

# Pols 314i/Journalism 314i

## American Politics and the Mass Media

Spring 2015  
T/Th 2:00 - 3:15

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Title:	Professor	
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Office Hours:	Tu 3:30 - 5:00	Wed 12:00 - 2:00
	Th 10:00 - 11:30	
	By appointment	By appointment

### 1 Course Description

In this class you will learn about the role of various media in American politics. Learning this information will 1) help you develop as citizens and 2) provide analytical skills applicable after graduation. The substantive material is divided into three sections. The first unit focuses on the contours of the media and its role in American democracy. The second unit explores the process of news making, emphasizing the different goals of reporters, politicians, and owners. The final unit discusses the impact that media have on citizens and policy. You will learn this material with a combination of reading, discussion, and data collection, and participation pertaining to American media. The analytical material will be delivered through in-class assignments and discussion. Student learning will be evaluationed by exams, inter teaching, and a semester project.

### 2 Course Objectives

1. Introduce basic information and facts relevant to the media and politics in the United States.
2. Familiarize students with contemporary issues and controversies regarding how political information is found, spread, and used.
3. Teach introductory analysis skills, including the use of the data bases, archives, and coding to understand political media.

## 3 Course Requirements and Graded Evaluation

### 3.1 Inter Teaching

The first class each week will start with an “inter teaching” period.<sup>1</sup> Each session involves one student outlining and presenting the assigned reading with another student. Based on that, the students will then have a discussion with each other. The student-teacher must *come prepared with a typed outline of the day’s assigned reading*. This student will then be responsible for explaining the material to his or her partner, based on that outline. The following week, the student reverse roles—whoever was previously a ‘teacher’ will be a ‘student.’

Each student-teacher is responsible for turning a detail outline to the Professor at the *beginning of class every Tuesday*, unless otherwise indicated on the syllabus. If you are late, fail to show, turn in an adequate outline, or otherwise spending your time not discussing the material, you will receive no credit for the assignment that week. These rules apply regardless of your assigned role.

On days when the class is based on inter teaching, students will spend approximately 30-40 minutes discussing the material. During that time, each pair should preparing a list of questions or observations on the material. We will use the remaining class time discussing those questions and observations.

### 3.2 Exams

There will be three exams administered, **two** of which will count toward your final grade. You can choose to take two exams or take all three and drop your lowest score. The exams will be in the format of short answers and will be based on reading, discussion, and class activities. Each exam is worth 15% of your final grade, or a total of 30%.

### 3.3 Capstone Project

All students will participate in a capstone project. Students have three options for the project:

1. Write a traditional research paper (approximately 15 pages) on a topic approved by the instructor. Students opting to do this paper might turn in an outline of the paper and secure the instructor’s approval of the topic by *no later than February 17*.
2. Create a marketing plan, website, video, or similar product that addresses or illustrates a concept from class. This product must have a short paper (3-4 pages) that explain the product and how it relates to class material. Students opting to do this project must turn in a project summary and secure the instructor’s approval of the project by *no later than February 17*. Students *can* work in groups (no more than three), but expectations will be higher for collaborative work in terms of quantity and quality.
3. Actively participate in a research project that involves the collection of original data with a faculty member. In addition to logging a minimum 20 hours collecting data, you must write a short paper that reflects on how the experience relates to course material. The instructor for this class has a research project that you can join (if you are qualified), or you are welcome to join the research of another professor. Students opting to do this project must secure the instructor’s approval by *no later than February 17*.

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<sup>1</sup>This material in this section is borrowed with permission from the syllabus of Prof. Kretshmeier in Sociology.

### 3.4 Assignment Schedule

Inter Teaching	35%
Exam #1	15%
Exam #2	15%
Capstone Project	35%

## 4 Class Policies

### 4.1 Absences

You are expected to attend every class period. If you arrive after attendance is taken, you will be considered absent for the day. If you must miss class for some reason, you can receive an excused absence by contacting me **in advance**. I reserve the right to see documentation for your absence or to decide what constitutes a reasonable excuse. If you must miss class, you are responsible for finding out what you missed.

### 4.2 Missed Assignments

All assignments are due at the start of class on the date assigned unless the instructor indicates otherwise. Any assignment not turned in on time will lose half a letter grade for each day it is late. Any assignment more than 48 hours late will not be accepted. See “Problems and Emergencies” for the only exceptions to this policy.

### 4.3 Cheating and Academic Misconduct

Any student engaging in academic misconduct will receive an **F** in the course and reported to the Dean of Liberal Arts for further disciplinary action as outlined in the *University Code of Student Conduct*. If you have any questions about constitutes cheating, academic misconduct, or plagiarism, examine the university policy and/or ask the instructor **prior** to turning in any assignment. It is *your* responsibility to familiarize yourself with university policy.

### 4.4 Problems and Emergencies

If a problem or emergency arises that prevents you from attending an exam, turning in a paper, or coming to class, you should contact Professor McClurg as soon as possible. The best way to contact me is via email (mcclurg@siu.edu). Students contacting me **prior** to missing an assignment will receive greater leniency. Examples of excuses that do **not** qualify as problems and emergencies include, but are not limited to, the following: oversleeping, taking too much medication, being incarcerated, or having a cold. You are welcome to clarify what I consider to be an acceptable excuse at any point in the semester.

### 4.5 Grading Policies and Standards

Graded material is returned as promptly as possible. When students receive an exam or assignment back and are dissatisfied with their grade, they must wait at least two days before asking for a review. To request such a review, the student must submit a single-spaced, one paragraph note

explaining why the original grade is inappropriate. All assignments submitted for review can be graded up or down by the Professor.

#### 4.6 Disability Policy

It is the policy of this university and professor to help disabled students succeed in the classroom. The student is responsible for notifying the professor and university of any special problems or needs as soon as possible. The professor and university is responsible for doing whatever they can within university policy to accommodate that student's needs. It is in your best interest to notify the professor and university **immediately** so that arrangements can be made as soon as possible. More information is available from Disabled Student Services.

#### 4.7 Contacting the Instructor

If you have questions, please send an email to the professor and he will reply as soon as possible (usually within 24 hours). If your question requires a lengthy explanation, please come to office hours or make an appointment. Whenever you contact him, it is important to be professional, meaning that written communication must be properly addressed and follow common rules of English grammar. If an email or note does not meet the following criteria, you will **not receive** a response.

1. It respectfully addresses the professor.
2. It clearly identifies the student and class.
3. It has capital letters, periods, and appropriate grammar.
4. It includes information on how we can best reply with an answer to your question.

### 5 Following Political Developments in the Media

To succeed in this class, you need to follow national politics through the media. Along with any local papers you read, *The New York Times* and *The Washington Post* have high quality, free versions of their papers on-line. Additionally, you may want to examine news magazines for more in-depth coverage of particular issues and events. A lot can be gained by joining **Twitter** and other social media, assuming that you remember that you cannot believe everything you read there. We will discuss a variety of other outlets in class. The bottom line—make sure you are watch political media as preparation for the class.

### 6 Reading Assignments

It is crucial that you obtain all of the assignment materials and read them carefully. Most of the assigned work will come from a single book, though you will be required to read the occasional news report or journal article that is on the **Desire2Learn** page. *I cannot make copies of the book available, so it is your responsibility to secure a copy.*

- Doris A. Graber and Johanna Dunaway. 2015. *Mass Media and American Politics*. Ninth Edition. Thousand Oaks, CA: CQ Press.

- Oretes et al. "What's News." *Harvard International Journal of Press/Politics*.
- Groeling, T. 2008. "Who's the Fairest of them All? An Empirical Test for Partisan Bias on ABC, CBS, NBC, and Fox News." *Presidential Studies Quarterly*. 38(4):631-57.
- Stroud, N. 2011. *Niche News: The Politics of News Choice. Excerpt*.
- Mondak, J. 1995. "Newspapers and political awareness." *American Journal of Political Science*. 39(2):513-27.  
(Available on D2L).

## 7 Course Schedule and Reading Assignments

Week	Days	Tuesday	Thursday	Reading
1	Jan 20 & Jan 22	Introduction	What's in the news?	G&D 1
2	Jan 27 & Jan 29	IT#1	Regulating the media	G&D 2
3	Feb 3 & Feb 5	IT#2	Ownership & Content	G&D 3
4	Feb 10 & Feb 12	IT#3	Guest Lecture	G&D 4
5	Feb 17 & Feb 19	IT#4	News Habits	G&D 5
6	Feb 24 & Feb 26	Review	Exam #1	
7	Mar 3 & Mar 5	Spring Break		
8	Mar 10 & Mar 12	IT#5	"What is news?"	G&D 6, Oretes et al.
9	Mar 17 & Mar 19	IT#6	Analyzing media	G&D 7, Groeling
10	Mar 24 & Mar 26	IT#7	Analyzing media	G&D 8
11	Mar 31 & Apr 2	IT#8	Analyzing media	G&D 9
12	Apr 7 & Apr 9	Review	Exam #2	
13	Apr 14 & Apr 16	IT#9	Selective exposure	G&D 10, Stroud
14	Apr 21 & Apr 23	IT#10	Agenda Setting & Priming	G&D 11
15	Apr 28 & Apr 30	IT#11	Social Media	G&D 12
16	May 5 & May 7	IT#12	Education through media ?	G&D 13, Mondak

## IMPORTANT DATES \*

Semester Class Begins .....	01/20/2015
Last day to add a class (without instructor permission): .....	01/25/2015
Last day to withdraw completely and receive a 100% refund: .....	02/01/2015
Last day to drop a course using SalukiNet: .....	04/05/2015
Last day to file diploma application (for name to appear in Commencement program): .....	03/13/2015
Final examinations: .....	5/11–5/15/2015

Note: For outreach, internet, and short course drop/add dates, visit Registrar's Academic webpage <http://registrar.siu.edu/>

## SPRING SEMESTER HOLIDAYS

Martin Luther King, Jr.'s Birthday 01/19/2015

Spring Vacation 03/07–03/15/2015

## WITHDRAWAL POLICY ~ Undergraduate only

Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit <http://registrar.siu.edu/pdf/ugradcatalog1314.pdf>

## INCOMPLETE POLICY~ Undergraduate only

An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student's grade point average. For more information please visit:

<http://registrar.siu.edu/grades/incomplete.html>

## REPEAT POLICY

An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A,B,C,D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at

<http://registrar.siu.edu/pdf/ugradcatalog1314.pdf>

## GRADUATE POLICIES

Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit

<http://gradschool.siu.edu/about-us/grad-catalog/index.html>

## DISABILITY POLICY

Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements.

<http://disabilityservices.siu.edu/>

## PLAGIARISM CODE

[http://pvcaa.siu.edu/\\_common/documents/Plagiarism%20to%20Preventing%20Plagiarism.pdf](http://pvcaa.siu.edu/_common/documents/Plagiarism%20to%20Preventing%20Plagiarism.pdf)

## MORRIS LIBRARY HOURS

<http://www.lib.siu.edu/about>

## SAFETY AWARENESS FACTS AND EDUCATION

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: <http://safe.siu.edu>

## SALUKI CARES

The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or [siucares@siu.edu](mailto:siucares@siu.edu), <http://salukicare.siu.edu/index.html>

## EMERGENCY PROCEDURES

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIU Emergency Response Plan and Building Emergency Response Team (BERT) programs. Please reference the Building Emergency Response Protocols for Syllabus attachments on the following pages. *It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.*

## INCLUSIVE EXCELLENCE

SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well as an essential preparation for any career. For more information please visit: <http://www.inclusiveexcellence.siu.edu/>

## LEARNING AND SUPPORT SERVICES

Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:

**Tutoring** : <http://tutoring.siu.edu/>

**Math Labs** [http://tutoring.siu.edu/math\\_tutoring/index.html](http://tutoring.siu.edu/math_tutoring/index.html)

## WRITING CENTER

The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit <http://write.siu.edu/>

## AFFIRMATIVE ACTION & EQUAL OPPORTUNITY

Our office's main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit:

<http://diversity.siu.edu/#>

## Additional Resources Available:

**SALUKINET**: <https://salukinet.siu.edu/cp/home/displaylogin>

**ADVISEMENT**: <http://advisement.siu.edu/>

**SIU ONLINE**: <http://online.siu.edu/>

## **Building Emergency Response Protocols for Syllabus:**

### **University's Emergency Procedure Clause:**

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT's website at [www.bert.siu.edu](http://www.bert.siu.edu), Department of Public Safety's website [www.dps.siu.edu](http://www.dps.siu.edu) (disaster drop down) and in the Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

### **Students With a Disability:**

Instructors and students in the class will work together as a team to assist students with a disability safely out of the building. Students with a disability will stay with the instructor and communicate with the instructor what is the safest way to assist them.

### **Tornado:**

During the spring semester we have a **Storm Drill**.

Pick up your belongings and your instructor will lead you to a safe area of the basement. No one will be allowed to stay upstairs. Stay away from windows. The drill should not last more than 10 minutes. You must stay with your instructor so he/she can take roll. Students need to **be quiet in the basement** as the BERT members are listening to emergency instructions on handheld radios and cannot hear well in the basement.

### **Fire:**

During the fall semester we have a **Fire Drill**.

Pick up your belongings and your instructor will lead you to either the North or South parking lot depending on what part of the building your class is in. You must stay with your instructor so he/she can take roll. As soon as the building is all clear, you will be allowed to return to class.

**These drills are to train instructors and the Building Emergency Response Team to get everyone to a safe place during an emergency.**

### **Bomb Threat:**

If someone calls in a bomb threat, class will be suspended and students will be asked to pick up their belongings, evacuate the building and leave the premises. Do not leave anything that is yours behind. We will not allow anyone back into the building until the police and bomb squad give us an all clear. **DO NOT USE YOUR CELL PHONES.** Some bombs are triggered by a cell phone signal.

**Shooter in the Building:**

If it is safe to leave, move to a safe area far from the building away from where the shooter is located. If anyone has any information about the shooter, please contact the police after they have gone someplace safe.

If it is not safe to leave, go into a room, lock the door and turn out the lights. Everyone should spread out and not huddle together as a group. Don't stand in front of the door or in line of fire with the door. Students' chair and desks should be piled in front of the glass and door as a barricade and the teacher's desk, podium and anything movable can be pushed against the door. This is intended to slow down any attempts to enter the classroom. If it looks like the shooter is persistent and able to enter, make a lot of noise and have the students use everything in their backpacks to throw at the shooter to distract him.

Silence all cell phones after one person in the room calls the police and informs them of their location and how many people are in the room. **Be quiet and wait for the police to arrive.** The police are looking for one or more shooters, and they have no way of knowing if the shooter is in the room people are hiding in. For this reason, when the police enter the room, no one should have anything in his/her hands and each person **MUST** raise his/her hands above his/her head.

**Earthquake:**

In the event of an earthquake, you are advised to take cover quickly under heavy furniture or crouch near an interior wall or corner and cover your head to avoid falling debris. Outside the building are trees and power lines and debris from the building itself that you will need to stay away from. In the building, large open areas like auditoriums are the most dangerous. Do not try to escape on a stairway or elevator. Do not hide under a stairway. We do not recommend that you stand in a doorway because the door could shut from the vibrations and crush your fingers trapping you there.

**Rave Mobile Safety Alert System:**

We recommend that you sign up for the Rave Mobile Safety Alert System. It is a new system that replaces the WENS system to alert you through emergency text messages on your cell phone and emails for emergencies on campus, weather reports and emergency school closures. You have to sign up. If you were signed up for WENS it does not roll over. You have to sign up for Rave Mobile Safety Alert System. Go to [hrss.siu.edu](http://hrss.siu.edu) (Human Resources Self-Services System), login with your regular SIU login username and password, click on Personal Information, fill out the information or update the information and save it. For more information, visit [dps.siu.edu](http://dps.siu.edu), contact SalukiTech at 453-5155 or [salukitech@siu.edu](mailto:salukitech@siu.edu).

**CPR/Defibrillator and First Aid Class:**

If you would like to take a CPR/Defibrillator and/or First Aid class, contact LaVon Donley-Cornett, [lavong@siu.edu](mailto:lavong@siu.edu) or call 453-7473.

**Women's Self Defense Classes** are offered to female students faculty and staff by the Department of SIU Public Safety. For more information contact Officer Mary Stark [marys@dps.siu.edu](mailto:marys@dps.siu.edu).