POL 410
Topics in Comparative Politics II: Media & Politics

Date/Time: Monday, 10AM-12PM
Location: BL113

Instructor: Prof. Eric Merkley
Email: eric.merkley@utoronto.ca
Office: Room 3121, Sidney Smith Hall
Office Hours: Mondays 12:30-1:30pm and by appointment

1. Overview and Objectives

News media have long played an enormous role in democratic politics by shaping the behaviour of citizens and political elites alike. Technological changes over the past several decades have radically transformed the way politics is reported by journalists and discussed by citizens. This course will introduce students to important debates at the intersection of media and politics in Canada and other Western democracies. Topics include the historical development of news media, framing and priming effects, agenda setting, the rise of social media and the changing media landscape, echo chambers and partisan media, media bias, and problems of misinformation.

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

- Identify key changes in the news media environment over the 20th and 21st centuries in Canada, the U.S., and other western democracies, and their consequences.
- Understand key debates surrounding the relationship between soft news, media effects, media biases, social media, partisan media, and misinformation and democratic politics.
- Identify gaps in understanding in current literature and generate research questions on topics related to media & politics
- Synthesize existing research on media & politics and/or craft research designs that can shed light on existing debates in media & politics.

2. Course Format

The class is conducted in a seminar format on Mondays from 10am-12pm. Attendance is mandatory. Class participation and in-class presentations together constitute a sizable amount of your grade. Seminars will be conducted in-person. The format of the course, however, is subject to change depending on evolving COVID-19 public health guidelines.
3. Required Texts and Materials:

- **Readings.** As listed below in the detailed syllabus, most required readings for the course are electronically available through the library. Readings that are not available online through the library are indicated with a (*) and will be available to download through Quercus.

- **Course webpage and emails.** There is a course webpage on Quercus. I will use this page to post important course documents (readings, syllabus, assessment instructions, etc.), post announcements and send emails to you throughout the term. It is your responsibility to regularly check Quercus for updates.

- **Google account.** I will be using Google Docs in a Google Drive folder for the Summary and Reaction Documents

4. Grading and Assessed Coursework

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date/Due Date</th>
<th>Percentage of Overall Grade</th>
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</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>All Lectures</td>
<td>20%</td>
</tr>
<tr>
<td>Summary and Reaction Documents (SRD)</td>
<td>Before class of assigned SRD</td>
<td>20% (10% X 2)</td>
</tr>
<tr>
<td>Comments on Summary and Reaction Documents</td>
<td>Before Wednesday at 10am</td>
<td>10%</td>
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<td></td>
<td>after each class</td>
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<tr>
<td>Presentations</td>
<td>During the class of your</td>
<td>20% (10% X 2)</td>
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<tr>
<td></td>
<td>assigned SRD</td>
<td></td>
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<tr>
<td>Final Paper Outline</td>
<td>November 1, before class</td>
<td>5%</td>
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<tr>
<td>Final Paper</td>
<td>December 9, 11:59pm</td>
<td>25%</td>
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4.1 Class Participation (20%)

The success of a seminar course depends on the active and thoughtful participation of all students. There is significant weight placed on this aspect of your work. I will not only, or even mostly, judge this grade based on the quantity of speaking that you do, but rather the quality of your comments and the evidence that you are thoughtfully and respectfully engaging with the course readings and the comments made by your classmates. Failing to attend seminar will guarantee a grade of zero for a particular session unless prior accommodation is made.

4.2 Summary and Reaction Documents and Associated Commentary (30%)

Starting in Week 2 you will be required to participate in the development of summary and reaction documents (SRD) that are shared online for each reading (including recommended readings) in
every week of the course. The initial SRD documents will be composed by the students(s) presenting each week. If there is more than one student presenting in a week, then responsibility for the week’s SRDs will be divided between them. Then, all other students will be expected to comment on the posted SRDs. More details are in the assignment handout found on Quercus.

Preliminary feedback on SRD contributions will be given midway through the term, and overall contributions will be assigned a grade at the end of the term. Each SRD will be worth 10%, while the quantity and quality of comments on other classmates’ SRDs will be worth 10% cumulatively. The initial SRDs are due each week by the start of class for presenters, though they are encouraged to post their SRD earlier. All comments on the SRDs are due by 10am on the Wednesday following class. You will be asked to identify the weeks that you wish to write SRDs and make presentations in the first class.

4.3 Presentations (10% X 2)

Each week two or more students will lead off discussion in class for that week with a short presentation of about 10-13 minutes each outlining their reaction to the readings and raising questions for the class to discuss. Your presentation should give only very brief summaries of the readings’ arguments, since all students will have read the readings and will have access to the SRDs. You should focus on your own reactions to the readings, your reactions to the online comments of your classmates, and how the readings speak to one another. You will be asked to identify the weeks that you wish to write SRDs and make presentations in the first class.

4.4 Final Paper and Preliminary Outline (30%)

You are responsible for completing a final paper. Graduate students have a choice of one of two options:

1) Literature review: this will be a paper that synthesizes the existing research on a particular research question related to course content. What does the research find? What are its limitations? What are unanswered questions? What are possible new directions for research on this topic?

2) Research proposal: this will be a proposal for an empirical research project on a specific topic related to course content. What is your research question? What does existing research tell us about this question? What data will you use or collect? What are your key concepts and how will you measure them? What are your hypotheses? How will you test your hypotheses? What are the implications of an affirmative (or null) result?

Both of these options require engagement with existing research, though the amount of secondary research and the depth of engagement with these sources will necessarily be greater in a literature review paper than the research proposal. The objective of this assignment is to have all students leave this class with material that can allow them to prepare for comprehensive exams at the graduate level or with an actionable research proposal that can be turned into a peer-reviewed publication upon completion.

Undergraduate students are expected to complete a literature review unless they gain explicit approval from me in advance of key deadlines (see below) to do a research proposal.
This paper will be completed in two stages. The first stage is to provide an outline of your literature review or research proposal. The outline can consist of detailed bullet points, but it must be properly sourced. It should be 2-3 pages long. This is due on Quercus at 11:59PM on November 1st. It is worth 5% of your grade and will be assessed as pass or fail. The purpose of this task is to allow me to provide formal feedback on your project. Late outlines will be accepted for the purpose of providing feedback, but they will be assigned a zero unless prior accommodation has been made.

The second stage is to provide your final paper. You will be expected to address the comments I provide in your outline. The final paper should be between 15 and 20 pages (without references), or approximately 4500-6000 words. This is an approximate range. Well-crafted research proposals will likely be on the lower end of this range. The final paper is due on Quercus at 11:59PM on December 9th. Without documentation, late essays will be penalized 5 points out of 100 per day, including weekends. More details on the final paper can be found in a handout on Quercus.

5. Course Schedule and Readings

Topic 1 (September 13) – Course Structure, Requirements, and Objectives

Readings:
- Course Syllabus

Topic 2 (September 13) – Foundations

Readings:

Recommended:

**Topic 3 (September 20) – The Changing Media Environment**

**Readings:**


**Recommended:**


**Topic 4 (September 27) – Entertainment Media and Soft News**

**Readings:**


**Recommended:**


**Topic 5 (October 4) – Media Systems, Regulation and Public Broadcasting**

**Readings:**


Recommended:


**Thanksgiving**: No class on October 11 (and no office hours)

**Topic 6 (October 18) – Media Effects: Agenda-Setting and Priming**

Readings:


Recommended:


**Topic 7 (October 25) – Media Effects: Framing**

Readings:


Recommended:


**Topic 8 (November 1) – Media Bias: Commercial and Organizational**

Readings:


Recommended:


**Fall Reading Week: No class on November 8 (and no office hours)**

**Topic 9 (November 15) – Media Bias: Corporate and Ideological**

Readings:

  https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma991106964189406196.

  https://doi.org/10.1017/S0022381608081140

  https://doi.org/10.1126/sciadv.aay9344

  https://doi.org/10.1017/s0003055418000965.

Recommended:

  https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma991106964189406196.

  https://doi.org/10.1162/003355305775097542.

  https://doi.org/10.3982/ECTA7195

**Topic 10 (November 22) – Partisan Media, Selective Exposure and Echo Chambers**

Readings:


• Levendusky, M. *How partisan media polarize America*. Chicago: University of Chicago Press, Ch. 3-4. (*)

  https://doi.org/10.1111/j.1460-2466.2009.01452.x

  https://doi.org/10.1080/10584609.2010.542360.

  https://doi.org/10.1111/ajps.12589.

recommended:


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no class November 29 (or office hours)

**Topic 11 (December 6) – Social Media**

**Readings:**


**Recommended:**


Topic 12 (December 9) – Fake News and Misinformation

Readings:


Recommended:


6. Course Policies

6.1 Contacting Course Instructor

I strongly recommend asking substantive questions about course content and requirements during class (for the benefit of everyone) or in my scheduled office hours. Email should be reserved strictly for time sensitive questions or quick points of clarification. I will try to respond within 24 hours, but emails received during the weekend will be answered on Monday.

6.2 Possible Changes to the Syllabus

I reserve the right to make adjustments to the course syllabus depending on evolving COVID-19 policies set by the University of Toronto. I will give notice to students in the event of any changes, and amended syllabi will be posted on Quercus.
6.3 Missing Class and Late Assignments

Attendance and participation is required at all class sessions due to the intensive nature of this course. Late SRDs or comments on SRDs will not be accepted except in the event of a documented serious illness or serious personal emergency (see section on Accommodation below). Late final literature reviews or research designs will be penalized 5 points out of 100 per day, including weekends, except in the event of a documented serious illness or serious personal emergency (see section on Accommodation below).

6.4 Accommodation for Emergency Situations

Students who need additional time for an assignment or will miss a lecture for a medical or serious personal reason must contact me before the due date or lecture date and as soon as the problem arises. All requests for accommodation must be made to the professor directly, in writing, via email. Some documentation, such as a doctor's note, will usually be required to make accommodation. For the 2021-22 year, students who are absent from academic participation for any reason (e.g., COVID, cold, flu and other illness or injury, family situation) and who require consideration for missed academic work are to record their absence through the ACORN online absence declaration. Please note that accommodations will not be made for foreseeable circumstances, such as having multiple papers due in the same week. Accommodations are reserved for unforeseeable events that are outside a student's control (e.g., illness, a death in the family).

Requests for accommodation made on or after an assignment's due date, or after the missed lecture will not be considered. Due date extensions will not usually be granted for work lost due to computer crashes or the loss of a computer file. There are simple and free ways of regularly and automatically backing up your work. Students are strongly advised to backup copies of their essays and assignments before submitting. These backups should be kept until the marked assignments have been returned.

6.5 Other Accommodations

The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit http://studentlife.utoronto.ca/accessibility as soon as possible.

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University’s courses and programs.

Students with diverse learning styles and needs are welcome in this course. If you have a disability that may require accommodations, please feel free to approach me and/or the Accessibility Services office.

The University provides reasonable accommodation of the needs of students who observe religious holy days other than those already accommodated by ordinary scheduling and statutory holidays. Students have a responsibility to alert members of the teaching staff in a timely fashion to upcoming religious observances and anticipated absences and instructors will make every reasonable effort to avoid scheduling tests, examinations or other compulsory activities at these times. Please reach out
to me as early as possible to communicate any anticipated absences related to religious observances, and to discuss any possible related implications for course work.

6.6 Equity and Harassment

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another’s differences. U of T does not condone discrimination or harassment against any persons or communities.

6.7 Academic Integrity and Responsibility

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student’s individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto’s Code of Behaviour on Academic Matters outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else’s ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor in all relevant courses
- Making up sources or facts
- Obtaining or providing unauthorized assistance on any assignment

On tests and exams:

- Using or possessing unauthorized aids
- Looking at someone else’s answers during an exam or test
- Misrepresenting your identity

In academic work:

- Falsifying institutional documents or grades
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor’s notes

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources (for example, the University of Toronto website on Academic Integrity).
6.8 Turnitin

Normally, students will be required to submit their course essays to Turnitin.com for a review of
textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to
be included as source documents in the Turnitin.com reference database, where they will be used
solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the
Turnitin.com service are described on the Turnitin.com web site. The use of Turnitin.com is
voluntary. Please contact me at the beginning of the term for an alternate means of submission if you do
not wish to use the service.