



*Last Update February 6 2020*

**School of Social Sciences**  
2019-2020 Term II

**ELECTIONS AND THE MEDIA POSC320**

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**CLASS TIMINGS**

Day:                Thursday  
Time:               3:30 PM - 6:45 PM  
Venue:              SOE/SOSS SR 2-1

**PRE-REQUISITE/ CO-REQUISITE/ MUTUALLY EXCLUSIVE COURSE(S)**

No pre-requisites

**COURSE DESCRIPTION**

Elections have become a global phenomenon and are arguably the most fundamental aspect of democracy. Around the world, more and more people are voting and engaging with election campaigns through the media. This course explores the impact of electoral campaigns, and specifically the role the mass media plays within them, on voters. How do election campaigns unfold through the media? Why do people vote the way they do? How does the media and campaign advertising affect voting behavior? Taking a comparative perspective, examples of elections are drawn from the US, Latin America, Europe, Africa, and Asia. Besides traditional forms of media, it examines the impact of websites, social networking sites, and political blogs on elections and on efforts to foster democracy. Course readings will be supplemented with documentary films and clips of televised campaign advertising.

**COURSE GOALS**

This course has three main goals. First, it will provide an understanding of how election campaigns are created, how campaign messages and election news are framed in the media

(print, TV, and digital), and what affect they have on voters' decisions. To gain this understanding we will discuss various concepts and arguments from political science, psychology, sociology, and media studies. Second, the class will introduce students to multiple methods and techniques to study elections, the media, and political behavior. Materials draw on qualitative case studies, econometric analysis, survey analysis, content analysis, and discourse analysis. Through these materials we will develop diverse skills and techniques to critically analyze campaigns and the role of the media. Third, this class will study elections and the media globally. While we will certainly draw on some of the best research from the vast literature on elections in the US, we will also cover elections and the media worldwide. This will allow us to spot differences and trends in campaigns, and to reflect more broadly on the impact of elections and media on democratic development in developed, less-developed, and newly industrializing countries. Through this course I hope you will develop a greater interest in how election campaigns are constructed through the media and go on to take a more active and informed part in electoral politics.

***Specific Learning Objectives***

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

- Compare and contrast different theories to explain voter participation and voter choice
- Evaluate the strategic decisions made by candidates and parties in their election campaigns
- Critically assess how the media frames election news and election campaigns
- Understand the decisions of voters and whether those decisions were affected campaigns in the media
- Recognize the variation and trends in campaigning and election coverage across the world
- Understand how traditional and new media broadly affects political participation and democratic development

**ASSESSMENT METHODS**

<b>Component</b>	<b>Regularity</b>	<b>Individual/Group</b>	<b>Percent</b>
Class Participation	Every week	Individual	15
Quizzes	W6, W12	Individual	15
Elections and Media Presentation	One assigned week	Group (3 students)	10
Election Campaign Analysis Report	W9	Individual	20
Research Paper	W13	Group (3 students)	20
Take-Home Essay	W14	Individual	20
Total			100

**Class Participation (15%):** Class participation includes attendance, and contributions to the class discussion. Students must actively and regularly participate in discussion during class meetings, and their contributions should be thoughtful, well-informed, and aimed at promoting the overall discussion. Constructive participation requires advance preparation and evidence that you have completed the assigned reading prior to class. Unexcused absences will lower your final participation grade.

**Quizzes (15%):** There will be two closed-book in-class quizzes on the readings and lectures in week 6 and week 12. These will take about 20 minutes and be held before the lecture begins. Largely using MCQs, they will test your knowledge on key concepts and arguments from the required readings and the lecture. Week 6 quiz will cover the readings from week 2-6 and the lectures from weeks 2-5. Week 12 will cover materials from weeks 6-12. I suggest reviewing the slides and your notes on the readings to prepare.

**Elections and the Media Presentation (10%):** In each class there will be two presentations. Students will form groups of two and be assigned a week when they will present. (Student pairs will also work together on the research paper). Each pair of students will pick a topic they are interested in. I am open on the topics, but they must relate to elections and/or the media. Examples of topics are ‘Fake News’, ‘The Brexit Referendum Campaign’, ‘Gender Voting in the 2016 US Presidential Election’, ‘Facebook & Political News’, ‘Vote-buying in Indonesia’, ‘Coverage on The National Front (France)’ etc. Check with me if you are unsure of your topic choice. For research, students will search for a few reputable media sources on the topic (e.g. news and magazine articles, blogs, video clips, podcasts). Reputable sources include sites like NY Times, Washington Post, The Wall Street Journal, The Guardian, The Economist, Atlantic Magazine, Politico, BBC, On the Media (podcast) etc. Students will then develop a presentation on the topic using software such as Powerpoint, Keynote, Prezi etc. The presentation will describe what sources the students studied, what they learned from them, what was interesting/surprising, and any critical comments they have on how the media has covered the topic. Optionally, if you want to continue on with the topic and develop it into your final research project, you can describe how you plan to do that. This can be helpful as you have done some preliminary research and can get some early feedback. The presentation will be confined to 8 minutes. Practice it so you don’t go over time and I won’t have to hurry you along. You’ll then take any questions or comments from the professor or students.

**Election Campaign Analysis Report (20%):** Students are asked to analyze the campaigning and outcomes of a specific election. It is a report not a research paper, so you do not need a specific research question. The report should be on the whole election and cover the important candidates, parties, and issues—not just one particular candidate or campaign issue. The election should have occurred in the last four years. The country/election chosen must be different to the presentation and research paper. These links give you lists of elections:

Upcoming: <http://www.electionguide.org/elections/upcoming/>

Past: <http://www.electionguide.org/elections/past/>

Papers will be graded on the substance of the analysis, the research thoroughness, viability of the evidence presented and the written presentation of the material. Any information that appears in your paper and that is not your own requires citation. This includes direct quotes, as well as paraphrases of information and general ideas. I'm open to you using any of the citation/reference styles. If you are not sure what to use I include a pdf on the American Political Science Association's (APSA) in-text citations and works cited guide. It is in elearn > Content > Course syllabus/outline. The report is 1,500 words max. This includes title, name, main text and any text in figures and tables. It excludes the references (works cited list) that comes at the end of the paper. Use 12 point Times Roman with default margins. Reports should be uploaded to elearn under Assignments > Election Campaign Analysis Report before week 9's class. I do not need a hardcopy.

**Research Paper (20%):** The research paper topic is open, but should have something to do with voting behavior, election campaigns, or the media and elections. Some example topics include: analyzing a particular candidate's campaign; comparing election campaigns or media coverage of elections across countries; examining a particular issue or aspect of an election or elections; or engaging in a critical review on the topic of campaign appeals, elections, campaigns and the media, or voting behavior. The paper should have a clear research question and contain at least 7 citations from academic sources (peer-reviewed journals and academic press books). I also encourage you to cite primary sources (newspapers, blogs, TV advertisements, campaign speech transcripts etc.) if it is applicable for your topic. The final paper should have an abstract (max 150 words) and be a maximum of 4,000 words (includes the abstract, footnotes, tables, charts, or figures, but excluding the reference list) and be uploaded in week 13.

**Take Home Essay (20%):** The final take home essay will cover the entire course. You will have a week to complete it and it is due on week 14.

## **INSTRUCTIONAL METHODS AND EXPECTATIONS**

There will be one three-hour class a week. Please arrive on time. The class will be a mix of lecture, discussion, presentations, and documentary film clips, the order of which will be dictated by what we need to cover on the day. There will be a break in the middle of the class.

### **Laptops and Cell Phones**

In the class students may use laptops for taking notes and working on the research project, but not for chatting, emailing, surfing, or gaming. It can be distracting for other students. Please don't abuse the right to use laptops or I will have to enforce a no-laptop policy mid-course. Put cell phones, PDA's, and Google glass on silent mode. If you do have an urgent call that you must take, take it outside the room.

### **Late Assignments**

Papers must be uploaded on time. Late papers will be penalized.

### **Accessibility and Accommodations**

SMU strives to make learning experiences accessible for all. If you anticipate or experience physical or academic barriers due to disability, please let me know immediately. You are also welcome to contact the university's disability support team if you have questions or concerns about academic accommodations: [included@smu.edu.sg](mailto:included@smu.edu.sg)

### **Emergency Preparedness for Teaching and Learning (EPTL)**

As part of emergency preparedness, Instructors may conduct lessons online via the WebEx platform during the term, to prepare students for online learning. During an actual emergency, students will be notified to access the WebEx platform for their online lessons. The class schedule will mirror the current face-to-face class timetable unless otherwise stated.

### **Copyright Infringement**

Please note that only copyright holders are entitled to reproduce their work, publish their work, perform their work in public, communicate their work to the public and make an adaption of their work. Hence, making course materials (owned by the faculty) available for sale or posting such works on websites for gain, is strictly prohibited. Disciplinary action will be taken against those found infringing copyright.

### **Academic Integrity**

Students are expected to abide by SMU's policy on academic integrity. They should complete their own work and cite ideas information, data, and words that they have obtained elsewhere. Plagiarism and cheating will be dealt with strictly. Let me know if you have questions on how to properly cite sources.

### **Need Help for your Assignments, Presentations and Papers?**

Contact Rebecca Maniates, Research Librarian for the Social Sciences ([rmaniates@smu.edu.sg](mailto:rmaniates@smu.edu.sg)), who will help you get started with your research and teach you how to scope your topic, narrow a search, evaluate sources, and create citations. She will guide you to find what you need in SMU Libraries' collection of more than 250,000+ online and 50,000 physical resources such as journal articles, e-books, images, streaming videos, DVDs and more, available at <http://library.smu.edu.sg>.

### **RECOMMENDED TEXT AND READINGS**

Most of the readings for this course are from books and journal articles and I recommend you read the articles/chapters in the order they are given. The required readings below are essential for each class. While I do encourage you read or skim the presentation readings, it is not required. No books are required for purchase.

## WEEKLY LESSON PLANS

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### Week 1. Introducing Elections and the Media

In the first class we will preview the course and introduce elections and the media. On the media, we will discuss if and how the media serves democracy. Also, when it comes to politics, should all media be fair and balanced, or is there a need for a more activist media? On elections, we will watch a short documentary on the political consultancy firm, Cambridge Analytica, and then take a quick look at the 2016 US presidential campaigns and discuss the factors that contributed to Donald Trump’s electoral success. What were some of the new advances in media and campaigning, and did they contribute to Trump’s success?

#### Book and Journal Readings

- ▶ Curran, James. 2005. “Chapter 7: What Democracy Requires of the Media.” In *The Institutions of American Democracy: The Press*, edited by Geneva Overholser, and Kathleen Hall Jamieson, 120–40. New York: Oxford University Press.
- ▶ Kreiss, Daniel. 2018. “Chapter 12: The Media Are About Identity, Not Information.” In *Trump and the Media*, edited by Pablo Boczkowski and Zizi Papacharissi, 93–99, MIT Press.
- ▶ Sides et al. 2019. “Chapter 1: Fayetteville.” In *Identity Crisis: The 2016 Presidential Campaign and the Battle for the Meaning of America*, 1–11, Princeton University Press.

#### Newspaper and Blog Readings

- ▶ Rosenberg et al. March 17 2018. “How Trump Consultants Exploited the Facebook Data of Millions” *The New York Times*: 1–8. <https://www.nytimes.com/2018/03/17/us/politics/cambridge-analytica-trump-campaign.html>
- ▶ Julia Carrie Wong, 18 Mar 2019, “The Cambridge Analytica scandal changed the world – but it didn't change Facebook” *The Guardian*, <https://www.theguardian.com/technology/2019/mar/17/the-cambridge-analytica-scandal-changed-the-world-but-it-didnt-change-facebook>

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## PART I. THE MEDIA

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### Week 2. Political Communication

How strong is the impact of the media—does it have powerful, minimal, or contextual effects? How does the media set the agenda, frame news, and prime voters? In recent years, what impact does technology and a changing media landscape have on how politically informed, mobilized, polarized, or apathetic we have become? Does the media have a different effect if it is owned/controlled by the government, the public, or commercial interests? We will watch excerpts from Ian Curtis’s BBC documentary “Hypernormalization.” A documentary that critically analyzes contemporary politics, media, and society.

#### Book and Journal Readings

- ▶ Semetko, Holli A. 2007. “Chapter 7: Political Communication.” in *The Oxford*

Handbook of Political Behavior, edited by Russell J. Dalton and Hans-Dieter Klingemann, Oxford University Press.

- ▶ Prior, Markus. 2005. “News Vs. Entertainment: How Increasing Media Choice Widens Gaps in Political Knowledge and Turnout.” *Journal of Political Science* 49 (3): 577–92.
  - ▶ Pickard, Victor. 2018. “Chapter 24: When Commercialism Trumps Democracy: Media Pathologies and the Rise of the Misinformation Society.” In *Trump and the Media*, edited by Pablo Boczkowski and Zizi Papacharissi, 187–194, MIT Press.
  - ▶ Iyengar, Shanto et al. 2019. “The Origins and Consequences of Affective Polarization in the United States.” *Annual Review of Political Science* 22(1): 129–46.
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### **Week 3. Fake News and Populist Politics**

In this class we will look at advances in media, specifically new media. We’ll delve into the phenomena of fake news, discussing its production, distribution, and impact. We’ll also look at the related phenomenon of populism and how it pervades media environments. Lecture and discussion will be supplemented with the 2018 Frontline documentary “The Facebook Dilemma.”

- ▶ Vaidhyanathan, Siva. 2018. “Chapter 7: the Disinformation Machine.” In *Antisocial Media*, Oxford University Press.
- ▶ Cows, Josh, and Ralph Schroeder. 2018. “Chapter 19: Tweeting all the Way to the White House.” In *Trump and the Media*, edited by Pablo Boczkowski and Zizi Papacharissi, 151–158, MIT Press.
- ▶ Journell, Wayne, and Christopher H Clark. 2019. “Chapter 7: Political Memes and the Limits of Media Literacy.” In *Unpacking Fake News*, Teachers College Press, 109–25.
- ▶ Moffitt, Benjamin. 2016. “Chapter 5: Stage I: Populism and the Media.” In *The Global Rise of Populism*, Stanford University Press, 70–94.

#### Newspaper and Blog Readings

- ▶ Norris, Pippa. 2016. “It’s Not Just Trump. Authoritarian Populism Is Rising Across the West. Here’s Why.” *Washington Post*: 1–4. [https://www.washingtonpost.com/news/monkey-cage/wp/2016/03/11/its-not-just-trump-authoritarian-populism-is-rising-across-the-west-heres-why/?utm\\_term=.e41a792f3360](https://www.washingtonpost.com/news/monkey-cage/wp/2016/03/11/its-not-just-trump-authoritarian-populism-is-rising-across-the-west-heres-why/?utm_term=.e41a792f3360)
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## **PART II. ELECTIONS AND CAMPAIGNS**

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### **Week 4. Electoral Systems & Political Parties**

This class introduces electoral systems and different kinds of political parties. Drawing on readings, lecture and video clips, we will discuss the differences between majoritarian, proportional representation, and combined electoral systems. And we’ll delve into the different effects these systems have. We’ll also look at how party systems and parties differ. More specifically, we’ll discuss the success of the PAP as a party.

#### Book and Journal Readings

- ▶ Gallagher, Michael. 2014. “Chapter 2: Electoral Institutions and Representation.” In

*Comparing Democracies 4: Elections and Voting in a Changing World*, eds. Lawrence LeDuc, Richard G Niemi, and Pippa Norris. London: Sage, 11–31.

- ▶ Fox, Colm. 2018. “Candidate-Centric Systems and the Politicization of Ethnicity: Evidence From Indonesia.” *Democratization* 25(7): 1190–1209.
  - ▶ Sarrow, Susan E. 2010. “Chapter 3: Political Parties and Party Systems.” In *Comparing Democracies 3: Elections and Voting in the 21st Century*, edited by Lawrence LeDuc, Richard G. Niemi, and Pippa Norris, 45–64. London: Sage.
  - ▶ Tan, Netina. 2014. “Institutionalized Succession and Hegemonic Party Cohesion in Singapore.” In *Party System Institutionalization in Asia: Democracies, Autocracies, and the Shadows of the Past*, eds. Allen Hicken and Erik Martinez Kuhonta. Cambridge University Press.
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### **Week 5. Election Campaigns**

How have campaigns changed over time and what are some of the features of modern election campaigns? How should we study election campaigns and what new modes of campaigning are we seeing in the digital age? How did the 2016 US presidential campaign unfold and what accounts for Trump’s success? We will watch the Frontline documentary “Trump’s Road to the White House.”

#### Book and Journal Readings

- ▶ Farrell, David M., and Paul Webb. 2002. “Chapter 6: Political Parties as Campaign Organizations.” In *Parties Without Partisans: Political Change in Industrial Democracies*, edited by Russell J. Dalton, and Martin P. Wattenberg, 102–28. Oxford: Oxford University Press.
- ▶ Brady, Henry E, Richard Johnston, and John Sides. 2006. “The Study of Political Campaigns.” In *Capturing Campaign Effects*, eds. Henry E Brady and Richard Johnston. The University of Michigan Press.
- ▶ Sides et al. 2019. “Chapter 7: The Trump Tax” In *Identity Crisis: The 2016 Presidential Campaign and the Battle for the Meaning of America*, 130-153, Princeton University Press.

#### Newspaper and Blog Readings

- ▶ Winston, Joel. Nov 19 2016. “How the Trump Campaign Built an Identity Database and Used Facebook Ads to Win the Election” Medium.com. <https://medium.com/startup-grind/how-the-trump-campaign-built-an-identity-database-and-used-facebook-ads-to-win-the-election-4ff7d24269ac>
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### **Week 6. Campaign Messages and Advertising**

How do campaign appeals vary? In what ways do candidates and parties craft campaign messages to persuade voters? What role does the media play in the dissemination of campaign messages and political news? In this class we will watch a number of campaign adverts from recent elections.



### Book and Journal Readings

- ▶ McAllister, Ian. 2007. "The Personalization of Politics." In *The Oxford Handbook of Political Behavior*, eds. Russell J Dalton and Hans-Dieter Klingemann. The Oxford Handbook of Political Behavior, 571–88.
  - ▶ Fox, Colm. 2019. "Playing the Ethnic Card: How Ethnic Diversity Reduces Ethnic Politicization." *Working Paper*.
  - ▶ Haney-López, Ian. 2015. "Introduction--Racial Politics and the Middle Class." In *Dog Whistle Politics*, Oxford University Press. READ p1-5 ONLY
  - ▶ Haney-López, Ian. 2015. "What's the Matter with White Voters? Commonsense Racism." In *Dog Whistle Politics*, Oxford University Press, 169–90.
  - ▶ Brader, Ted. 2005. "Striking a Responsive Chord: How Political Ads Motivate and Persuade Voters By Appealing to Emotions." *American Journal of Political Science* 49 (2): 388–405.
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### **Week 7. Elections, Campaigns, and the Media in Southeast Asia**

How competitive are elections in Southeast Asia? How are campaigns changing in the region and what is the role of traditional and new media in elections? Class will be a mix of lecture, discussion, and video clips on the most recent elections in Singapore, Malaysia, and Indonesia.

### Book and Journal Readings

- ▶ Weiss, M L, H Y Loke, and L A Choa. 2016. "The 2015 General Election and Singapore's Political Forecast: White Clouds, Blue Skies." *Asian Survey* 56(5): 859–78.
  - ▶ Moten, Abdul Rashid. 2019. "The 14th General Elections in Malaysia." *Asian Survey* 59(3): 500–520.
  - ▶ Tornquist, Olle. 2019. "Many Votes, Little Voice: Indonesia's 2019 Presidential and Parliamentary Elections." *Pacific Affairs* 92(3): 459–74.
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### **Week 8. Recess**

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### **Week 9. Campaign Consultancy**

What do political campaign consultants do and how has their work evolved over time? What role are technology companies playing in modern campaigns? What impact does the internationalization of campaign consultancy have on election campaigns, and more broadly, democracy? In class we will watch a documentary "Our Brand is Crisis" (2005) on American political campaign marketing tactics by Greenberg Carville Shrum in the 2002 Bolivian presidential election.

### Book and Journal Readings

- ▶ Kreiss, Daniel, and Shannon C. McGregor. 2018. "Technology Firms Shape Political Communication: the Work of Microsoft, Facebook, Twitter, and Google with Campaigns During the 2016 U.S. Presidential Cycle." *Political Communication* 35(2): 155–77.
- ▶ Plasser, Fritz. 2000. "American Campaign Techniques Worldwide." *Harvard International*

Journal of Press/Politics 5 (4): 33–54.

#### Newspaper and Blog Readings

- ▶ Ball, Molly. October 2016. “There’s Nothing Better Than a Scared, Rich Candidate: How Political Consulting Works – Or Doesn’t” The Atlantic. <https://www.theatlantic.com/magazine/archive/2016/10/theres-nothing-better-than-a-scared-rich-candidate/497522/>
- ▶ Robertson, Jordan. 2016. “How to Hack an Election: Andrés Sepúlveda Rigged Elections Throughout Latin America for Almost a Decade. He Tells His Story for the First Time.” Bloomberg: 1–17. <https://www.bloomberg.com/features/2016-how-to-hack-an-election/>

***The Election Campaign Analysis Report assignment should be uploaded before class.***

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### PART III. PARTICIPATION & CONFLICT

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#### **Week 10. Political Participation**

*We will conduct the first 30-45 minutes of the class using Webex. You should still turn up at the start of class (with headphones). In class you can follow the lecture on your laptop and respond to discussion question. I’ll be lecturing from my office. After 30-45 minutes I’ll come over to class to conduct the rest of the class as normal.*

What is political participation? How are citizens being mobilized and what factors affect their willingness to participate in politics? With advances in technology, the professionalization of campaigns, and the decline in partisanship what new forms of political participation are we seeing? What effect do you think this will have on the future of political participation?

#### Book and Journal Readings

- ▶ Dalton, Russell J. 2006. “Chapter 3: Political Participation.” In *Citizen Politics: Public Opinion and Political Parties in Advanced Industrial Democracies*, Washington, DC: CQ Press.
  - ▶ Green, D P, and M Schwam-Baird. 2016. “Mobilization, Participation, and American Democracy: a Retrospective and Postscript.” *Party Politics* 22(2): 158–64.
  - ▶ Mossberger, Karen, and Caroline J Tolbert. 2010. “Digital Democracy: How Politics Online Is Changing Electoral Participation.” *The Oxford Handbook of American Elections and Political Behavior*.
  - ▶ Bond, Robert M et al. 2012. “A 61-Million-Person Experiment in Social Influence and Political Mobilization.” *Nature* 489: 295–98.
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## **Week 11. Voting**

Why do constituents vote the way they do? How is voter choice affected by the social identities, partisanship, the economy, gender, voter psychology, issues, and campaign activities?

### Book and Journal Readings

- ▶ Soroka, Stuart N, Dominik A Stecula, and Christopher Wlezien. 2014. "It's (Change in) the (Future) Economy, Stupid: Economic Indicators, the Media, and Public Opinion." *American Journal of Political Science* 59(2): 475–474.
- ▶ MacKuen, Michael, George E. Marcus, W. Russell Neuman, and Luke Keele. 2007. "Chapter 6: The Third Way: The Theory of Affective Intelligence." In *The Affect Effect: Dynamics of Emotion in Political Thinking and Behavior*, edited by George E. Marcus, Russell Neuman, and Michael MacKuen, 124–51. Chicago: University of Chicago Press.
- ▶ Hillygus, D. Sunshine, 2010, "Campaign Effects on Vote Choice" in *The Oxford Handbook of American Elections and Political Behavior*, edited by Jan E. Leighley, Oxford.

### Newspaper and Blog Readings

- ▶ Semuels, Alana. 2016. "It's Not About the Economy." *The Atlantic*: 1–8. <https://www.theatlantic.com/politics/archive/2016/12/its-not-the-economy-stupid/511634/>
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## **Week 12. Movements & Protest**

How has new media technologies facilitated contemporary political movements and protest? In this class we will discuss the continuities and differences between past and present movements and protests. We will then turn our attention to the role media played in the Arab Spring movements. We will also discuss democracy movements in Hong Kong as well as global protests on women's rights and climate change. Lecture and discussion will be supplemented with video clips on these contemporary movements/protests.

### Book and Journal Readings

- ▶ Bennett, Lance, and Alexandra Segerberg. 2012. "The Logic of Connective Action: Digital Media and the Personalization of Contentious Politics." *Information, Communication and Society* 15 (5): 739–768.
- ▶ Howard, Philip N., and Muzammil M. Hussain. 2011. "The Role of Digital Media." *Journal of Democracy* 22 (3): 35–48.

### Newspaper and Blog Readings

- ▶ Adam, Karla, Oct 7 2019 "Extinction Rebellion: Meet the climate protesters blocking traffic in cities around the world." *The Washington Post*, <https://tinyurl.com/yymuqqaz>
  - ▶ Adam, Karla and William Booth, October 5, 2018 "A year after it began, has #MeToo become a global movement?" *The Washington Post*, <https://tinyurl.com/yx9dpqhb>
  - ▶ Fion Li, Karen Leigh and Iain Marlow. Oct 7 2019. "Why Hong Kong's Still Protesting and Where It May Go." *Washington Post*. <https://tinyurl.com/y5z5tds3>
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### **Week 13. Conflict & Violence**

Under what conditions can political competition and the media foster conflict and violence? This class focuses on the darker side of media and political competition. First, we discuss the impact of radio on genocide in Rwanda in 1994 and post-electoral violence in Kenya (2007-08). Next, we will look at the impact of social media on two cases: the genocide in Myanmar (2017-present); and on the extrajudicial killings of suspected drug dealers and users in the Philippines (2016-present). In the final part of the class we will turn our attention to the role of the Dark Web as a tool for both criminals and activists. This section will be supplemented with excerpts from the 2014 BBC documentary, "Inside The Dark Web."

#### Book and Journal Readings

- ▶ Kellow, Chrisine L., and H. Leslie Steeves. 1998. "The Role of Radio in the Rwandan Genocide." *Journal of Communication* 48 (3): 107–28.
- ▶ Fink, Christina. 2018. "Dangerous Speech, Anti-Muslim Violence, and Facebook in Myanmar." *Journal of International Affairs* 71(1.5): 43–51.
- ▶ Weimann, Gabriel, and Gabriel Weimann. 2016. "Going Dark: Terrorism on the Dark Web." *Studies in Conflict & Terrorism* 39(3): 195–206.

### ***Research paper due***

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### **Week 14. Study Week**

- ▶ ***Take home exam due***
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