POLS UN3921.007:
Media in U.S. Politics

Spring 2024
Friday 12:10–2:00 pm @ 711 International Affairs Building (IAB)
Department of Political Science,
Columbia University

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Office Hours:
Online by appointment at `calendly.com/sb4992`
In-person drop-in at IAB 742 Friday 11:00–11:45 am

Introduction

As a civically engaged individual in the 21st century, the political entity you interact with the **most** is not your elected Congressperson or any politicians at all. It is not pollsters, political science professors, student activists, or canvassers. Most likely, it's not even any one of your friends or family members. It is *almost surely* the media.

All the way back in 1787, Thomas Jefferson recognized the centrality of media in political life when he famously wrote that, given the choice between "a government without newspapers or newspapers without a government, I should not hesitate a moment to prefer the latter."

In this seminar, we will ask, debate, discuss, and attempt to answer critical questions about this all-important institution, often called the fourth estate or branch of government – which will begin with defining what "media" is to begin with. The questions we will explore include: is the media responsible for political polarization in America (and around the world)? What function *should* the media ideally serve in a democracy? How has "the media" changed in the last three centuries? How do empirical researchers establish causal effects of the media on different outcomes? What is unique about American media? How can *you* become a better consumer (and producer) of political communication?

Prerequisites

First and foremost, an intellectual interest in the media and its role in politics. Second, *given the large amount of empirical research that you will read each week*, it is desirable for students to have completed at least one course in statistics and/or be comfortable reading and interpreting quantitative research in the social sciences.

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[1] Pronounced "show-bik".

Goals

- Become a critical thinker about political media in your life and society more broadly.
- Become well-versed in the political science canon (thinkers, books, papers, articles, and ideas) of media in American Politics.
- Learn to effectively and efficiently consume and interrogate quantitative social science research.
- Develop a vocabulary and viewpoint around key debates in media and politics.
- Engage in regular writing, ideally public-facing.
- Engage in thoughtful criticism and debate with others.

Instrumentally, these are helpful skills for students interested in pursuing careers in media (e.g. journalist, broadcaster), electoral politics (e.g. pollster, campaign staffer), academic political science (e.g. think tank fellow, professor) or any number of fields adjacent to the media (e.g. finance, consulting, public relations, data science).

Structure

Weekly Readings
You will be expected to do weekly readings (may include other things like podcasts or audio/video clips) as assigned in the course schedule.

Weekly Response Blog
For this course, you will also be *producing* media: at the start of the semester, you will create a public-facing blog on a platform of your choice. You can title this blog whatever you would like and you may choose to post anonymously if you wish. Each week before class you will be expected to upload a roughly 500 word (roughly one page) blog post reflecting on the material for that week.

The two recommended platforms are:

- Substack (see on.substack.com/p/start-basics)[2]

- GitHub Pages [recommended if you are a joint major in Political Science / Statistics] (see github.com/skills/github-pages)

You can choose any other platform so long as it has commenting capabilities and you are able to share your blog with me and the rest of the class. If you wish, you may also choose to post your responses in certain weeks of your choosing in another medium (e.g. a podcast or video essay), but please consult with me before doing so. *You may choose to upload in different formats each week (e.g. an audio podcast one week and a writing blog the next week).*

If you choose to do a podcast recording, you may record it as a conversation with someone (outside of the class) if it is helpful. This should be no less than 5 minutes long and no longer

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[2] For an example, see my Substack *Somewhat Unlikely*: somewhatunlikely.substack.com. See also former Vox writer Matt Yglesias's (much more successful) Substack *Slow Boring*: slowboring.com.

than 20 minutes long. Currently, you can host [podcast episodes](#) on Substack itself. Other platforms may have other methods of hosting/sharing audio content. An iPhone/smartphone voice memo or laptop audio recording should be of sufficient quality for a podcast recording.

The main objectives of each weekly response is to demonstrate that (i) you've understood the findings or takeaways in the readings from that week, (ii) you've synthesized some thoughtful and original ideas of your own from those readings.

You can achieve (i) by providing a brief recap of the main ideas and arguments in each of the readings along with any particularly important details or caveats.

You can achieve (ii) in a variety of ways such as: drawing connections between the readings or connections to prior readings, showing us how this can help make sense of current or historical events, bringing in other more current research that can help fill gaps in the readings, forming a meaningful opinion about the arguments based on your own experience or prior knowledge.

I encourage you to treat this blog as a public portfolio that can serve you beyond this class. As a reminder, many jobs for new graduates in journalism, campaign politics, think tanks, consulting, and (even) data science often require polished writing samples. Each week you will submit to me the URL for your weekly blog post.

*You may choose to write up to two blog posts (or record two podcast recordings) in collaboration with another student. You cannot choose the week that you're a discussion leader to write a joint post, unless there are two discussion leaders for that week – in which case, if it is convenient, you <u>may choose to</u> write a joint blog post. Important: You can choose to write this on either person's platform, but whichever platform you do **not** post on, please write and submit a blog post that week simply linking to the other person's blog post.*

Weekly Discussion

Each week we will meet in-person for class to discuss the readings as well as your response blog posts to the readings. Our in-person time will include discussions, debates, guest lectures (occasionally), and structured activities (occasionally). Moreover, each week at least one of you will be assigned to be **discussion leader** for <u>at least one</u> class. This does not mean you're going to teach the class (that's my job!) – rather, this means that you will spend a couple of minutes at the start of class kicking off our discussion with the following:

- A brief recap of the main ideas and arguments in each of the readings along with any particularly important details or caveats,

- Connections or themes tying together the readings,

- Any new connections to previous course material,

- How this week's material can help us make sense of current events in U.S. politics,

- Your own opinion or reaction about this week's material (what did you find credible, useful, confusing?),

- 2-3 discussion questions that you would like to discuss or debate with your peers.

This should take no longer than 10 minutes total (regardless of the number of discussion leaders). You can choose to share with the class any additional relevant materials (e.g. video clips or articles) if you would like, but you do <u>not need</u> to do this – simply sticking to the materials for that week should suffice. If two of you are assigned as discussion leader for a week, you can coordinate ahead of time to prepare these discussion points.

If you need any accommodations to better enable your participation in the course, please let me know as far in advance as possible. If you are unable to attend class for health-related reasons, please also try to let me know as far in advance as possible.

Weekly Peer Blog Comment
Following class discussion, you will close out the current week by providing a comment on one of your peers' blog posts. You may (i) provide constructive criticism on what your fellow blogger missed from this week or could have clarified better (ii) agree with their position/opinion (if one is provided), weighing in with your own perspective or evidence from the readings/news, and/or (iii) disagree with their position/opinion (if one is provided), weighing in with your own perspective or evidence from the readings/news. This should be about 100 words in length.

Weekly Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Comment on peer's blog post from the previous week by **11:59pm ET**.	Do readings and work on your blog post.	Do readings and work on your blog post. Come to office hours (optional).	Upload blog post by **11:59pm ET**.	Come prepared to class (**12:10pm ET**). Deliver opening remarks if you're the discussion leader. *Recommended: comment on a peer's blog post week before Monday deadline.*

Final / Midterm Writing Assignment
For the *final writing assignment* for this class, you will be able to select from one of the following two formats:

- A **political media strategy brief** for a company (e.g. Coca-Cola), organization (e.g. ACLU), electoral campaign (e.g. DeSantis 2024), or a media outlet (e.g. New York Times) of your choice defining a "problem" (e.g. decreasing paid subscriber rates) and discussing high-level strategies to address this problem drawing on concepts discussed in class and other evidence or research specific to your topic.

- An **argumentative op-ed** on a topic related to this class which could be: a position about a particular political event as it relates to media or political communication; a particular media effect or subtopic we have discussed in a specific week.

This final paper should be *approximately* **3,000-4,000 words** in length, regardless of the route that you choose. More details and resources about the final paper will be provided later.

For the *midterm*, you will be expected to complete an *approximately* **1,000-2,000 word** memo detailing which type of final paper you would like to pursue, the specific topic you will be writing to me about, and a plan of action (which sources you will be exploring, specific calendar milestones). I suggest that you consult with me either before or after writing the memo.

Grading

10% – weekly participation*
10% – discussion leadership
15% – weekly blog posts
15% – midterm memo
50% – final paper

*Participation does not just mean attending class, but rather actively engaging in class discussion. Simply showing up to class without having done readings or speaking up will result in no attendance credit for that week. Peer comments are included in this portion of the grading.

Extensions
Everyone gets a total of 48 hours extension on blog posts and peer comments. You do not have to request this (no need to email me). You can allocate these 48 hours however you want. For instance, you may submit two blog posts 24 hours after they are due or six peer comments the morning after they are due.

After that, late work will not receive any credit. Extenuating circumstances should be discussed with me as far in advance as possible. Additionally, I strongly encourage you to complete and upload your assignments far in advance of the 11:59 pm deadline. Relatedly, please do not email me at 11:58pm asking me for an extension.

Resources

How can I read better?
Chances are, your first reaction after setting eyes on this syllabus is something like "Wow, that seems like *a lot* of reading! Am I expected to 'do' all of it?". As it turns out, you're not the first one in the history of Liberal Arts Education™ to have had this thought! In fact, the answer depends on what you mean by "do". If your definition is 'try to remember every sentence written on every page in case Professor Barari cold calls me about it', no you are not expected to do that. That sounds miserable.

Instead, here are some tips for a more useful (for you, your classmates, and me) way to 'do' the readings[3]:

- **_Before diving in, Google the paper or book title._** If it is a book, this will help you get a high-level synopsis of the book's themes, arguments, and methods. If it is a paper, these things will normally be found in the abstract, but you may learn more about the author and their approach to research. Often, you will find reviews, commentaries, summaries, or even detailed notes for the reading – so as not to 'prime' yourself (you'll know what this is after week 1) with someone else's interpretations, save these and return to them after you've 'done' with the reading.

- **_Read each paper/book passage multiple times, but each time to accomplish a specific goal._** The goal in your _first_ pass should be to form a general impression of the topic, the question answered or the main argument being made, and the methods used – which can be accomplished in a 'skim' of no more than a few minutes.

  Now that you're aware of the questions and arguments, in the _second_ pass, you might try to flesh out the specific answers the author arrives at and/or details of the argument: is the initial hypothesis accepted or rejected? What is the supporting evidence (at a high level) in favor of the argument? How is the study (if there is one) designed? What is the author testing (at a high level) in their quantitative analysis? _At this point, if a friend asks you what you're reading, you should be able to give the 'elevator pitch' for the piece._

  After this pass, you will likely be left with questions or confusion about some aspects of the reading – why did the author measure these three things and not just the first two? Is that _really_ the conclusion from this study? The goal of the _third_ pass might be to answer these hanging concerns, pick up on any nuances, caveats, or concessions made by the author, any clear limitations of the study, or connections to other material. _At this point, if your curious friend from before has deeper questions about your reading, you should be able to have a conversation with them about it._

  The remaining passes on your reading might be done in context with the other readings with the goal of writing your blog post and preparing discussion points for class. You will almost definitely find it helpful to space out when you do these passes for a given reading.

  In short, you should not read these readings like you would read fiction at the beach.

- **_Not every section or page of your reading is equally important for your goals_**. Therefore, adopting the above strategy, skipping around is perfectly acceptable and may even be optimal. In fact, for most papers and many book chapters, you may wish to start by reading the introduction and conclusion sections so you 'know what to look for' in subsequent re-reads. Remember: you are not reading a detective novel! Building suspense, mystery, or intrigue isn't the point of these readings.

  Related to this point...

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[3] If you have a strategy that works for you, feel free to disregard.

- ***…I will not know what you read (or didn't read) in each reading and moments after class (let alone the semester) is finished, chances are neither will you.*** The purpose of reading is not a moral exercise. The purpose is for you to discover structures in accumulated knowledge, form your own opinions about and ability to articulate those structures, and sharpen the skills to do both.

How can I ~~write~~ communicate better?

Here are three key suggestions for how to write (or communicate in general) about social science so that other people will pay attention, particularly when blogging:

1. ***Get to the point****. Don't bury your main thought, reaction, argument, question at the very end or (worse) somewhere in the middle. Make it easy for the reader/listener to know what they should walk away with. For example, use section headers in your blog that are headlines ("Professor Barari's class is great."), not labels ("About Professor Barari's class."), and elaborate on those headlines in the section bodies. This is also known as top-down writing.

2. ***You can be serious without being boring****. Use your own voice (while still sounding polished and professional), vary the length and cadence of your sentences, bring in anecdotes and/or personal experience to complement empirical writing.

3. ***Use visuals when appropriate.*** Related to the second point. In this course, you are welcome to screenshot or copy/paste graphs, tables, or images from the readings as long as it's clear why you're using them.

Who are some good writers to follow?

It is not required that you consume any writing or podcasts beyond what's on the syllabus, but you may find this helpful for your blog, your final paper, and for participating in class. I recommend regularly following journalists and opinion writers at *Vox, The Washington Post* and *The New York Times*. As for specific journalists, I would recommend the work of Ezra Klein, Derek Thompson, Jane Coaston, and Matthew Yglesias (many of whom have their own podcast shows and Substacks). In academic political science, I would recommend following the work of Eitan Hersh, Dan Hopkins, Omar Wasow, and Matt Grossman (the latter of whom hosts the *Science of Politics* podcast, which I would also recommend).

<u>Schedule</u>

(Note: some weeks still subject to change – please check online syllabus for most up-to-date schedule)

<u>Week 1 | Jan 15 – Jan 19 | History & Foundation of American Media</u>

Optional readings on Courseworks.

Please set up your blog and submit the URL on Courseworks by 11:59pm ET, Monday January 22nd.

<u>Week 2 | Jan 22 – Jan 26 | Media Effects I</u>

Iyengar, Shanto, and Donald R. Kinder. *News that Matters: Television and American Opinion.* University of Chicago Press, 1987. Chapters 3, 6, 12.

Bennett, W. Lance, and Shanto Iyengar. "A New Era of Minimal Effects? The Changing Foundations of Political Communication." *Journal of Communication* 58, No. 4 (2008): 707-731.

Arceneaux, Kevin, and Martin Johnson. *Changing Minds or Changing Channels?: Partisan News in an Age of Choice.* University of Chicago Press, 2013. Chapters 1, 2, 8.

Optional: McCombs, Maxwell E., and Donald L. Shaw. "The Agenda-Setting Function of Mass Media." *Public Opinion Quarterly* 36, No. 2 (1972): 176-187.

First blog post due on Thursday Jan 25th; focus on Week 2 material in your response.

Week 3 | Jan 29 – Feb 2 | Media Effects II

Meirick, Patrick C. "*How Partisan Media Polarize America,* by Matthew Levendusky or *Changing Minds or Changing Channels: Partisan News in an Age of Choice,* by Kevin Arceneaux and Martin Johnson." *Political Communication* (2014): 493-497.

Lenz, Gabriel S. "Learning and Opinion Change, not Priming: Reconsidering the Priming Hypothesis." *American Journal of Political Science* 53, No. 4 (2009): 821-837.

Chong, Dennis, and James N. Druckman. "Framing Theory." *Annual Review of Political Science* 10 (2007): 103-126.

Gottfried, Jeffrey. "Americans' News Fatigue Isn't Going Away – About Two-Thirds Still Feel Worn Out." *Pew Research Center,* February 6th, 2022. URL: pewrsr.ch/2PpACEz

Week 4 | Feb 5 – Feb 9 | Media & Elections I: Political Advertising

Corasaniti, Nick. "Do Political Ads Even Matter Anymore?" *The New York Times,* January 17, 2024. URL: nytimes.com/2024/01/17/us/politics/political-ads.html.

Gerber, Alan S., James G. Gimpel, Donald P. Green, and Daron R. Shaw. "How Large and Long-Lasting are the Persuasive Effects of Televised Campaign Ads? Results From a Randomized Field Experiment." *American Political Science Review* 105, No. 1 (2011): 135-150.
  ↳ **Behind the scenes:** Issenberg, Sasha. *The Victory Lab,* 2012. Selected Excerpts in Chapter 8, (**Optional**: Intro, Chapter 1)

Lau, Richard R., and Ivy Brown Rovner. "Negative Campaigning." *Annual Review of Political Science* 12 (2009): 285-306.

Sides, John, Lynn Vavreck, and Christopher Warshaw. "The Effect of Television Advertising in United States Elections." *American Political Science Review* 116, No. 2 (2022): 702-718.
  ↳ **Summary:** Shapiro, Walter. "Do Political Ads Even Work?" *The New Republic.* URL: newrepublic.com/article/167939/do-political-ads-even-work.

Skim (focus on discussion/conclusion): Alexander Coppock, Seth J. Hill, and Lynn Vavreck. "The Small Effects of Political Advertising are Small Regardless of Context, Message, Sender, or Receiver: Evidence from 59 Real-Time Randomized Experiments," *Science Advances* Vol 6, No. 36 (2020).

Week 5 | Feb 12 – Feb 16 | Media & Elections II

Dickinson, Matthew. "Yes, blame the media for Donald Trump. Up to a point." *Vox,* July 14, 2016. URL: vox.com/2016/7/14/12184766/media-boost-donald-trump-coverage.

Matthews, Dylan. "A stunning new study shows that Fox News is more powerful than we ever imagined." Vox, September 8, 2017. URL: vox.com/policy-and-politics/2017/9/8/16263710/fox-news-presidential-vote-study. **(skim linked studies)**

Niskanen Center. "Does Nationalized Media Mean the Death of Local Politics?" *The Science of Politics Podcast.* Audio/Transcript URL: niskanencenter.org/does-nationalized-media-mean-the-death-of-local-politics

Messing, Solomon. "Use of Election Forecasts in Campaign Coverage can Confuse Voters and May Lower Turnout." *Pew Research Center,* February 6, 2018. URL: pewrsr.ch/2FQkN2q **(skim referenced study)**
- ↳ **Responses:**
  - Nate Silver: twitter.com/NateSilver538/status/960954794054701057, twitter.com/NateSilver538/status/987905971866492928, and rest of thread.

Optional: Garz, Marcel, and Gregory J. Martin. "Media Influence on Vote Choices: Unemployment News and Incumbents' Electoral Prospects." *American Journal of Political Science* 65, No. 2 (2021): 278-293.

Week 6 | Feb 19 – Feb 23 | The Media Industry

Hamilton, James T. 2016. *All the News That's Fit to Sell: How the Market Transforms Information into News.* Princeton University Press. Chapter 1.

Petrova, Maria. "Newspapers and Parties: How Advertising Revenues Created an Independent Press." *American Political Science Review* 105, No. 4 (2011): 790-808.

Niskanen Center. "Can TV News Keep Politics Local?" *The Science of Politics Podcast.* Audio/Transcript URL: niskanencenter.org/can-tv-news-keep-politics-local **(skim referenced studies)**

Usher, Nikki. *News for the Rich, White, and Blue: How Place and Power Distort American Journalism.* Columbia University Press, 2021. Chapter 4, Conclusion.
- ↳ **Summary:**
  researchblog.duke.edu/2021/11/23/news-for-the-rich-white-and-blue-nikki-usher-on-her-new-book-and-the-state-of-american-journalism

Optional: *The Expanding News Desert.* UNC Hussman School of Journalism and Media. usnewsdeserts.com **(pick a state or locality to explore in your blog / discuss in class).**

Feb 20 is the last day to drop classes.

Week 7 | Feb 26 – Mar 1 | Media & Race

Gilens, Martin. *Why Americans Hate Welfare: Race, Media, and the Politics of Antipoverty Policy*. University of Chicago Press, 2009. Chapters 5, 6.

Wasow, Omar. "Agenda Seeding: How 1960s Black Protests Moved Elites, Public Opinion and Voting." *American Political Science Review* 114, No. 3 (2020): 638-659.
> ↳ **Summary/case study:** Mazumder, Shom. "What Protests Can (And Can't) Do". *FiveThirtyEight*, Jun 8, 2020. URL: fivethirtyeight.com/features/what-protests-can-do

Mendelberg, Tali. The Race Card: Campaign Strategy, Implicit Messages, and the Norm of Equality. Princeton University Press, 2001. Chapters 1, 5.
> ↳ **About Willie Horton Ad (NYT):** youtube.com/watch?v=AUxAMG8UqIw

Optional: Karma, Roge. "How Democrats can talk about race and win." *Vox*, February 18, 2020. URL: vox.com/2020/2/18/21116867/ian-haney-lopez-merge-left-race-class-project-trump-racism-dog-whistles-2020-democrats

Optional: Burge, Camille D., Julian J. Wamble, and Chryl N. Laird. "Missing the Mark? An Exploration of Targeted Campaign Advertising's Effect on Black Political Engagement." *Politics, Groups, and Identities* 8, No. 2 (2020): 423-437.

Optional: Oberholzer-Gee, Felix, and Joel Waldfogel. "Media Markets and Localism: Does Local News en Español Boost Hispanic Voter Turnout?." *American Economic Review* 99, No. 5 (2009): 2120-2128.

Week 8 | Mar 4 – Mar 8 | Bias and Polarization I: Supply-Side

Rosen, Jay. "The View from Nowhere." *Pressthink*, September 18, 2003. URL: archive.pressthink.org/2003/09/18/jennings.html.

Spayd, Liz. "The Truth About 'False Balance'." *The New York Times*, September 10, 2016. URL: nytimes.com/2016/09/11/public-editor/the-truth-about-false-balance.html.

Gentzkow, M., and Jesse Shapiro. "What Drives Media Slant? Evidence from U.S. Daily Newspapers." *Econometrica* 78(1): 35–71 (2010).
> ↳ **Podcast summary/discussion (optional):** "How Biased is Your Media?" *Freakonomics Podcast*, February 6, 2012. URL: freakonomics.com/podcast/how-biased-is-your-media

Usher, Nikki. *News for the Rich, White, and Blue: How Place and Power Distort American Journalism*. Columbia University Press, 2021. Chapter 3.

Midterm memo due on March 7th.

Week 9 | Mar 11 – Mar 15 | *No class*

You're only young once – enjoy your spring break!

Week 10 | Mar 18 – Mar 22 | Bias and Polarization II: Demand-Side

Klein, Ezra. "Why The Media is So Polarized – and How it Polarizes Us." *Vox*, Jan 28, 2020. URL: vox.com/2020/1/28/21077888/why-were-polarized-media-book-ezra-news.

Druckman, James N., and Mary C. McGrath. "The Evidence for Motivated Reasoning in Climate Change Preference Formation." *Nature Climate Change* 9, No. 2 (2019): 111-119.

Guess, Andrew M. "(Almost) Everything in Moderation: New Evidence on Americans' Online Media Diets." *American Journal of Political Science* 65, No. 4 (2021): 1007-1022.

Week 11 | Mar 25 – Mar 29 | Misinformation

Guess, Andrew, Nagler, Jonathan and Tucker, Joshua. "Less Than You Think: Prevalence and Predictors of Fake News Dissemination on Facebook". *Science Advances*, 5(1) (2019).
↳ **Summary:**
csmapnyu.org/research/less-than-you-think-prevalence-and-predictors-of-fake-news-dissemination-on-facebook

Pennycook, Gordon, and David G. Rand. "The Psychology of Fake News." *Trends in Cognitive Sciences* 25, No. 5 (2021): 388-402.

Petersen, Michael B., Osmundsen, M. and Arceneaux, Kevin. "The 'Need for Chaos' and Motivations to Share Hostile Political Rumors". *American Political Science Review*, *117*(4), pp.1486-1505 (2023).
↳ **Summary/interview in *Columbia Journalism Review*:** Darrach, Amanda. "Chaos Theory." *Columbia Journalism Review*, July 16th, 2020. URL: cjr.org/special_report/chaos-theory.php.

Paz, Christian. "Latino Voters are Being Flooded with Even More Misinformation in 2022." *Vox*, September 20, 2022. URL: vox.com/the-highlight/23329139/latino-voters-misinformation-2022

Week 12 | Apr 1 – Apr 5 | Interpersonal Communication

Katz, Elihu. "The Two-Step Flow of Communication: An Up-to-date Report on a Hypothesis." *Public Opinion Quarterly* 21, No. 1 (1957): 61-78.

Druckman, James N., Matthew S. Levendusky, and Audrey McLain. "No Need to Watch: How the Effects of Partisan Media can Spread via Interpersonal Discussions." *American Journal of Political Science* 62, No. 1 (2018): 99-112.

Resnick, Brian. "These scientists can prove it's possible to reduce prejudice." *Vox*, April 8, 2016. URL: https://www.vox.com/2016/4/7/11380974/reduce-prejudice-science-transgender
↳ **Original study:** Broockman, D. and Kalla, J., 2016. "Durably Reducing Transphobia: A Field Experiment on Door- to-Door Canvassing". *Science*, 352(6282), pp.220-224.

Week 13 | Apr 8 – Apr 12 | Social Media

Sunstein, Cass. "Is Social Media Good or Bad for Democracy?" *International Journal on Human Rights* (2018).

Nix, Naomi, Carolyn Y. Johnson and Cat Zakrzewski. "Changing Facebook's Algorithm Won't Fix Polarization, New Study Finds." *Washington Post*, July 27, 2023. URL: wapo.st/3u1Kgof.

Angwin, Julia. "Why Are Lawmakers Trying to Ban TikTok Instead of Doing What Voters Actually Want?" *The New York Times,* March 14, 2024. URL: nytimes.com/2024/03/14/opinion/tiktok-ban-house-vote.html?unlocked_article_code=1.iU0.sVLP.mu2cCeLzVWFO&smid=url-share

Pick one reading from here to write about in your blog and discuss in class: csmapnyu.org/research

Week 14 | Apr 15 – Apr 19 | "Other" Media

Pick one reading in each category to deeply read, briefly skim all the others:

Entertainment Media

Kim, Eunji. "Entertaining Beliefs in Economic Mobility." *American Journal of Political Science* 67, No. 1 (2023): 39-54.

Boydstun, Amber E., and Regina G. Lawrence. "When Celebrity and Political Journalism Collide: Reporting Standards, Entertainment, and the Conundrum of Covering Donald Trump's 2016 Campaign." *Perspectives on Politics* 18, No. 1 (2020): 128-143.

Manjoo, Farhad. "How South Park Explains America." *The New York Times,* June 20th, 2023. URL: https://www.nytimes.com/interactive/2023/06/20/opinion/south-park-farhad-manjoo.html (**online only, access here**)

Baum, Matt. A. and Angela Jamison. "Soft News and the Four Oprah Effects". *Oxford Handbook of American Public Opinion and the Media* (2011), pp.121-137.

Conflict and the Media

Mandelbaum, Michael. "Vietnam: The Television War." *Daedalus* (1982): 157-169.

Shaver, Andrew et al. (2021). "Media Reporting on International Affairs" (No. 27). Empirical Studies of Conflict Project.
↳**Presentation:** Center for International Security and Cooperation, Stanford University: https://youtu.be/d9Q0UvOPUiU

Mueller, John. "Public Opinion, the Media, and War." *Oxford Handbook of American Public Opinion and the Media* (2011).

Herman, Edward S., and Noam Chomsky. *Manufacturing Consent: The Political Economy of the Mass Media.* Random House, 1988. Chapters 1, 5 (5.1, 5.4, 5.6).

Week 15 | Apr 22 – Apr 26 | Media in Comparative Perspective

Pick any three readings:

Elizabeth Levy Paluck. "Reducing Intergroup Prejudice and Conflict Using the Media: A Field Experiment in Rwanda". *Journal of Personality and Social Psychology,* 96(3):574, 2009.

Taylor C. Boas and F. Daniel Hidalgo. "Controlling the Airwaves: Incumbency Advantage and Community Radio in Brazil". *American Journal of Political Science*, 55(4):869– 885, 2011.

Marble, William, Salma Mousa, and Alexandra A. Siegel. "Can Exposure to Celebrities Reduce Prejudice? The Effect of Mohamed Salah on Islamophobic Behaviors and Attitudes." *American Political Science Review* 115, No. 4 (2021): 1111-1128.

Peisakhin, Leonid, and Arturas Rozenas. "Electoral Effects of Biased Media: Russian Television in Ukraine." *American Journal of Political Science* 62, No. 3 (2018): 535-550.

Roberts, Margaret E. *Censored: Distraction and Diversion Inside China's Great Firewall.* Princeton University Press, 2018. Chapters TBD.

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