

COMM313: POLITICAL COMMUNICATION SYLLABUS

Spring 2018

COURSE DESCRIPTION

Communication Studies addresses critical thinking, communicative concepts and skills, and relational and participatory effectiveness in personal, public, and professional spheres. This is a Communication Studies course and as such this course will give you the tools needed to dissect your experiences in our communicative world, namely the theory and practice of political communication in the United States.

A democracy's success depends upon open and direct communication between its citizens and those who govern them. Therefore, the main goal of the course is to teach students about the role of communication in informing, influencing, and legitimizing decisions in domestic politics. To this end, students will examine the intersection of politics and communication; specifically, the interaction of media, politicians, and the constituency, thus providing a survey of the field of political communication. Although students will study political communication in all its forms, genres, and styles in U.S. politics, emphasis will be given to the role of political communication as it is practiced by the mass media, political candidates, policymakers, and the electorate. As a result, students will gain the skills and knowledge they need to help them become effective observers and participants in the public sphere.

ANGELA MCGOWAN, PHD

CONTACT INFORMATION

- ❖ Office: McEwen Hall 304A
- ❖ Office Phone: 716-673-3260
- ❖ Email: mcgowan@fredonia.edu

OFFICE HOURS

- ❖ MWF: 9:00-10:30 a.m.

CLASSROOM

- ❖ McEwen Hall 201

MEETING TIME

- ❖ MWF: 1-1:50 p.m.

COURSE OBJECTIVES

By the end of this course, you should be able to:

1. identify and explain key concepts in political communication and apply that knowledge to communicative situations occurring in the public sphere;
2. recognize, describe, and demonstrate how political candidates and elected officials employ and are constrained by communication;
3. identify, interpret, assess, and synthesize political communication research; and
4. analyze, evaluate, and compare the persuasiveness of political actions.

COURSE READINGS

Please complete the readings before the assigned class period.

1. Supplemental journal articles, book chapters, and other content are located in folders available through OnCourse.
2. *New York Times* – Visit nytimes.com/passes and register using your @fredonia.edu email address. Here is a short video with log-in instructions (http://youtu.be/M32a_XyRMSY). In addition to full access to the current edition, the academic pass allows for access to 100 archived articles, per user, per month.
3. Optional textbook purchase: Denton, R.E., & Kuypers, J.A. (2008). *Politics and communication in America: Campaigns, media, and governing in the 21st century*. Long Grove, IL: Waveland Press, Inc. ISBN-13: 978-1-57766-533-5 / ISBN-10: 1-57766-533-3

COURSE POLICIES

- ❖ **Attendance:** Class begins promptly at 1:00 p.m. and the professor will take attendance at the start of class. The professor will keep track of attendance in OnCourse. Students are responsible for checking their attendance and notifying the professor of a discrepancy. Four actions that will result in an absence even if you show up to class: (1) arriving more than 10 minutes late, (2) leaving the classroom for more than 5 minutes during class, (3) sleeping, and (4) arriving late (after 1:00 p.m.) or leaving early four (4) times equals one absence. You are permitted up to 5 absences. Upon your 6th absence, regardless of reason, your final grade will be reduced 10 points per absence. Missing class for a university sanctioned activity is the only absence that will be excused (i.e.,

artistic performances, research conferences, intercollegiate athletic events, student government, required class trips).

- ❖ **Participation:** This course is premised on active discussion and students are expected to come to class having completed the readings and ready to discuss the content. Participation consists of more than attendance – students will be assessed on frequency of participation, quality of comments, listening skills, attitude, ability to work with others, and behavior. Regardless of whether a participation assignment is completed during or outside of class, you must be present the day it is due in order to earn credit for the assignment.
- ❖ **Class Etiquette:** Lively debate, discussion, and disagreement on issues are encouraged and respect for other people, their opinions, and experiences is essential. After all, this is a “citizen’s course” that will challenge you to rethink your views of politics. Whether you are a Republican, Democrat, or non-partisan; liberal, conservative, or apathetic is your business rather than ours. There is no partisan or ideological line to follow in this course, and no student will ever be penalized for respectfully disagreeing with the readings or class discussion. Our primary goal in this class is to ask whether democracy is made better or worse and/or helped or hurt by contemporary communication practices and technologies.

The content of this class has the potential to stir up strong emotional reactions, because you will encounter ideas and theories that challenge you. A student’s decision to stay enrolled in the class is an agreement to approach all course content with a critical academic lens. Above all, participants must treat each other and the professor with respect. The most fundamental way to respect class participants is to complete daily readings, listen to others, and ground your own comments in principles of critical thinking. Class discussions should take place within the context of academic inquiry and in the spirit of understanding diverse perspectives and experiences. Do not engage in private conversations, interrupt another student who has the floor, keep cell phones on, or show general signs of disrespect for the course, professor, or other students. Non-course related materials such as newspapers and items from other courses must be stowed away when class begins.

- ❖ **Late work:** Assignments are due in hard copy and/or via dropboxes in OnCourse within the first 5 minutes of class (by 1:05 p.m.). Deadlines apply even if you are not in class the day the assignment is due. Turning in an assignment late requires professor approval at least 24 hours before the assignment is due. Late assignments will only be accepted under unique and extreme circumstances. Failures of technology (e.g., “my computer crashed,” “the Internet was down,” “the file won’t open,” “the printer was broken”) and inability to complete an assignment on time because of one’s work schedule, personal life, other coursework deadlines, or extracurricular obligations are not considered dire circumstances. Assuming you have professor approval prior to when the assignment is due, late work will be accepted up to 72 hours after the due date. A late assignment will receive a severe grade deduction.
- ❖ **Written work:** Your research should come from peer-reviewed journal articles, books written by scholars or professionals who are experts in their fields, substantive news articles that are reliable sources of information on events and issues of public concern and/or non-bias websites. The course readings available through OnCourse do not count toward the source requirement, yet, should still be cited when applying course concepts, theories, or strategies discussed in the readings. Blogs, social media posts, and/or other self-authored sites, such as Wikipedia, are considered non-credible sources and will not be accepted.

All written assignments will be submitted online using Turnitin. Turnitin will check your submission against stored student assignments that have been submitted during past sections of the course, the Internet, journals, periodicals, and publications. Then, Turnitin will run an Originality Report on each assignment. If the report exceeds the maximum percentage the professor may not accept the student’s assignment.

All written work must be (1) submitted in hard copy by the start of class, (2) submitted via Turnitin by the start of class, and (3) written in APA style: justified left, 1” margins, double spaced, running head including page numbers in top right corner, stapled, contractions written out, and typed in 12-point Times New Roman font. APA resources are posted on OnCourse. Also refer to the American Psychological Association (<http://www.apastyle.org>) and Purdue Owl (<http://owl.english.purdue.edu/>) for the most current rules for APA.

If you would like the professor to review a draft of a written assignment or your website you must email her the complete paper or website at least 6 days before the assignment is due. She will not proofread the document but will instead discuss the merits of the submission.

- ❖ **Exams:** Once the exam has been distributed you cannot leave the room until you finish your exam. All arrangements for missing an examination must be made 24 hours prior to the time the examination is scheduled. If such arrangements are not made, then no make-up examination will be given, and you will receive a zero for the assignment. If you miss the examination and have received permission to do so, you must make it up within a reasonable time (normally 72 hours or less). Students are expected to take the final exam on the designated day and time unless there are dire circumstances that require a student to take the final exam early.
- ❖ **Team Projects:** For each project that requires you work with another student: (1) grades will be assigned to the pair as a whole and (2) each student will complete a peer evaluation form, which includes assigning a grade, to indicate the relative participation and contribution of your partner. If a group member is sick on the day of your group presentation, the pair will still deliver the presentation on the scheduled day and time while the other student will deliver his or her portion of the presentation when she or he returns to school.

The following sanctions will be imposed by group members when a peer violates the group's code of conduct: (1) give a verbal warning, (2) give a written warning through email and include the professor on the email, (3) have a group meeting with the professor to discuss the problem, and (4) the group member is dismissed from the group and will complete the assignment on his or her own. The dismissal of a group member must happen 7 days prior to the assignment's due date.

- ❖ **Technology:** Students enrolled in this course must have Internet access available to them, including e-mail and website access, and have the basic knowledge needed to efficiently use these Internet technologies. Students are responsible for retrieving documents (assignment guidelines, rubrics, handouts, readings, etc.) from OnCourse.

The professor may ask you to use your mobile phone to conduct research during class and contribute to class discussion. Regardless, technology cannot be used during in-class assignments, such as pop quizzes, to check social media, text message, or to take pictures of course content that is projected or written on the board. Laptops and tablets are not required for class but you may be asked to bring them on specific days. Information Technology services has equipment available for checkout (<http://www.fredonia.edu/its/servicecenter/equip.asp>).

- ❖ **Communicating with Professor:** The professor will communicate with you through your Fredonia e-mail account. Email is the best way to communicate with the professor, and she will check her Fredonia email between 9 a.m. and 5 p.m. Unless the professor is traveling, it is the weekend, or Fredonia has a university sanctioned break, the professor should reply to you within 48 hours. You also can communicate with her via Google Chat (gchat) anytime there is a green dot next to her name. Click on this link to learn how to start a chat in Gmail <https://support.google.com/chat/answer/161880?hl=en>

COURSE ASSIGNMENTS

To view complete descriptions of assignment guidelines and rubrics go to: OnCourse > COMMM313 > Select the assignment you'd like to learn more about.

1. **Political communication website, summary, & oral presentation (300 points):** Working in groups of 3-4, students will design a website that explains concepts related to political communication discussed that week. As a website designer, students are responsible for (a) explaining the major tenets of the concepts, (b) applying three concepts to real-life situations using current event articles (such as those discussed in *The New York Times*), (c) conducting a literature review of the three topics, and (d) engaging readers in an interactive way to enhance their understanding of the concepts. In addition to building a website, each group will deliver a 5-7 minute presentation that explains their website. The day of the presentation, the team is also responsible for submitting a reference page and a 1-2 page summary that provides the rationale behind decisions that the group made. All websites will be made available to people worldwide so that individuals with an interest in political communication have relevant and credible information at their fingertips.

2. **Three Exams (495 total points/165 points each):** You will take three exams that include matching, multiple choice, short answer, and/or essay questions. Application and identification are stressed more than memorization of material. Exam 1 will cover content discussed January 22 – February 21, Exam 2 will cover content learned from February 26 – March 26, and Exam 3 will cover content learned from March 30 – May 11.

3. **Participation (205 points):** This course is premised on active discussion and students are expected to come to class having completed the readings and ready to discuss the content. Participation consists of more than attendance – students will be assessed on frequently of participation, quality of comments, listening skills, attitude, ability to work with others, and behavior. You are expected to keep up to date on current events by reading news sources such as *The New York Times*. Additional examples of conduct that contribute to a class participation grade are posted on OnCourse.
 - a. Syllabus quiz 10 points
 - b. Three “bring in an example of course content” assignments 30 points each/90 points total
 - c. Discussion questions on the first ladies video 20 points
 - d. In-class activities and discussion participation 85 points

COURSE GRADING

- ❖ After a grade is returned, students must wait 24 hours prior to inquiring about the grade. Then, students have 6 days to resolve questions about the grade. If you wish to discuss a grade, you must set up an appointment with the professor no later than 3 days after the assignment is returned. Prior to the meeting, you should go through the assignment, the rubric, and compare the feedback to the qualifications for the letter grade you are seeking. A grade will be finalized if unquestioned on day 7 after the time of grade distribution.
- ❖ The professor does not discuss grades over email.
- ❖ All grades are kept in OnCourse and will be updated regularly.
- ❖ Final grades are based on an absolute points total. Your final grade is a function of the number of points earned in the course divided by the total number of points, yielding a percentage. The scale shown is used to compute final grades. Borderline grades may, at the discretion of the professor, receive the next highest letter grade. Borderline cases are defined as scores within two points of the next highest grade (e.g., you earned 898 points but need 900 points to make an A-).

Final Grade		
A	940-1000	94-100%
A-	939-900	90-93%
B+	899-870	87-89%
B	866-840	84-86%
B-	839-800	80-83%
C+	799-770	77-79%
C	769-740	74-76%
C-	739-700	70-73%
D+	699-670	67-69%
D	669-640	64-66%
D-	639-600	60-63%
F	599-below	59-below

COURSE GRADING CRITERIA

- “A”— Artistic Mastery! This is an assignment that is expertly researched and exceptionally written. ‘A’ work is highly creative in synthesizing relevant concepts, uses language eloquently, and delivers polished work with original arguments and new insights. The assignment exceeds expectations and minimum requirements.
- “B”— Better’n Most! This is an assignment that is well done and above average. ‘B’ work demonstrates good research, solid conceptual synthesis, and superior writing mechanics by integrating concepts effectively and exceeding minimum requirements for analysis. The assignment suggests a decent effort but has some flaws to fix.
- “C”— Competent Comprehension. This is an assignment that shows satisfactory completion of minimum requirements and guidelines. ‘C’ work demonstrates a basic comprehension of fundamental concepts and applications while meeting assignment guidelines, but shows errors in concepts, critical methodology, formatting, spelling, and/or grammar and does not synthesize information. The assignment is average, criteria was attempted but confusing, and suggests minimum effort.
- “D”— Deficient. This is a passing grade with serious deficiencies in research, conceptual understandings, or clarity. ‘D’ work shows an unsatisfactory completion of minimum requirements, does not synthesize information, and/or conceptual understandings and writing skills that are sub-par. Therefore, the assignment is deficient, below average, and indicates negligible effort.

COURSE ETHICS

Conduct that violates academic integrity includes issues such as fraud, cheating, collusion, and the following:

- ❖ **Dishonesty.** This is lack of integrity exhibited through lying, cheating, defrauding, or deceiving. Examples of dishonesty include: copying/submitting the work of another, allowing one's own work to be copied, reading without the professor's consent a copy of the examination prior to the date it is given, submitting the same work in more than one course without the express permission of the professor(s); or disclosing or accepting information if one takes a test at a different time than other students in the same course.
- ❖ **Plagiarism.** Plagiarism is stealing or using the ideas or writings of another as one's own. It involves failure to acknowledge material copied from others or failure to acknowledge one's indebtedness to another for the gist of important thoughts in a formal statement, written or oral. For instance, copying and pasting directly from a web page without using APA quotations clearly constitutes plagiarism. Charges of violating academic integrity shall be handled according to established student discipline procedures. When the professor suspects a violation of the Academic Integrity Policy, she will collect necessary information and materials related to the offense and then contact the student. If the professor finds that a violation has occurred, she will use the Academic Integrity Incident Report form to report the issue to the department chair. To read about additional action, please see the

TUTORING SERVICES

- ❖ Academic Integrity Policy and Procedures detailed on the "University Policies" website. Review the SUNY Fredonia Academic Integrity Policy by going to <http://www.fredonia.edu/studentaffairs/JudicialAffairs/policies.asp#academic>.
- ❖ The Learning Center provides free, confidential, nonbiased, collaborative tutoring services as a way of enabling students to succeed in their course work. The goal of tutoring is to help you with your assignment in a way that will help you become more successful in all of your classes. Learning Center: Carnahan-Jackson Center, Reed Library, Fourth Floor. Phone: 716-673-3550.

LEARNING ACCOMMODATIONS

- ❖ Reasonable accommodations are available to students with documented disabilities at SUNY Fredonia.
- ❖ Students who may require instructional and/or examination accommodations should contact the office of Disability Support Services for Students (DSS), located on the 4th Floor of the Reed Library (716-673-3270 or disability.services@fredonia.edu). The DSS coordinator will review documentation and determine accommodations on a case-by-case basis. DSS will notify the professor with an accommodation letter that verifies that the student has registered with the DSS office and describes any accommodations approved for the student.
- ❖ After the student has met with the DSS coordinator, she or he should contact the professor to discuss any needed accommodations. It is at that point that the professor will make accommodations.

DEPARTMENT OF COMMUNICATION PHILOSOPHY

- ❖ Communication does not exist outside of relationships. With this in mind, the faculty of the SUNY Fredonia Department of Communication believes that all communicators, whether in the classroom, on the air, or within created works, have a responsibility to themselves and their audience. The faculty believes that it is our responsibility to provide perspective and structure as students make choices about their work, and consequently, about themselves and who they are as adults and scholars. We encourage students to make the effort to consider the consequences of their choices for themselves, for others, and for those relationships. The faculty encourages projects and behaviors that are undertaken with thoughtful respect and consideration for others. We support and encourage work that is both ethical and enriching to the students' community and to personal and professional relationships. All students should review the Department of Communication Ethical and Professional Standards at <http://www.fredonia.edu/department/communication/standards.asp>

TENTATIVE COURSE SCHEDULE*

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Reading Due</u>	<u>Assignment Due</u>
TOPIC 1: Politics and Communication				
1	1/22	<u>Course Introduction</u> <ul style="list-style-type: none"> Political communication: Background 	Kurtzleben: For first time	
	1/24	<u>Political Communication: Background</u> <ul style="list-style-type: none"> Political communication defined 	Denton & Kuypers: Ch. 1	
	1/26	<u>Communication, Society, and Social Order</u> <ul style="list-style-type: none"> American myths, ideology, & ideographs Example: Pres. Trump & <freedom of speech> 	Denton & Kuypers: Ch. 2 Johnson: Brief history	
2	1/29	<u>Functions of Political Language</u> <ul style="list-style-type: none"> Strategic uses of political language Print/bring in reading & technology with Internet access 	Denton & Kuypers: Ch. 3	All Students: OnCourse-Syllabus Quiz (due by 11:59 p.m.)
	1/31	<u>Strategic Uses of Political Language: Polarization</u> <ul style="list-style-type: none"> Political polarization in the American public 	Doherty: Americans growing King & Anderson: Nixon	
	2/2	<u>Strategic Uses of Political Language: (In)Civility</u> <ul style="list-style-type: none"> The rhetoric of civility Adam Ferguson’s civil society 	Benson: The rhetoric Darr: Adam Ferguson	All Students: Sign-up for participation due dates & website due date
TOPIC 2: Mass Media & Political Communication				
3	2/5	<u>Political Communication & Mass Media</u> <ul style="list-style-type: none"> Entertainment media vs. news media Print vs. broadcast news Old vs. new media Free vs. paid media 	Tuman: Political comm	Participation Group 1: Print/bring in example & summary of one of the topics listed
	2/7	No Class – Professional Development Day		
	2/9	<u>Politics in the Media: Agenda-setting</u> <ul style="list-style-type: none"> Agenda-setting function of the news media 	McCombs & Shaw: Agenda-setting theory	Participation Group 2: Print/bring in example & summary of one of the topics listed
4	2/12	<u>Politics in the Media: Framing</u> <ul style="list-style-type: none"> Framing theory Media framing & nonverbals 	Entman: Framing Manusov et. al: Bumps and tears	Participation Group 3: Print/bring in example & summary of one of the topics listed
	2/14	<u>Politics in the Media: Bias in News</u> <ul style="list-style-type: none"> News media bias – myths and realities Partisan selective exposure 	Perloff: Behind political Stroud: Polarization	Participation Group 4: Print/bring in example & summary of one of the topics listed
	2/16	No Class – Winter Break		
5	2/19	<u>Politics in the Media: Satire & Politics</u> <ul style="list-style-type: none"> Rhetoric of political comedy Alec Baldwin as Trump Late-night comedy fuels rise of Trump 	Hart: Rhetoric of political Jones: Alec Baldwin Flanagan: How John Oliver	Participation Group 5: Print/bring in example & summary of one of the topics listed
	2/20	Drs. McGowan & Lohiser host “mastering the job interview” workshop, 1-2:30 p.m., WLM CTR S204 ABC		

Week	Date	Topic	Reading Due	Assignment Due
	2/21	<u>Politics in the Media: Fake News</u> <ul style="list-style-type: none"> What is fake news? Alternative facts (listen to NPR story) 	Ted Radio Hour: Ali Velshi Fry: What is fake news	All Students: Complete fake news quiz
	2/23	Exam I (covers content learned from January 22-February 21)		All Students: Exam I
TOPIC 3: Political Campaign Communication: Styles & Tactics				
6	2/26	<u>Political Campaigns: Phases of Political Campaigns</u> <ul style="list-style-type: none"> Campaign planning, management, strategies, and tactics 	Denton & Kuypers: Ch. 8 Trent et. al: Communicative functions	Participation Group 1: Print/bring in example & summary of one of the topics listed
	2/28	<u>Political Campaigns: Phases of Political Campaigns cont'd</u> <ul style="list-style-type: none"> 4 stages in a political campaign 	Denton & Kuypers: Ch. 8 Trent et. al: Communicative functions	Participation Group 2: Print/bring in example & summary of one of the topics listed
	3/2	<u>Political Campaigns: Strategies & Campaign Communication</u> <ul style="list-style-type: none"> Communicative styles & strategies Incumbency vs. challenge style 	Trent et. al: Communicative styles	Web Team 1: Website 1 (covers week 6 content)
7	3/5	<u>Political Campaigns: Candidate's Authenticity & Image Formation</u> <ul style="list-style-type: none"> Authenticity, image, & American ideology Political identity 	Louden: The authentic candidate Parry-Giles: Crafting character	Participation Group 3: Print/bring in example & summary of one of the topics listed
	3/7	<u>Political Campaigns: Use of Narratives</u> <ul style="list-style-type: none"> Narrative paradigm theory 	Schnoebeln et. al: Hillary	Participation Group 4: Print/bring in example & summary of one of the topics listed
	3/9	<u>Political Campaigns: Speechwriting</u> <ul style="list-style-type: none"> Speechwriters Rules for speechwriting Example: Pres. Obama's "More Perfect Union" speech 	Smith: Writing for Presidents Luntz: The Ten Rules Pres. Obama: A More Perfect Union" (print)	Web Team 2: Website 2 (covers week 7 content)
8	3/12-3/16	No Class – Spring Break		
9	3/19	<u>Political Campaigns: Surrogate Speakers & Candidates' Spouses</u> <ul style="list-style-type: none"> Characteristics of a good first spouse Surrogate speakers: Selection & benefits 	Trent et. al: Surrogate speakers Mansziuk: Whither the good wife	Participation Group 5: Print/bring in example & summary of one of the topics listed
	3/21	<u>Political Campaigns: Debates</u> <ul style="list-style-type: none"> Presidential debates: The rhetorical super bowl of politics 	Smith: Rhetorical super bowl	Participation Group 1: Print/bring in example & summary of one of the topics listed
	3/23	<u>Political Campaigns: Advertising</u> <ul style="list-style-type: none"> Negative advertising Univ. of MD Political Advertising Resource Center: https://parc.umd.edu/political-advertising-resources/ Museum of the Moving Image: http://www.livingroomcandidate.org/ 	Gronbeck: Negative narratives Brader: Emotional appeals (ignore pp. 392-396) Click on links to examine adverts	Web Team 3: Website 3 (covers week 9 content)

Week	Date	Topic	Reading Due	Assignment Due
10	3/26	<u>Political Campaigns: Social Media</u> <ul style="list-style-type: none"> • Twitter bots • Trump & Twitter • Facebook & democracy 	Ott: The age of Twitter Guilbeault: How Twitter bots Madrigal: What Facebook	
	3/28	Exam II (covers content learned from February 26 – March 26)		All Students: Exam II
TOPIC 4: Political Communication: The Office of the President				
	3/30	<u>The Rhetorical Presidency: Office of Communications</u> <ul style="list-style-type: none"> • Environment of the office • People in the office 	Kumar: Office of Communications	
11	4/2	No Class – Easter Holiday Travel Day		
	4/4	<u>The Rhetorical Presidency: Genres</u> <ul style="list-style-type: none"> • Genres of the rhetorical presidency 	Campbell: Rhetorical presidency	Participation Group 2: Print/bring in example & summary of one of the “genres” of speech Campbell & Jamieson identifies
	4/6	<u>The Rhetorical Presidency: Strategic Leaks & Silence</u> <ul style="list-style-type: none"> • Presidential leaks • Presidential silence • Discuss a leak that fits one of the typologies Erickson identifies on p. 201 	Erickson: Presidential leaks	Web Team 4: Website 4 (covers week 11 content) All Students: Print/bring in an example of presidential leak
12	4/9	<u>The Rhetorical Presidency: Spectacles & Eloquence</u> <ul style="list-style-type: none"> • Presidential performatives • Presidential spectacles 	Erickson: Presidential spectacles	Participation Group 3: Print/bring in example & summary of one of the topics listed
	4/11	<u>The Rhetorical Presidency: Moving the Public through Public Relations Campaigns</u> <ul style="list-style-type: none"> • Leading the public & obtaining support through PR campaigns 	Edwards: Presidents go public	
TOPIC 5: Women in Politics				
	4/13	<u>The First Lady</u> <ul style="list-style-type: none"> • Watch C-SPAN’s “America’s First Ladies” in-class 	CQ Researcher: Rise of First Ladies	Web Team 5: Website 5 (covers week 12 content)
13	4/16	<u>The First Lady</u> <ul style="list-style-type: none"> • Debrief C-SPAN panel discussion • First lady’s public persona & influence 	Kahl: First Lady Obama Parry-Giles: Rise of rhetorical first lady	
	4/18	<u>Women on Campaign Trail</u> <ul style="list-style-type: none"> • Getting there: Women’s advancement to the public stage • Double binds 	Jamieson: Double binds Dolan: Why don’t women run	Participation Group 4: Print/bring in example & summary of one of the topics listed
	4/20	<u>Women in U.S. House & Senate</u> <ul style="list-style-type: none"> • Women in U.S. House of Representatives • Women in the U.S. Senate 	Kermedichieva: Congressional Caucus Pearson: Elevating women’s voices (ignore pp. 914-919/column 1) Lawrence: Women in Senate	Web Team 6: Website 6 (covers week 13 content)
14	4/23	<u>Women in local politics</u> <ul style="list-style-type: none"> • Guest Speaker: Ms. Diana Cihak, founder of “Women Elect” 		Bring in 2-3 questions to ask. Questions should be informed by readings.

Week	Date	Topic	Reading Due	Assignment Due
	4/25	<u>Women as Governors</u> <ul style="list-style-type: none"> • Women as Governors 	Sheeler: Beauty queens	
	4/27	No Class – study for Exam III		
15	4/30	<u>Women at the top of the ticket</u> <ul style="list-style-type: none"> • Women as presidential & vice presidential candidates 	Anderson: Every woman Gibson: Difference between	Participation Group 5: Print/bring in example & summary of one of the topics listed
TOPIC 6: Voices from the Margins				
	5/2	<u>Religion & Politics</u> <ul style="list-style-type: none"> • Rhetoric & religion in contemporary politics • Dance of religion & politics in American culture 	Lunceford: Rhetoric & religion Medhurst: Mitt Romney	
	5/4	<u>Social Movements</u> <ul style="list-style-type: none"> • #Metoo • #Blacklivesmatter 	Melvin-Interview with MeToo founder Gilbert-The movement Hosking-The black police	Web Team 7: Website 7 (covers week 15 content)
16	5/7	<u>Violent Fringe Movements</u> <ul style="list-style-type: none"> • Alt-right: white nationalists, neo-Nazis, 4chan, trolls • Antifa 	O'Brien: The making of Beinbard: Rise of Antifa	
	5/9	<u>Russian Interference in American Politics</u> <ul style="list-style-type: none"> • Russian meddling in the 2016 election 	LaFrantiere: How the Russia Shane: The fake Americans Madrigal: Russia social media Schmidt: Bannon agrees	
	5/11	<u>Improving Political Communication</u> <ul style="list-style-type: none"> • Communication as a means for improving political communication • Lessons learned from the 2016 election 	Smith: Improving political campaign communication Lessons in communication	
Finals Week	T, 5/15 from 1:30-3:30 p.m.	Exam III (covers content from March 30 – May 11)		All Students: Exam III

***Schedule Notes:**

- ❖ The course schedule is a general plan for the course; deviations announced to the class by the professor may be necessary. The schedule is tentative and may change due to the needs of the class. Should a change be necessary, the professor will let you know of the changes as soon as they are decided via email and ONCOURSE.
- ❖ Important Registrar Dates: Jan. 26 (final day to DROP courses), March 22 (mid-semester grades available), and April 6 (final day with WITHDRAW from course).
- ❖ Final grades will be available to students on May 21, 2018 after 3:00 p.m.

Some information taken from

Jarvis, S. (2015). *CMS342: Political communication*. Retrieved from <http://commstudies.utexas.edu>
Palczewski, C. H. (2012). *Comm4216: Political communication syllabus*. Retrieved from <http://www.uni.edu/palczews/PolComm.htm>