

# Media and Internet in Politics

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University of Pittsburgh – Bradford  
Spring 2014

PS 0220 Media and Internet in Politics

Class Times: Tuesdays and Thursdays, 4-5:15 pm  
Class Location: Swarts Hall 104  
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## *Course Description:*

Welcome to Media and Internet in Politics. In this course, students will explore how domestic and international political institutions and policy-making have influenced the development of the media and in particular, the Internet. Moreover, we will investigate the impact of the media, the Internet, and other information technologies on politics and political action locally as well as globally. Questions we will ponder include: How have the media and the Internet revolutionized political campaigns? Has e-accessibility translated into e-democracy? How has the information revolution transformed social movements as well as their routes of access to the state? How has the Internet transformed cultural identity? This course will explore the linkage of politics, the media, and the internet.

We will start the course by focusing on the politics of the mass media, examining press politics, the independence of the press, the gate-keeping role of the press, and efforts by politicians to use spin messaging to get media to pick up favorable frames. Next, we will focus on the Internet and its influence on politics, including e-government, e-campaigning, e-voting, and cyberactivism. One causal linkage that is at the focus of this course implicitly examines the media and the Internet as causal influences, with politics as the dependent variable or effect. However, we will question the directionality of this relationship and also investigate the impact that states and international governmental organizations try to exert on media coverage and the development of the Internet.

Particular attention will be devoted to key milestones in conventional politics, such as the record-breaking, internet-based grassroots mobilization and fundraising for candidates like Howard Dean and Barack Obama, first attempts at e-voting, the influence of youtube on political activism and political campaigns, and the introduction of youtube-influenced debates and campaigning. Additionally, such milestones in unconventional politics will also be discussed: for instance, the usage of text messaging, social networking like twitter, and indymedia during protests in the Arab Spring and the impacts of groups such as Wikileaks and Anonymous in pushing for transparency, accountability, and democratic reforms.

We will devote time to exploring the role of the media and the Internet in U.S. Presidential elections. How do the media and the Internet impact how people see their identities, and how is this impacting their political participation and representation? In addition to e-campaigning, we will examine cyberprotest, discussing the role of the media and the Internet in

recent global social movements. Students will explore how the Internet and globalization have enabled people of different cultural identities to interact, to engage in transnational activism, to change as a result of their interactions, and to contest traditional cultural identities and develop global identities.

The class will culminate with group research projects. Students will be divided into four groups: 1) Internet in Authoritarian Regimes; 2) Media Coverage of Conflicts in Kosovo, Somalia, Rwanda, and Sudan; 3) Media Coverage of the Iraq War and Anti-War Protests; and 4) Media Coverage in the Middle East. Each group will be assigned readings to review and will be tasked with developing an interesting and interactive presentation that draws in examples from the research and outside resources. Group presentations will occur during the final exam session.

### ***Course Objectives:***

1. Students will learn about the theories and underlying assumptions driving research about the media and internet in politics. Students will read, synthesize, and analyze research examples through in-class discussions. Iteration will help improve these skills.
2. Students will review the latest research concerning the transformative role of the internet in international politics. Students will gain experience writing their own analyses of this research, examining original evidence in light of past research.
3. Students will gain experience presenting their ideas and analysis of research articles verbally. The course will culminate in a group research project that showcases students' ability to synthesize the academic literature, critically analyze the arguments and evidence presented, compare the research findings, and relate the research to recent political events.

### ***Required Textbooks:***

1. Bennett, W. Lance. 2012. "News: The Politics of Illusion, 9<sup>th</sup> ed." Longman. ISBN-13: 9780205082414. (Referred to as "News").
2. Chadwick, Andrew, and Philip N. Howard, eds. 2010. "The Routledge Handbook of Internet Politics." Taylor and Francis. ISBN-13: 9780415780582. (Referred to as "R").

### ***Readings:***

The assigned materials should be read before class on the date they are listed in the schedule at the end of the syllabus. Many of the readings are research articles available via the college library's databases. They will be available via hyperlinks on the course website.

### ***Grading Distribution:*** (out of 100 possible points for the course)

- Participation and Engagement in Class Discussions and Activities (20 points)
- Exams 1 and 2 (20 points)
- 10 Reaction Papers (30 points)
- Group Research Presentation and Article Analysis (10 points)

### ***Participation and Engagement in Class Discussions and Activities (20 points):***

Students are expected to attend all course sessions punctually, participating actively in class discussions, on the course website, and in the group presentations scheduled during the final exam session. Intensive reading is required for the course, and students are expected to come to class prepared to discuss the day's scheduled reading assignment as well as relevant news coverage. Students are expected to apply their own ideas, examples, and critical thinking in response to the readings. Class discussion is expected to be of a high caliber, involving critical analysis, grounded with concrete evidence. In our discussions, please consider both sides, be respectful of others' opinions, try to understand their perspective, and take turns as the devil's advocate, arguing an unpopular position.

### ***Exams 1 and 2 (20 points each):***

Exams 1 and 2 are each worth 20 points. These exams will require you to integrate the material covered in class lectures, course readings, presentations, and activities. Exam 1 will involve an in-class exam with a combination of short answer questions and an essay. Exam 2 will be a take-home essay exam. The exam format will be discussed in class, several sessions in advance of the actual exam session. The instructor will provide students with a review sheet which contains study questions for the first in-class exam. The exam prompt for the second exam that is a take-home exam will be distributed at least one week in advance of the due date. Please note: if students are not participating in class or keeping up with the readings, the instructor may announce a quiz for the next class, which will count as part of the exam score.

### ***10 Reaction Papers (30 points):***

Students will complete 10 reaction papers over the course of the semester, starting in February, when we transition to using both chapter and article readings for each class session. There are 15 dates students can choose to submit a reaction paper, as reaction papers may be submitted on any date that articles are assigned. Hence, students should aim to submit 5 reaction papers by March 6 (before Spring Break).

Reaction papers should be 1 page long single-spaced, clearly summarize key arguments, concepts, and examples from one of the article readings for the class session, and also bring in the students' own opinions and analysis. Students may also discuss the textbook reading in the reaction paper, and connect their analysis to ongoing political events. The article analyzed in the paper should be cited parenthetically and should also be included in the list of references at the end of the Reaction Paper.

These papers should give students an opportunity to show that they have completed the article readings and understood the key points, but also bring in interesting debates and serve as a spur for discussion. Simply saying "I (don't) like ..." is not critical analysis; please be more specific in your analysis and feel free to ask interesting questions.

The reaction papers are to be posted in the discussion board before class starts. (Please post in the board that corresponds with your reaction paper #, board #1 for reaction paper #1). You are expected to post early enough so that you arrive to class on time. There is a late penalty for papers submitted after the start of the class session. Each paper is worth 3 points, and the maximum score possible is 30 points (30% of the final grade).

Students will be expected to cite research articles and other sources in the papers. The Chicago Manual of Style (with parenthetical citations in the body of the paper and references at the end) should be applied: [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html) For example, I might discuss particular efforts by governments to influence the development of the internet (Goldsmith and Wu 2006). Any material I cited in my reaction paper would also need to be included in the References list at the end (see below).

#### References

Goldsmith, Jack, and Tim Wu. 2006. "How Governments Rule the Net." In *Who Controls the Internet? Illusions of a Borderless World*, ed. Jack Goldsmith and Tim Wu, 65-85. New York: Oxford University Press.

#### **Group Research Presentation and Article Analysis (10 points):**

The group research presentation assignment will be worth up to 10 points. Students will be divided into 4 topical research groups, in which they will prepare a group research presentation which is scheduled for the final exam session. The research topics are:

- Internet in Authoritarian Regimes
- Media Coverage of Conflicts in Kosovo, Somalia, Rwanda and Sudan
- Media Coverage of the Iraq War and Anti-War Protests
- Media Coverage in the Middle East

Each group will be assigned readings to review and will be tasked with developing an interesting and interactive presentation that draws in examples from the research and outside resources, scheduled during the final exam session. Each student in the group will take responsibility for discussing one reading in the group presentation and writing a 1 page Article Analysis of their findings, including descriptive examples and citations. You will turn in the written analysis (with your name clearly marked at the top) on the date of the presentation.

In advance of the presentation, groups will meet and discuss their findings, putting together a collective analysis of your findings that explains what you found, and how your findings compare to one another and to the research we have discussed in class. Please plan to develop an interactive presentation that draws examples from the readings but also brings in outside resources. Practice your presentation in advance, and take care not to read your notes during the presentation, engaging with the audience.

Students should make use of their group's discussion board to arrange meetings, communicate, and share work plans or files. (This is a way that you can also ensure accountability.) All students are expected to attend meetings and participate in the group presentation. Students will be given in-class time on the last day of class to meet in groups, but will need to schedule at least one additional out-of-class group meeting to prepare their presentations. Students will be given a survey to complete in which they will rate one another's participation, and provide feedback which will be taken into account in assessing individual grades. Engaged audience participation is also expected when students are not presenting.

***Tentative Course Schedule:***

Date	Topics and Assignments	Textbook Reading	Article Reading
Tuesday, January 07, 2014	Introduction to Class		
Thursday, January 09, 2014	The News about Democracy: Information Crisis in American Politics	News Chapter 1	
Tuesday, January 14, 2014	News Stories: Four Information Biases That Matter	News Chapter 2	
Thursday, January 16, 2014	Citizens and the News: Public Opinion and Information Processing	News Chapter 3	
Tuesday, January 21, 2014	How Politicians Make the News	News Chapter 4	
Thursday, January 23, 2014	How Journalists Report the News	News Chapter 5	
Tuesday, January 28, 2014	Inside the Profession: Objectivity and the Political Authority Bias	News Chapter 6	
Thursday, January 30, 2014	The Political Economy of News and the End of a Journalism Era	News Chapter 7	
Tuesday, February 04, 2014	All the News that Fits Democracy: Solutions for Citizens, Politicians, and Journalists	News Chapter 8	
Thursday, February 06, 2014	<b><u>Exam 1</u></b>		
Tuesday, February 11, 2014	New Directions in Internet Politics Research; The Internet in Campaigns and Political Organizations	R Chapters 1-3	<p>Abroms, Lorien C., and R. Craig Lefebvre. 2009. "Obama's Wired Campaign: Lessons for Public Health Communication." <i>Journal of Health Communication</i> 14: 415-23.</p> <p>Gibson, Rachel K., and Ian McAllister. 2011. "Do Online Election Campaigns Win Votes? The 2007 Australian 'YouTube' Election." <i>Political Communication</i> 28: 227-44.</p> <p>Levenshus, Abbey. 2010. "Online Relationship Management in a Presidential Campaign: A Case Study of the Obama Campaign's</p>

			<p>Management of Its Internet-Integrated Grassroots Effort.” <i>Journal Of Public Relations Research</i> 22(3): 313-335.</p> <p>Wagner, Kevin M., and Jason Gainous. 2009. “Electronic Grassroots: Does Online Campaigning Work?” <i>The Journal of Legislative Studies</i> 15(4): 502-20.</p> <p>Weeks, Brian, and Brian Southwell. 2010. “The Symbiosis of News Coverage and Aggregate Online Search Behavior: Obama, Rumors, and Presidential Politics.” <i>Mass Communication and Society</i> 13(4): 341-60.</p>
Thursday, February 13, 2014	Electoral Web Production Practices; Parties and Online Campaigning	R Chapters 4-5	<p>Alvarez, R. Michael, Thad E. Hall, and Alexander H. Trechsel. 2009. “Internet Voting in Comparative Perspective: The Case of Estonia.” <i>PS: Political Science and Politics</i> 42(3): 497-505.</p> <p>Gibson, Rachel. 2001-2. “Elections Online: Assessing Internet Voting in Light of the Arizona Democratic Primary.” <i>Political Science Quarterly</i> 116(4): 561-83.</p> <p>Herrnson, Paul S. et al. 2005. “Early Appraisals of Electronic Voting.” <i>Social Science Computer Review</i> 23: 274-92.</p>
Tuesday, February 18, 2014	Technological Change and Interactive Technology: E-Democracy?	R Chapters 6-7	<p>Coglianesse, Cary. 2009. “The Transparency President? The Obama Administration and Open Government.” <i>Governance</i> 22(4): 529-44.</p> <p>Pieterse, Jan Nederveen. 2012. “Leaking Superpower: WikiLeaks and the Contradictions of Democracy.” <i>Third World Quarterly</i> 33(10): 1909-24.</p> <p>Roberts, Alasdair. 2012. “WikiLeaks: The Illusion of Transparency.” <i>International Review of Administrative Sciences</i> 78(1): 116-33.</p> <p>Tolbert, Caroline J., and Karen Mossberger. 2006. “The Effects of E-Government on Trust and Confidence in Government.” <i>Public Administration Review</i> 66(3): 354-69.</p>
Thursday, February 20, 2014	E-Government, Public Management Reform, and Digital Era Governance	R Chapters 8-9	<p>Borins, Stanford. 2009. “From Online Candidate to Online President.” <i>International Journal of Public Administration</i> 32(9): 753-8.</p> <p>Chun, Soon Ae et al. 2010. “Government 2.0: Making Connections Between Citizens, Data and Government.” <i>Information Polity</i> 15(1/2): 1-9.</p> <p>Jaeger, Paul T., and Kim M. Thompson. 2003. “E-Government Around the World: Lessons, Challenges, and Future Directions.” <i>Government Information Quarterly</i> 20(4): 389-94.</p> <p>Pickard, Victor W. 2008. “Cooptation and Cooperation: Institutional Exemplars of Democratic Internet Technology.” <i>New Media &amp; Society</i> 10(4): 625-45.</p>

			Wimmer, Kurt. 2006. "Toward a World Rule of Law: Freedom of Expression." <i>Annals of the American Academy of Political and Social Science</i> 603: 202-16.
Tuesday, February 25, 2014	The Internet in the 2004 U.S. Presidential Election; Political Engagement Online	R Chapters 10-11	<p>Cohen, Noam. 2009. "Twitter on the Barricades in Iran: Six Lessons Learned." <i>The New York Times</i> (June 20, 2009) <a href="http://www.nytimes.com/2009/06/21/weekinreview/21cohenweb.html">http://www.nytimes.com/2009/06/21/weekinreview/21cohenweb.html</a></p> <p>Harlow, Summer. 2012. "Social media and social movements: Facebook and an online Guatemalan justice movement that moved offline." <i>New Media &amp; Society</i> 14(2): 225-43.</p> <p>Kaid, Lynda Lee. 2008. "Changing and Staying the Same: Communication in Campaign 2008." <i>Journalism Studies</i> 10(3): 417-23.</p> <p>Romano, Andrew. 2012. "Yes We Can (Can't We?)" <i>Newsweek</i> 159(2/3): 38-45.</p> <p>Smith, Aaron. "The Internet's Role in Campaign 2008." Pew Internet and American Life Project. <a href="http://web.pewinternet.org/~media/Files/Reports/2009/The_Internets_Role_in_Campaign_2008.pdf">http://web.pewinternet.org/~media/Files/Reports/2009/The_Internets_Role_in_Campaign_2008.pdf</a></p> <p>Visser, Sara, et al. 2011. "The Impact of Mobilization Media on Off-Line and Online Participation: Are Mobilization Effects Medium-Specific?" <i>Social Science Computer Review</i> 30(2): 152-69.</p>
Thursday, February 27, 2014	The Internet and Direct Democracy; Digital Citizenship and Inequality	R Chapters 12-13	<p>Bakker, Tom P., and Claes H. de Vreese. 2011. "Good News for the Future? Young People, Internet Use, and Political Participation." <i>Communications Research</i> 38(4): 451-70.</p> <p>Best, Samuel J., and Brian S. Krueger. 2005. "Analyzing the Representativeness of Internet Political Participation." <i>Political Behavior</i> 27(2): 183-216.</p> <p>Prevost, Alicia Kolar, and Brian F. Schaffner. 2008. "Digital Divide or Just Another Absentee Ballot? Evaluating Internet Voting in the 2004 Michigan Democratic Primary." <i>Social Science Computer Review</i> 36(4): 510-29.</p> <p>Schlozman, Kay Lehman, Sidney Verba and Henry E. Brady. 2010. "Weapon of the Strong? Participatory Inequality and the Internet." <i>Perspectives on Politics</i> 8(2): 487-509.</p> <p>Vitak, Jessica, et al. 2011. "It's Complicated: Facebook Users' Political Participation in the 2008 Election." <i>Cyberpsychology, Behavior, and Social Networking</i> 14(3): 107-14.</p>
Tuesday, March 04, 2014	Online News Creation and	R Chapters	Dylko, Ivan B. et al. 2011. "Filtering 2008 US presidential election News on YouTube by Elites and Nonelites: An Examination of the Democratizing Potential of the Internet." <i>New</i>

	Consumption, Web 2.0 and the Transformation of News and Journalism	14-15	<p><i>Media and Society</i> 14(5): 832-49.</p> <p>Wring, Dominic, and Stephen Ward. 2010. "The Media and the 2010 Campaign: the Television Election?" <i>Parliamentary Affairs</i> 63(4): 802-17.</p>
Thursday, March 06, 2014	Internet and the Changing Global Media Environment; Virtual Sphere 2.0	R Chapters 16-17	<p>Gamson, William A., and Micah L. Sifry. 2013. "The #Occupy Movement: An Introduction." <i>The Sociological Quarterly</i> 54(2): 159-228.</p> <p>Kahn, Richard, and Douglas Kellner. 2004. "New Media and Internet Activism: From the 'Battle of Seattle' to Blogging." <i>New Media &amp; Society</i> 6(1): 87-95.</p> <p>Nam, Taewoo. 2012. "Dual Effects of the Internet on Political Activism: Reinforcing and Mobilizing." <i>Government Information Quarterly</i> 29(1): S90-S97.</p> <p>Nielsen, Rasmus Kleis. 2013. "Mundane Internet Tools, the Risk of Exclusion, and Reflexive Movements—Occupy Wall Street and Political Uses of Digital Networked Technologies." <i>The Sociological Quarterly</i> 54(2): 173-7.</p> <p>Wasserman, Herman. 2007. "Is a New Worldwide Web Possible? An Explorative Comparison of the Use of ICTs by Two South African Social Movements." <i>African Studies Review</i> 50(1): 109-31.</p>
Tuesday, March 11, 2014	No class: Spring Break		
Thursday, March 13, 2014	No class: Spring Break		
Tuesday, March 18, 2014	No class: Dr. de Vries-Jordan is participating in an event on the Oakland campus.		
Thursday, March 20, 2014	Transnational Activism and Social Networks; Gender, Identity, and the Internet	R Chapters 18-19	<p>Khamis, Sahar, and Katherine Vaughn. 2011. "'We Are All Khaled Said': The Potentials and Limitations of Cyberactivism in Triggering Public Mobilization and Promoting Political Change." <i>Journal Of Arab &amp; Muslim Media Research</i> 4(2&amp;3):145-163.</p> <p>Taylor, Paul A. 2005. "From hackers to hacktivists: speed bumps on the global superhighway?" <i>New Media &amp; Society</i> 7(5): 625-46.</p> <p>Yang, Guobin. 2009. "Online Activism." <i>Journal of Democracy</i> 20(3): 33-6.</p>
Tuesday, March 25, 2014	New Immigrants, the Internet, and Civic Society; One	R Chapters 20-21	<p>Chu, Yin-Wah, and James T.H. Tang. 2005. "The Internet and Civil Society: Environmental and Labour Organizations in Hong Kong." <i>International Journal of Urban &amp; Regional Research</i> 29(4): 849-66.</p>



	Europe, Digitally Divided		<p>Fisher, Dana R., Kevin Stanley, David Berman, and Gina Neff. 2005. "How Do Organizations Matter? Mobilization and Support for Participants at Five Globalization Protests." <i>Social Problems</i> 52(1): 102-21.</p> <p>Friedman, Elisabeth J. 2005. "The Reality of Virtual Reality: The Internet and Gender Equality Advocacy in Latin America." <i>Latin American Politics &amp; Society</i> 47(3): 1-34.</p>
Thursday, March 27, 2014	Internet Use and Identity in the Middle East; Geopolitics of Internet Control: Censorship, Sovereignty, and Cyberspace	R Chapters 22-23	<p>Baird, Zoe. 2002. "Governing the Internet." <i>Foreign Affairs</i> 81(6): 15-20.</p> <p>Cukier, Kenneth Neil. 2005. "Who Will Control the Internet?" <i>Foreign Affairs</i> 84(6): 7-13.</p> <p>Drezner, Daniel W., and Henry Farrell. 2004. "Web of Influence." <i>Foreign Policy</i> 145: 32-40.</p>
Tuesday, April 01, 2014	Locational Surveillance; Metaphoric Reinforcement of the Virtual Fence	R Chapters 24-25	<p>Altman, Micah, Karin MacDonald, and Michael McDonald. 2005. "From Crayons to Computers: The Evolution of Computer Use in Redistricting." <i>Social Science Computer Review</i> 23(3): 334-46.</p> <p>Bianco, Jamie Skye. 2009. "Social Networking and Cloud Computing: Precarious Affordances for the 'Prosumer.'" <i>Women's Studies Quarterly</i> 37(1&amp;2): 303-12.</p> <p>Cohen-Almagor, Rapahael. 2012. "Freedom of Expression, Internet, Responsibility, and Business Ethics: The Yahoo! Saga and Its Implications." <i>Journal of Business Ethics</i> 106(3): 353-65.</p> <p>Le Menestrel, Marc, Mark Hunter, and Henri-Claude de Bettignies. 2002. "Internet E-Ethics in Confrontation with an Activists' Agenda: Yahoo! On Trial." <i>Journal of Business Ethics</i> 39(1/2): 135-44.</p> <p>Miller, Seumas, and Jon Weckert. 2000. "Privacy, the Workplace and the Internet." <i>Journal of Business Ethics</i> 28(3): 255-65.</p>
Thursday, April 03, 2014	No class: Dr. de Vries-Jordan is at the Midwest Political Science Association conference.		
Tuesday, April 08, 2014	Globalizing the Logic of Openness: Open Source Software and the Global Governance of Intellectual Property;	R Chapters 26-27	<p>Merrin, William. 2012. "Still Fighting 'the Beast': Guerrilla Television and the Limits of YouTube." <i>Cultural Politics</i> 8(1): 97-119.</p> <p>Sell, Susan K. 2013. "Revenge of the 'Nerds': Collective Action Against Intellectual Property Maximalism in the Global Age." <i>International Studies Review</i> 15(1): 67-85.</p>

	Exclusionary Rules? The Politics of Protocols		Weatherall, Kimberlee. 2012. "The new (old) war on copyright infringement, and how context is opening new regulatory possibilities." <i>Media International Australia incorporating Culture and Policy</i> 143: 110
Thursday, April 10, 2014	Multi-Stakeholder Policy-Making, the Internet Technocracy, Global Internet Governance, and Accessible Cyber-infrastructure	R Chapters 28-29	Morozov, Evgeny. 2009. "The Internet: A Room of Our Own?" <i>Dissent</i> 56(3): 80-5.  Morozov, Evgeny. 2011. "Whither Internet Control?" <i>Journal of Democracy</i> 22(2): 62-74.  Tang, Didi. 2013. "Chinese Air Their Cases by Petitioning White House." <i>Quincy Herald-Whig</i> Accessed 5/12/2013, <a href="http://www.whig.com/story/22227052/chinese-air-their-cases-by-petitioning-white-house">http://www.whig.com/story/22227052/chinese-air-their-cases-by-petitioning-white-house</a> .
Tuesday, April 15, 2014	Internet Diffusion and the Digital Divide; Conclusion: Political Omnivores and Wired States	R Chapters 30-31	Fernandez-Delgado, Florencio Cabello, and Maria Teresa Vera Balanza. 2012. "Beyond WikiLeaks: The Icelandic Modern Media Initiative and the Creation of Free Speech Havens." <i>International Journal of Communication</i> : 2706.  Guillén, Mauro F., and Sandra L. Suárez. 2005. "Explaining the Global Digital Divide: Economic, Political and Sociological Drivers of Cross-National Internet Use." <i>Social Forces</i> 84(2): 681-70.  Limb, Peter. 2005. "The Digitization of Africa." <i>Africa Today</i> 52(2): 3-19.  Miller, Samuel F. 2003. "Prescriptive Jurisdiction over Internet Activity: The Need to Define and Establish the Boundaries of Cyberliberty." <i>Indiana Journal of Global Legal Studies</i> 10(2): 227-54.  Sylvester, Dari E., and Adam J. McGlynn. 2010. "The Digital Divide, Political Participation, and Place." <i>Social Science Computer Review</i> 28(1): 64-74.
Thursday, April 17, 2014	<b>Exam 2 (take-home) is due; In class time for group work on Group Research Presentations</b>		
Tuesday, April 22, 2014	<b>3-5- Group Research Presentations; Article Analysis for presentation is due</b>		

**Group Research Presentation Articles:**

<p><b>1. Internet in Authoritarian Regimes</b></p>	<p>Boas, Taylor C. 2000. "The Dictator's Dilemma: The Internet and U.S. Policy Toward Cuba." <i>The Washington Quarterly</i> 23(3): 57-67.</p> <p>Chin-Fu, Hung. 2013. "Citizen Journalism and Cyberactivism in China's Anti-PX Plant in Xiamen, 2007–2009." <i>China: An International Journal</i> 11(1): 40-54.</p> <p>Chung, Jongpil. 2008. "Comparing Online Activities in China and South Korea: The Internet and the Political Regime." <i>Asian Survey</i> 48(5): 727-51.</p> <p>Hachigian, Nina. 2002. "The Internet and Power in One-Party East Asian States." <i>The Washington Quarterly</i> 25(3): 41-58.</p> <p>Lagerkvist, Johan. 2005. "The Rise of Online Public Opinion in the People's Republic of China." <i>China: An International Journal</i> 3(1): 119-130.</p> <p>Matthiesen, Toby. 2012. "A 'Saudi Spring?': The Shi'a Protest Movement in the Eastern Province, 2011-2012." <i>Middle East Journal</i> 66(4): 628-59.</p> <p>Teitelbaum, Joshua. 2002. "Dueling for 'Da'wa': State vs. Society on the Saudi Internet." <i>Middle East Journal</i> 56(2): 222-39.</p> <p>Teng, Biao. (2012). "Rights Defence (weiquan), Microblogs (weibo), and the Surrounding Gaze (weiguan)." <i>China Perspectives</i> 3: 29-41.</p> <p>Wang, Xin. 2009. "Seeking Channels for Engagement: Media Use and Political Communication by China's Rising Middle Class." <i>China: An International Journal</i> 7(1): 31-56.</p> <p>Yu, Haishan. 2007. "Talking, Linking, Clicking: The Politics of AIDS and SARS in Urban China." <i>positions: east asia cultures critique</i> 15(1): 35-63.</p>
<p><b>2. Media Coverage of Conflict in Kosovo, Somalia, Rwanda, and Sudan</b></p>	<p>Eke, Chinedu. 2008. "Darfur: coverage of genocide by three major US TV networks on their evening news." <i>International Journal of Media and Cultural Politics</i> 4(3): 277-292.</p> <p>Fair, Jo Ellen, and Lisa Parks. 2001. "Africa on Camera: Television News Coverage and Aerial Imaging of Rwandan Refugees." <i>Africa Today</i> 48(2) 35-57.</p> <p>Gibney, Matthew L. 1999. "Kosovo and Beyond: Popular and Unpopular</p>

	<p>Refugees.” <i>Forced Migration Review</i> 5: 27-9.</p> <p>Golan, Guy J. 2008. “Where in The World is Africa: Predicting Coverage of Africa by US Television Networks.” <i>International Communication Gazette</i> 70(1): 41-57.</p> <p>Jakobsen, Peter Viggo. 2000. “Focus on the CNN Effect Misses the Point: The Real Media Impact on Conflict Management is Invisible and Indirect.” <i>Journal of Peace Research</i> 37(2): 131-43.</p> <p>Kim, Jang Hyun, Tuo-Yu Su, and Junhao Hong. 2007. “The Influence of Geopolitics and Foreign Policy on the U.S. and Canadian Media: An Analysis of Newspaper Coverage of Sudan’s Darfur Conflict.” <i>Harvard International Journal of Press/Politics</i> 12(3): 87-95.</p> <p>Melvorn, Linda. 2006. “Rwanda and Darfur: The Media and the Security Council.” <i>International Relations</i> 20(1): 93-104.</p> <p>Mermin, Jonathan. 1997. “Television News and American Intervention in Somalia: The Myth of a Media-driven Foreign Policy.” <i>Political Science Quarterly</i> 112(3): 385-403.</p> <p>Metzl, Jamie Frederic. 1997. “Rwandan Genocide and the International Law of Radio Jamming.” <i>The American Journal of International Law</i> 91(4): 628-51.</p> <p>Robins, Melinda. 2003. “‘Lost Boys’ and the promised land: US newspaper coverage of Sudanese refugees.” <i>Journalism</i> 4(1): 29-49.</p> <p>Robinson, Piers. 2001. “Operation Restore Hope and the Illusion of a News Media Driven Intervention.” <i>Political Studies</i> 49(5): 941-56.</p> <p>Thussu, Daya Kishan. 2000. “Legitimizing ‘Humanitarian Intervention’?: CNN, NATO and the Kosovo Crisis.” <i>European Journal of Communication</i> 15(3): 345-361.</p> <p>Waisbord, Silvio. 2008. “News Coverage of the Darfur Conflict: A Conversation with Jan Eliasson, United Nations Special Envoy to Darfur.” <i>The International Journal of Press/Politics</i> 13(1): 75-80.</p>
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**3. Media Coverage of the Iraq War and Anti-War Protests**

- Aday, Sean, John Cluverius, and Steven Livingston. 2005. "As Goes the Statue, So Goes the War: The Emergence of the Victory Frame in Television Coverage of the Iraq War." *Journal of Broadcasting & Electronic Media* 49(3): 314-31.
- Cushion, Stephen. 2007. "Protesting their Apathy? An Analysis of British Press Coverage of Young anti-Iraq War Protestors." *Journal of Youth Studies* 10(4): 419-37.
- Dardis, Frank E. 2006. "Marginalization Devices in U.S. Press Coverage of Iraq War Protest: A Content Analysis." *Mass Communication & Society* 9(2): 117-35.
- Dimitrova, Daniela V., and Colleen Connolly-Ahern. 2007. "A Tale of Two Wars: Framing Analysis of Online News Sites in Coalition Countries and the Arab World during the Iraq War." *Howard Journal of Communications* 18(2): 153-68.
- Herber, Lori, and Vincent F. Filak. 2007. "Iraq War Coverage Differs In U.S., German Papers." *Newspaper Research Journal* 28(3): 37-51.
- Johansen, Morgen S., and Mark R. Joslyn. 2008. "Political Persuasion During Times of Crisis: The Effects of Education and News Media on Citizens' Factual Information about Iraq." *Journalism & Mass Communication Quarterly* 85(3): 591-608.
- Lule, Jack. 2004. "War and its Metaphors: news language and the prelude to war in Iraq, 2003." *Journalism Studies* 5(2): 179-90.
- Luther, Catherine A., and Mark Miller. 2005. "Framing of the 2003 U.S.-Iraq War Demonstrations: An Analysis of News and Partisan Texts." *Journalism & Mass Communication Quarterly* 82(1): 78-96.
- Pfau, Michael, et al. 2004. "Embedding Journalists in Military Combat Units: Impact on Newspaper Story Frames and Tone." *Journalism & Mass Communication Quarterly* 81(1): 74-88.
- Pfau, Michael, et al. 2005. "Embedded Reporting During the Invasion and Occupation of Iraq: How the Embedding of Journalists Affects Television News Reports." *Journal of Broadcasting & Electronic Media* 49(4): 468-87.
- Wolfe, Arnold S., Jeremy Swanson, and Stacy Wrona. 2008. "What the American People Deserve from American Journalism During Wartime." *Journalism Studies* 9(1): 38-56.

<p><b>4. Media Coverage in the Middle East</b></p>	<p>Amin, Hussein. 2002. "Freedom as a Value in Arab Media: Perceptions and Attitudes Among Journalists." <i>Political Communication</i> 19(2): 125-35.</p> <p>Ayish, Muhammad I. 2002. "Political Communication on Arab World Television: Evolving Patterns." <i>Political Communication</i> 19(2): 137-54.</p> <p>Bahry, Louay Y. 2001. "The New Arab Media Phenomenon: Qatar's Al-Jazeera." <i>Middle East Policy</i> 8(2): 8-19.</p> <p>Barkho, Leon. 2008. "Unpacking the Discursive and Social Links in BBC, CNN and Al-Jazeera's Middle East reporting." <i>Journal of Arab &amp; Muslim Media Research</i> 1(2): 11-29.</p> <p>Barraclough, Steven. 2001. "Satellite Television in Iran: Prohibition, Imitation and Reform." <i>Middle Eastern Studies</i> 37(3): 25-48.</p> <p>Diamond, Matthew. 2002. "No Laughing Matter: Post-September 11 Political Cartoons in Arab/Muslim Newspapers." <i>Political Communication</i> 19(2): 251-72.</p> <p>Miladi, Nouredine. 2006. "Satellite TV News and the Arab Diaspora in Britain: Comparing Al-Jazeera, the BBC and CNN." <i>Journal of Ethnic &amp; Migration Studies</i> 32(6): 947-60.</p> <p>Nassif, Daniel. 2008. "Daniel Nassif: 'We Do Not Spread Propaganda for the United States.'" <i>Middle East Quarterly</i> 15(2): 63-9.</p> <p>Seib, Philip. 2005. "Hegemonic No More: Western Media, the Rise of Al-Jazeera, and the Influence of Diverse Voices." <i>International Studies Review</i> 7(4): 601-15.</p>
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## General Course Policies

### ***Grading Policy:***

When students receive grades on any individual assignment, your raw score is listed (the points received for that assignment). At the end of the semester, all these scores are added up. The maximum number of points a student can receive is 100 points. Listed below is the system by which the total sum of grades (also a percentage) will be converted to a final letter grade.\*

90.0-92.99 % = A-;	93.0-96.99 % = A;	97.0-100.00% = A+;
80.0-82.99 % = B-;	83.0-86.99 % = B;	87.0-89.99 % = B+;
70.0-72.99 % = C-;	73.0-76.99 % = C;	77.0-79.99 % = C+;
60-62.99% = D-;	63.0-66.99 % = D;	67.0-69.99 % = D+;
		59.99% and lower = F

\* Please note that if a student engages in academic misconduct such as plagiarism or if the student accumulates an extended period of unexcused absences, the instructor may revert the student's final grade to the grade of F, regardless of the sum of grades.

### ***Late Assignment Policy:***

Our reading and homework schedule must be adhered to in a timely matter. Assignments must be printed and turned in on time at the beginning of class on the date they are due. All assignments must also be submitted online on Courseweb by the start of class.

After this deadline, the following deductions for lateness may take place:

- Assignment received within the first 24 hours: -10% value of assignment.
- Assignment received within the first 48 hours: -20% value of assignment.
- Unless there are mitigating circumstances and the student has previous written approval from the instructor for an extension, assignments received over 48 hours past the deadline will NOT be accepted any longer and will be assigned 0 points.

### ***Tips Regarding Your Papers:***

#### Tips Concerning Submitting Assignments:

- You are expected to submit both paper and electronic copies of any paper assignments. Paper copies are due in person at the start of the class session. Electronic copies are due on the course website, before class starts. Please attach it as a single Microsoft Word file.
- It is your responsibility to be sure that you check any assignment you submit to be certain that you have submitted the correct, full version of the assignment and attached a properly formatted list of references at the end of the assignment.

#### Tips Concerning the Formatting of Your Papers:

- Microsoft Word document
- Times New Roman, size 12 point font
- Double-spaced, 1 inch margins
- No title page, but a paper title should be listed
- Header on each page with your name and the page number
- Indent new paragraphs

- Italicized headings to clarify sections
- Inclusion of parenthetical citations and a list of references

Tips Concerning Writing Your Papers:

- The top of the first page should include your typed name and the title of the paper.
- Please include clear introductory and concluding paragraphs.
- Each paragraph should have introductory and concluding sentences that explain what idea you are developing in the paragraph, and how it relates to what precedes or follows.
- Use varied transitions to emphasize how your argument is developing.
- Paragraphs should be at least 4-5 sentences long, on average. They should be clearly focused topically, and if you have a 2 sentence paragraph that should be an indicator to you that there are ideas which need development or reorganization.
- On the other hand, paragraphs should not be so extensive that they run longer than half a page to two-thirds of a page in length. If you notice that you have a paragraph that is too long, find a way to break it down into two paragraphs, based on the content.
- Be careful to edit your writing extensively for grammar, clarity, and parsimony. Often when a sentence is excessively long, you need to break it down into two sentences. Check that each sentence clearly conveys what you mean, and make sure it has a subject, verb, et cetera. When you read each sentence, consider whether, if you had no previous information, the statement would be comprehensible to you.
- Make use of peer review at the Writing Center.
- A separate page, titled References, that lists references in the Chicago Style format ([http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)) should be included. Be sure to click on the “Author-Date” tab to see the correct version of this citation style. Reference entries should be sorted alphabetically by first authors’ surnames. Any source cited parenthetically should be included in the list of references.

***Tips for Finding Useful Research Articles:***

Research articles typically are 15-25 pages long, and they present competing theoretical arguments which are tested empirically with evidence.

To access any of the databases listed below where you can search for articles:

<http://www.library.pitt.edu/db/all>

To access any of the journals listed below and search for articles:

<http://www.library.pitt.edu/ejournals>

In case you are in need of help, there are a variety of ways to get assistance at the library:

<http://www.library.pitt.edu/bradford>

Databases I recommend include:

*Academic Search Premier*

*EBSCOhost*

*Project MUSE*

*JSTOR*

*PAIS International*

*Oxford University Press*

*Columbia International Affairs Online*



*Worldwide Political Science Abstracts*  
*IngentaConnect*  
*Blackwell Publishing*  
*Wiley*  
*Sage Journals Online*

Key journals in International Relations and Comparative Politics

*American Journal of International Law*  
*Comparative Politics*  
*Comparative Political Studies*  
*Democratization*  
*European Journal of International Law*  
*Global Governance*  
*International Affairs*  
*International Studies Quarterly*  
*International Organization*  
*Journal of Democracy*  
*Journal of International Affairs*  
*Journal of International Law and International Relations*  
*The Journal of Politics*  
*Political Science Quarterly*  
*Political Studies*  
*Politics and Society*  
*Political Research Quarterly*  
*PS, Political Science & Politics*  
*Review of International Studies*

Journals dealing with different regions of the world

*African & Asian Studies*  
*African Studies Review*  
*American Journal of Political Science*  
*American Political Science Review*  
*Asian Affairs*  
*Asian Journal of Political Science*  
*Asian Studies Review*  
*British Journal of Political Science*  
*British Journal of Politics and International Relations*  
*Canadian Journal of Political Science*  
*Comparative Studies of South Asia, Africa and the Middle East*  
*European Journal of International Relations*  
*European Journal of Political Research*  
*European Review of Latin American & Caribbean Studies*  
*European Union Politics*  
*International Journal of Asian Studies*  
*International Journal of Middle East Studies*  
*Journal of Asian and African Studies*

*The Journal of Asian Studies*  
*Journal of Contemporary African Studies*  
*Journal of Contemporary Asia*  
*Journal of Latin American Studies*  
*Journal of Southern African Studies*  
*Latin American Politics and Society*  
*The Middle East Journal*  
*Third World Quarterly*  
*Middle East Policy*  
*Middle East Quarterly* (useful but often not empirical)  
*Middle Eastern Studies*  
*West European Politics*

Journals focused on Development and Developing Countries

*European Journal of Development Research*  
*Gender and Development*  
*Gender, Technology and Development*  
*Journal of Development Studies*  
*Journal of International Development*  
*Journal of International Relations and Development*  
*Journal of Third World Studies*  
*Progress in Development Studies*  
*Third World Quarterly*

Journals focused on Gender

*Asian Journal of Women's Studies*  
*European Journal of Women's Studies*  
*Gender and Society*  
*Journal of International Women's Studies*  
*Journal of Middle East Women's Studies*  
*Middle East Women's Studies Review*  
*Politics & Gender*

Journals focused on Human Rights

*Human Rights Quarterly*  
*International Journal of Human Rights*  
*Law and Practice of International Courts and Tribunals*

Journals focused on Civil Society and Social Movements

*Interface: Journal for and about Social Movements*  
*Mobilization*  
*Nonprofit and Voluntary Sector Quarterly*  
*Nonprofit Management & Leadership*  
*Social Movement Studies*  
*Voluntas*

Journals focused on the Media

*European Journal of Communication*  
*Global Media and Communication*  
*International Journal of Communication*  
*International Journal of Press/Politics*  
*International Journal of Media & Cultural Politics*  
*New Media & Society*  
*Media, Culture & Society*  
*Political Communication*

Journals focused on the Environment

*African Journal of Ecology*  
*Environment, Development and Sustainability*  
*Environmental Politics* (articles can be requested via inter-library loan)  
*Global Environmental Politics*  
*International Environmental Agreements: Politics, Law and Economics*  
*International Journal of Sustainable Development and World Ecology*  
*The Journal of Environment and Development*  
*Review of European Community & International Environmental Law*

Journals focused on Social Policy

*Global Social Policy*  
*Journal of European Social Policy*  
*Journal of Policy Reform*  
*Journal of Poverty*  
*Social Policy* (useful but often not empirical)

Journals focused on Immigration, Migration, Citizenship, and Refugee Issues

*Citizenship Studies*  
*European Journal of Migration and Law*  
*Immigrants & Minorities*  
*International Journal of Migration, Health & Social Care*  
*International Migration*  
*Journal of Immigrant & Refugee Services*  
*Journal of Immigrant & Refugee Studies*

Journals focused on Public Health

*African Journal of Reproductive Health* (useful but often not empirical)  
*American Journal of Public Health*  
*European Journal of Public Health*  
*Health Expectations* (useful but often not empirical)  
*Journal of Health and Social Policy*  
*Journal of HIV/AIDS & Social Services*  
*Journal of Public Health Policy*  
*Journal of Social Development in Africa*

Journals focused on Peace, Conflict, and Conflict Resolution

*Cooperation and Conflict*  
*Conflict Management and Peace Science*  
*International Journal of Conflict Management*  
*International Journal of Peace Studies*  
*International Negotiation*  
*Journal of Conflict Resolution*  
*Journal of Peace Research*  
*Mobilization*  
*Peace and Conflict*

Journals focused on Defense, Foreign and Security Policy

*Defence & Peace Economics*  
*Defence Studies*  
*Diplomacy and Statecraft*  
*European Foreign Affairs Review*  
*Foreign Affairs* (useful but often not empirical)  
*Foreign Policy* (useful but often not empirical)  
*Global Governance*  
*International Negotiation*  
*International Security*  
*Journal of Human Security*  
*Studies in Conflict and Terrorism*

Journals focused on Criminal Justice

*British Journal of Criminology*  
*Canadian Journal of Criminology*  
*European Journal of Crime, Crime Law, and Criminal Justice*  
*European Journal of Criminology*  
*Global Crime*  
*International Criminal Law Review*

Journals focused on Political Economy

*International Journal of Political Economy*  
*Journal of Political Economy*  
*Oxford review of Economic Policy*  
*Review of International Political Economy*  
*Review of Political Economy*

**Questions to Consider in Evaluating Research Articles:**

1. Arguments in the Literature: What are the most important RIVAL or competing arguments about the topic that are discussed? Which possible causal factors are considered?
2. Trends in the Literature: What are the important trends/findings about the topic that are mentioned?

3. Results: What evidence/data is collected and presented by the author(s)? What are the key findings?
4. Conclusions: What are the main conclusions drawn by the author(s) in light of this evidence? Which arguments are supported or refuted by the evidence that they collected?
5. Critically analyze the arguments being tested, the research design, the results, and the conclusions drawn in the article.
6. Are there new developments that this article may or may not apply to? How?

### ***Academic Integrity:***

Members of the University community, both faculty and students, bear a serious responsibility to uphold personal and professional integrity and to maintain complete honesty in all academic work. Violations of the code of academic integrity are not tolerated. Students who cheat or plagiarize or who otherwise take improper advantage of the work of others, face harsh penalties, including permanent dismissal. Incidents of forged signatures that are associated with any academic endeavor at Pitt-Bradford, in addition to being a criminal offense, are viewed as violations of academic integrity. The academic integrity guidelines set forth student and faculty obligations and the means of enforcing regulations and addressing grievances. Violations of academic integrity will be tracked by the Dean of Academic Affairs. Refer to the Pitt-Bradford Student Handbook for general guidelines on academic integrity. Copies of the complete Guidelines on Academic Integrity are available in the Office of the Dean of Academic Affairs (232 Swarts Hall.) The following links may be useful:

*Pitt-Bradford's Student Handbook:*

[http://www.upb.pitt.edu/uploadedFiles/Student\\_Life/Student-Services/StudentHandbook2012-2013.pdf](http://www.upb.pitt.edu/uploadedFiles/Student_Life/Student-Services/StudentHandbook2012-2013.pdf)

*The Provost's sites on academic integrity:*

<http://www.provost.pitt.edu/info/acguidelinespdf.pdf>

<http://www.provost.pitt.edu/info/ai1.html>

All your assignments will be checked to ensure that your writing is original and you are properly citing ideas that are not yours originally. Your writing will be checked using the SafeAssign tool in Blackboard, and the instructor may ask you to submit your assignment to <http://turnitin.com/>. Your paper will be submitted and checked against the institutional and global references databases of papers, journal articles, and material available on the Internet.

### ***Academic Honesty Provisions:***

You must properly cite your work using the Chicago Manual of Style (Author-Date style). Any quotations should be accompanied by both quotation marks and a parenthetical citation, and any ideas not originally your own but which are paraphrased should be accompanied by a parenthetical citation. Information which is not general knowledge should be substantiated using parenthetical citations. Each parenthetical citation should be accompanied by a reference list entry at the end of the paper. **Please note: You should be paraphrasing ideas in your own words and rarely use quotations. I expect to see many citations and references which are correctly formatted.**

- Please refer to this link for help on citation:  
[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

- Click on the “Author-Date” tab in this site. Please pair an in-text parenthetical citation (T) with a reference list entry (R) at the end of a paper. An example of an in text citation follows (Goldsmith and Wu 2006). A sample reference list entry is also included below:
  - Goldsmith, Jack, and Tim Wu. 2006. "How Governments Rule the Net." In *Who Controls the Internet? Illusions of a Borderless World*, ed. Jack Goldsmith and Tim Wu, 65-85. New York: Oxford University Press.
- All sources, including (but not limited to) books, chapters in edited volumes, journal articles, newspaper articles, websites, official government documents, and interview transcripts should be cited and included in the list of references.
- Note: Wikipedia is NOT an acceptable source because it is an open source website subject to considerable bias, but you may use it to access hyperlinks to primary source material.
- It is not appropriate to merely “paste” quotes into a paper. They should be used selectively (ideally no more than one quote per paragraph). Quotes should be introduced and followed by at least one sentence explaining their relevance. Be sure to place “” marks around quotations.
- Make sure that you properly paraphrase your sources, truly putting ideas into your own words. Just changing a word or two, moving around words in a quote, is not paraphrasing. In fact, if you retain parts of a quote, you should leave quotation marks around those groupings of words and include a citation. If you mention a theoretical argument or concept introduced by someone else, you should use quotation marks around the name of the concept/argument the first time that it is mentioned and attribute the concept to them using a citation.

After reviewing these materials, please let me know if you have any questions.

### ***Ramifications of Your Professionalism:***

Please realize that your professionalism is something that I will gauge on several fronts, including in your class participation assessment, and it certainly will be essential in determining whether I will be willing to serve as a reference on your behalf in the future. Please take this into consideration in deciding how you wish to engage with the course, your colleagues, and your instructor. Below are some factors that I will take into consideration. Please realize that they are all important, and that other factors also influence my decisions concerning serving as a reference or writing letters of recommendation, including the timing of a request. Many of these characteristics are also important considerations in hiring or admission decisions made by prospective employers and graduate programs. **Please note: Failure to exhibit professional intellectual, ethical, behavioral and attitudinal attributes and to interact in a collegial professional manner with peers, faculty and the public (e.g., during service-learning, a guest lecture, etc.) will result in a 10% reduction in the final course score.**

- Enthusiasm, initiative, and active learning
- Demonstrated punctuality and reliability
- Professional behavioral conduct and demeanor
- Quality of work and work ethic
- Originality and creativity
- Critical thinking, especially in analyzing research

- Communication, presentation, and listening skills
- Quality of writing, editing, and revision
- Academic honesty and integrity
- Knowledge and comprehension of key theories and concepts
- Ability to apply knowledge to concrete examples and policy-making trends
- Ability to consider divergent perspectives and engage in respectful debate
- Leadership, teamwork and quality of cooperation with other students

***Attendance:***

Students are expected to attend class, having prepared the day's readings, and ready to participate fully in classroom activities. If you miss the attendance, it is your responsibility to make sure to remedy that at the end of class by speaking with the instructor. On dates when exams are scheduled, assignments are due, or in-class presentations or activities are scheduled, attendance is required. On other dates of the class, students are permitted two unexcused absences, but are then also themselves responsible for arranging to get missing lecture notes from other students. I urge students to be careful not to miss class sessions, because it is very easy to get lost if you do.

When students have accumulated three or more unexcused absences, the instructor may decide to give the student a failing grade in the course or deduct a penalty from the participation grade. Students will not be penalized for excused absences and will be given a reasonable amount of time to make up missed work, provided they take contact with the instructor in advance and provided they submit the necessary documentation. On a case by case basis, the instructor will consider extenuating circumstances, but it is the student's obligation to be proactive about maintaining contact with the instructor.

***Class Cancellation Procedures:***

In the event that a class is cancelled, students will receive an e-mail informing them of the cancellation, and a notice will be posted on the classroom door. Please bear in mind that sometimes emergencies or unforeseen circumstances may prevent timely notification --- but all possible efforts will be made to ensure that you are informed in a timely manner.

Some things you can do to make sure you know when a class has been canceled:

- Check your Pitt email before you leave for class
- Check CourseWeb for any possible notifications: <https://courseweb.pitt.edu/>
- Make sure your contact information is up-to-date: <https://my.pitt.edu/>
- Register for Pitt's Emergency Notification Service: <http://technology.pitt.edu/portal/emergency.html>
- Contact Behavioral and Social Sciences division secretary Brenda Brandon: 814-362-7620/Swartz 203A

***Severe Weather Policy:***

Pitt-Bradford's general severe weather policy is to remain open in all but the most extreme circumstances. However, faculty, staff, and students must use their own discretion in deciding whether it is possible to safely come to class or report for work. In case of inclement

weather, please check your Pitt email for any possible notifications from the instructor. If weather circumstances change during the day, please recheck your e-mail messages in case an update or new message has been sent out. Students will not be penalized for weather-related absences, but are responsible for contacting the instructor and submitting coursework in a timely fashion, if applicable. Students should submit the assignment online by the deadline, if they are unable to turn in a paper copy due to weather-related circumstances.

### ***Our Classroom Environment:***

Every student brings to the classroom a unique point of view. Everyone has different experiences and different backgrounds. We tend to think and learn in our own way, based in part on our own social and cultural background. Therefore, we have all formed opinions and perspectives that may or may not be shared by others. However, we should all treat each other with respect and decency. In this course, we may look at controversial topics that can provoke strong responses. While I encourage students to engage in discussion about such, I also expect all students to do so with civility, respect, and integrity. To establish a comfortable learning environment, we must have mutual respect and civility. This includes coming to class on time and discussing things in an academic, rather than a personal manner. While in class, please refrain from talking or reading about non-course-related material, including on electronic devices.

### ***General Statement of Student Responsibilities:***

“As a student at Pitt-Bradford, you have been given the opportunity to study and earn your University of Pittsburgh degree. As a university that takes teaching and learning seriously, Pitt-Bradford prides itself on being a “community of learners.” By this, we mean that all of us – students, faculty and staff – take active roles in the teaching and learning process. One cannot be a passive learner at Pitt-Bradford” (Student Handbook, 2009-2010). In addition to the requirements as outlined for this particular course, as a member of the faculty responsible for carrying out the “community of learners” mission, I understand you as a Pitt-Bradford student to have the following responsibilities:

1. While faculty and academic support personnel are readily available to teach, guide, and assist you, the primary responsibility for learning and your education is yours.
2. While all faculty, academic advisors, and academic support personnel are available to assist you, it is your responsibility to communicate with your advisor and/or course instructor when necessary, and it is your responsibility to be familiar with all relevant university policies and processes.
3. While many students must maintain multiple responsibilities, including work and family, it is your responsibility to make academics – to the greatest degree possible – your highest priority.
4. While a full university experience should include cultural, social and recreational endeavors, it is your responsibility to manage your time such that as a rule, several hours of work outside the classroom are available for each hour of class time.”



***Electronic Devices:***

Please keep electronic devices stowed away with the volume turned off during class and leave them at home during exams. However, if you are using a device like a smartphone, i-pad, or laptop to take notes, work on an assignment, or search for relevant information, you are more than welcome to do so during class but not during exams. Students should take heed that the instructor will take note of any misuse of such devices for other purposes, such as text-messaging. Students should ask permission before they record any lectures, presentations, or discussions (delivered by the professor or by others).

***Caveat Concerning the Flexibility of the Course Syllabus:***

The instructor reserves the right to make changes in the course based on factors such as developments in international affairs, class discussion, the availability of reading materials, and the performance of the class. Minor changes will be announced in class, but if there are any major changes, they will be announced via an e-mail to the class, and the posting of an updated syllabus. Although such changes will not occur on a weekly basis, some adjustments during the semester may occur so as to maximize students' learning.

***AccessAbility Services:***

If you have a documented learning, physical or emotional disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Disability Resources and Services coordinator, Carma Horner ([clh71@pitt.edu](mailto:clh71@pitt.edu), 202 Hanley Library, 814-362-7609), as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

***Writing Assistance:***

The Writing Center in Hanley Library (Room 250) is a useful place to get some help on writing if needed: <http://www.upb.pitt.edu/writingcenter/>