is varied, the assignments will be as well. Keeping up with the course readings, daily attendance, and participation are essential. The class lectures and discussions will cover material not in the course readings, and vice-versa. All lecture and reading material will potentially be on the exams. When events provide an opportunity, we will explore current news coverage and public opinion using supplemental readings not currently on the syllabus.

Written reading reflections: To participate in discussion and do well on the exams, you will need to keep up with the assigned reading, and there will be several days during the semester when there will be unannounced written reflections on the current readings. These pop reading reflections are 5% of the course grade and cannot be made up if you miss one, so it's essential to attend class regularly and keep up with the readings.

Class participation is important to understanding this material, so contributing to class discussion with insights, comments and questions on the readings and topics is essential. Asking questions is encouraged as part of discussion, so if you have questions about the readings, lectures, or discussions, you should ask. Contributing frequently and intelligently to class discussions counts 5% toward the course grade.

Short Papers: There will be three or four short analysis papers, worth 5% each.

* The first paper is on the forms of opinion expression, due the second week of class, to sharpen your understanding of the initial readings and your ability to apply important concepts to current news stories.

* There will be a second short paper in which you will apply criteria for determining the quality of a public opinion survey to a survey presented in the news media.

* Understanding and interpreting public opinion survey data is crucial. We will learn how to "read" opinion data and interpret the data in tables generated from opinion surveys. This requires some very basic math skills and a willingness to learn by doing exercises designed to help you practice the fundamentals of data interpretation.

* The fourth short paper is about political socialization, in which you will apply the concepts concerning influences on opinion formation to your own experiences.

* If we do only 3 short papers instead of 4, the Final Exam will be worth 30% of the course grade.

Two exams: a midterm and a final. The final will be comprehensive but weighted toward the material in the second half of the course. Both exams will cover both material covered in class and the readings.

A research paper of 6-8 pages in length that will provide you an opportunity to do an original research project focusing on a topic you develop, either a news media content analysis or an analysis of public opinion data. The specific requirements of the paper will be provided later in the semester.

GRADES: Grades will be calculated according to the following percentages:

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| A = 93-100 | B+ = 87-89.9 | C+ = 77-79.9 | D+ = 67-69.9 | below 60=F |
| A- = 90-92.9 | B = 83-86.9 | C = 73-76.9 | D = 63-66.9 | |
| | B- = 80-82.9 | C- = 70-72.9 | D- = 60-62.9 | |

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| Short paper on forms of opinion expression | 5% |
| Short paper analyzing public opinion survey quality | 5% |
| Short paper analyzing public opinion data from tables | 5% |
| Short paper on political socialization | 5% |
| Participation in discussion | 5% |
| Written Reading Reflections | 5% |
| Midterm exam | 25% of grade |
| Research paper (6-8 pages) | 20% of grade |
| Final exam | 25% of grade (or 30% if only 3 short papers) |

The midterm and final exams, and the research paper must all be completed and turned in on time in order to pass this course.

PSCI 400: Undergraduate students taking the 1-credit PSCI 400 Advanced Writing course will write a 2-page research proposal and complete a draft of the research paper, both of which I will provide comments on. Based on the draft comments students will revise the paper into final form. The final version of the paper will be 8-10 pages instead of 6-8, and graded on writing clarity, organization, and revisions of the first draft, as well as content. First drafts will be due one week before the paper due date for the rest of the class.

ACADEMIC HONESTY AND PLAGIARISM:

All students must practice academic honesty. Academic misconduct is subject to academic penalties by the course instructor and/or a disciplinary sanction by the University. You must be familiar with the Student Conduct Code, online at <http://www.umt.edu/student-affairs/Dean%20of%20Students/default.php>

The University of Montana Student Conduct Code prohibits plagiarism, which is “representing another person’s words, ideas, data, or materials as one’s own” and other forms of academic misconduct. These are serious academic violations that can result in penalties up to suspension or expulsion from the University.

I take academic honesty very seriously, and do my utmost to prevent, uncover, and penalize any form of dishonesty. Read Section V, “Academic Conduct” on pp. 5-6 of the Student Conduct Code above.

Please contact me with any questions or concerns about academic honesty.

CLASS COURTESY:

In order to have a pleasant and effective learning environment in a class this size, we need to observe a few basic courtesies. This is a small campus, so please arrive in class on time; arriving late or leaving early disrupts the class. **Please turn off all cell phones and all other electronic devices before class begins.** Please do not read a newspaper or other non-course material, eat during class, or use text messaging, web browsers, or similar communications. You may take class notes using a computer but do not use it for other purposes. If you have a question or comment about the material, please raise your hand instead of discussing it with your neighbor. **We all benefit when we remember we’re in the room together to learn.**

DROP POLICY AND INCOMPLETES:

You can drop on Cyberbear through January 31, and from February 1 to March 15 using a drop form signed by me. From March 16 – April 26 (5 pm), you must go through the more difficult “late drop” petition process. I will sign late drop petitions until one week after the midterm exam is graded, and after that only if necessitated by accident, illness, or family/personal emergency as stated on the Drop form here:

<http://www.umt.edu/registrar/PDF/Course-Drop-Form.pdf> Incompletes will only be permitted when all the conditions set forth in the official University policy are met – this policy and other official UM academic policies are at <http://catalog.umt.edu/academics/policies-procedures/>

DSS STUDENTS:

Qualified students with disabilities will receive appropriate accommodations in this course. Students with disabilities requesting accommodations on exams, papers, or other course requirements should contact me as soon as possible, and must contact the DSS office in order to arrange for and provide to me a letter of approval for accommodations from DSS. The DSS office is in Lommasson Center 154.

E-MAIL AND MOODLE:

Moodle contains many of the readings and the assignments for the course. To access them and other course information, you will need to sign into the Moodle website that has been created for this course. Information on how to access your Moodle account is at: <http://umonline.umt.edu/>

Moodle and Cyberbear both send my e-mails to your official UM e-mail account, so you should check it frequently. If you use another e-mail account, go into CyberBear or go to IT Central to have your official UM e-mail forwarded to your preferred e-mail account, and check that account frequently.

GRADUATE STUDENT REQUIREMENTS

Graduate students taking this course must complete additional graduate-level readings and a written analysis for each course topic as specified by the instructor, and must complete a 20-25 page research paper consisting of a research design and hypothesis, original coding and analysis of multiple criteria of news content, an extensive literature review, and an analysis that synthesizes the three components.

COURSE TOPICS AND READINGS

NOTE: DATES SUBJECT TO CHANGE BY INSTRUCTOR

- 1/10-15 Introduction: What are News Media and Public Opinion, and Why Study Them?**
- 1/15 - 17 Defining Public Opinion, News Media, and Their Role in a Democracy**
- * 1/17 - THURSDAY - SHORT PAPER ON FORMS OF OPINION EXPRESSION DUE IN CLASS**
- 1/22 - 29 Nuts and Bolts: Understanding Public Opinion Surveys**
- *1/29 - TUESDAY - SHORT PAPER ON MEDIA SURVEY QUALITY DUE IN CLASS**
- 1/31 – 2/5 Analyzing Surveys**
- * 2/7 – THURSDAY - SHORT PAPER ON OPINION DATA ANALYSIS DUE IN CLASS**
- 2/7 – 14 Individual Opinion: Sources, Formation and Change**
- * 2/14 – THURSDAY - SHORT PAPER ON POLITICAL SOCIALIZATION DUE IN CLASS**
- 2/19 – 26 Democratic Citizens? The Quality of Public Opinion: Knowledge and Organization**
- 2/28 - THURSDAY - MIDTERM EXAM (TENTATIVE DATE: MAY BE CHANGED)**
- 3/5 – 12 The News Media: A Concise History and Political Roles**
- * 3/14 - THURSDAY - RESEARCH PAPER PROPOSALS DUE IN CLASS**
- 3/14 - 19 News Media at Work and Under Constraint - Selection, Form, and Content**
- * 3/21 – 25 -- SPRING BREAK**
- 4/2 – 4 Media Influence: Learning, Persuasion and Other Effects**
- 4/9 – 16 Political Leadership and the Media**
- * 4/18 – THURSDAY - RESEARCH PAPER DUE IN CLASS**
- 4/18 – 25 New Media and Old: The Present and Future of Public Opinion and the News Media**
- * 5/2 – THURSDAY - FINAL EXAM, 8:00 – 10:00 AM**