

**Course Meets**

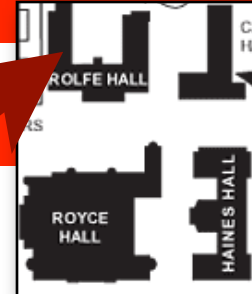
MWF 1-1:50 in Public Affairs 2214.

Professor Contact Info

Tim Groeling, Asst. Professor (groeling@ucla.edu)

Office Hours are TBD Rolfe 2322

Graders are Lisa McBride and Betty Huang

**Course Overview**

The president has been called “the most powerful man in the world.” In recent years, this observation has been taken as a truism. However, for most of the history of the United States, the president had far less power to influence policy and public opinion. In fact, the Framers would likely be amazed at the changing fortunes of the president, for whom it is argued they had planned a peacetime role best characterized as a “glorified clerk.”

In this course, we will examine one vital source of the presidency’s burgeoning power: the president’s unmatched communication power. In so doing, we will study the historical evolution of the president’s communication environment, resources, and strategies. We will also investigate how the president depends on his popularity and the responses of other political and media elites in pushing his preferred policies, foreign and domestic. Finally, we will examine how presidential campaign communication has evolved over time, and the implications of this evolution for how presidents govern.

Course Website:

This course will be using a Moodle course web site (<http://classes.sscnet.ucla.edu/course/view.php?name=10W-COMMST162-1>). Various course materials will be posted here, including the syllabus, announcements, a discussion forum, the course homework board, and links to material pertinent to the course.

Lecture Outlines and Podcasts

All lecture materials for this class will be available in two electronic formats:

- I. PDF files showing the exact Keynote slides presented in lecture, which will be available for download and printing before each class. I *strongly* encourage students to bring either printouts of the slides or electronic versions of the text to class to assist in their note-taking during lecture. The slides will be available online at least three hours before each class via e-mailed course announcements.

- II. I will also be creating enhanced podcasts of course lectures, which I intend for students to use for review (NOT as a replacement for attending class). An enhanced podcast consists of images of slides from my lecture synchronized to an audio recording of my lecture itself. Students will play these recordings on compatible portable audio devices. The ideal use of these podcasts is to facilitate review for exams: I suggest reviewing your notes on paper first, and then referring to the lecture podcasts for clarification of particularly confusing slides or sections of the lecture. The podcasts will also be useful for students who were unable to attend a particular lecture (But see attendance policy/grading below) or who want to review course material using portable electronic devices. Unfortunately, as with all technology, you should *assume that this system will be unreliable* and make your plans accordingly (in other words, plan on there being tech glitches).

Assigned Readings for this Class

This class will use three types of readings:

1. A book Samuel Kernell's *Going Public: New Strategies of Presidential Leadership* (4th edition), available for purchase at the bookstore.
2. Online readings, indicated as hyperlinks in the syllabus below or added later in the course, and
3. All other readings, which will be collected into a course reader and made available for purchase at Course Reader Material (1080 Broxton Avenue) in Westwood.

Grading

EXAMINATIONS:

60% of grade, from three separate exams (20% each).

PARTICIPATION/ATTENDANCE:

20% of the course grade (20 points). Students will receive .6 of a point for every class they attend (including credit for holidays). In addition, students will be able to participate in a variety of surveys and optional activities to get full credit for participation/attendance (perfect attendance will only convey 18 points). Students are responsible for making sure that the professor has enough information to correctly credit your participation. In particular, students who fail to sign in for attendance won't receive credit for attending that day.

RESEARCH PROJECT:

20% of grade. Students in this class will conduct original research examining either *Los Angeles Times* coverage over time (Times Over Time) or detailed content from the 2008 presidential election (The Tube on the Trail). A detailed description of the projects follows this syllabus.

Class Policies

Make-up exams will only be given under valid, documented, and extreme circumstances. You should notify me of your excuse before deadlines, or within 24 hours of missing that deadline if you wish to avoid grade penalties.

Grade appeals should only be pursued if a student believes that he/she has received an incorrect grade or that non-academic criteria have been used in determining his/her grade in a course. Grade appeals will consist of a single typed page that specifically identifies the grading item in question and presents a reasoned argument that the item fits the appeal criteria above. The instructor reserves the right to raise or lower grades upon regrading.

All students will be expected to do their own work for this course. In the case of group projects, the group's work should represent the product of every member's work, rather than just some. Plagiarism or other forms of academic dishonesty will be vigorously pursued. Students found guilty of a violation of the standards of academic honesty will receive a failing grade for the course and be turned over to the university for administrative sanctions.

Please remember to turn off cell phone ringers during class. Using a laptop or cell phone for non-class-related activities during class is disrespectful to your fellow students.

Monday	Wednesday	Friday
Jan. 4: Class 1: Introduction and Syllabus overview.	Jan. 6: Class 2: Presidential Campaign Communication: Historical Overview. Lepore, Jill. 2008. <i>Annals of Democracy: Rock, Paper, Scissors: How We Used to Vote</i>. <i>The New Yorker</i>. October 13, 2008. Melder, Keith. 1992. <i>Hail to the Candidate: Presidential Campaigns from Banners to Broadcasts</i>. Washington, D.C.: Smithsonian Institution Press. Chapter 4. Kernell, Samuel and Gary C. Jacobson. 1987. "Congress and the Presidency as News in the Nineteenth Century." <i>Journal of Politics</i>. 49:1016-1035.	Jan 8: Class 3: Presidential Campaign Communication: The "Mistake Institution" Mott, Frank Luther. 1944. "Newspapers in Presidential Campaigns." <i>Public Opinion Quarterly</i>. 8:348-367. Rosenstiel, Thomas. 1994. <i>Strange Bedfellows: How Television and the Presidential Candidates Changed American Politics</i>, 1992. New York: Hyperion. Chapter 5. Patterson, Thomas. 1996. "The Mistake Institution." In Doris Graber (ed.). 2000. <i>Media Power in Politics</i>, 4th Ed. Washington, D.C.: CQ Press. 187-195. Kurtz, Howard. 2003. "Funny, the Calendar Doesn't Say 2004: For Media Types on the Political Beat, The Proto-Presidential Race Heats Up." <i>Washington Post</i>. February 10, 2003. C01.

Monday	Wednesday	Friday
Jan. 11: Class 4: Presidential Campaign Communication: Primary Elections Video: Diary of a Political Tourist	Jan 13: Class 5: Presidential Campaign Communication: Primary Elections Video: DPT, Continued. Discussion. Start-of-Quarter-Survey due.	Jan. 15: Class 6: Presidential Campaign Communication: Contemporary Campaigns: 2008 “How He Did It.” <i>Newsweek</i>, Nov. 17, 2008. “Back From the Dead.” <i>Newsweek</i>, Nov. 17, 2008. “The Long Siege.” <i>Newsweek</i>, Nov. 17, 2008. Scherer, Michael. 2007. “McCain takes the press for a bumpy ride: Gaffes and all, the media's favorite Republican restarts the Straight Talk Express in Iowa.” <i>Salon.com</i>. March 18, 2007.
Jan. 18: Class 7: MLK Holiday	Jan 20: Class 8: Presidential Campaign Communication: Contemporary Campaigns: 2008 cont'd Marcus, Ruth. 2007. “Meet the Press.” <i>Washington Post</i>, November 7, 2007: A21. PEJ/Shorenstein Center. 2007. “THE INVISIBLE PRIMARIES: INVISIBLE NO LONGER: A First Look at Coverage of the 2008 Presidential Campaign” PEJ/Shorenstein Center. 2008. “WINNING THE MEDIA CAMPAIGN: How the Press Reported the 2008 Presidential General Election.” PEJ/Shorenstein Center. 2008. “THE COLOR OF NEWS: How Different Media Have Covered the General Election.” *Note: PEJ links are to FIRST page of the reports... read ALL the pages or PDF versions*	Jan 22: Class 9: Presidential Campaigns: Free media 1 Video: Journeys with George *Deadline to form project group*

Monday	Wednesday	Friday
Jan 25: Class 10: Presidential Campaigns: Free Media 2 Finish JWG. Discuss. Ioffe, Julia. 2008. "On the Trail and Off Their Rockers." <i>The New Republic</i>. October 29, 2008. Kurtz, Howard. 2008. "On the Bus, but With No Reason to Go." <i>Washington Post</i>. October 13, 2008. Page C01. Smith, Ben. 2009. "A sheep in Wolfe's clothing?" <i>Politico.com</i>. June 3, 2009.	Jan. 27: Class 11: In-Class Exam #1	Jan. 29: Class 12: Presidential Campaigns: Defining the Message Easton, Nina J et al. 2004. "On the trail of Kerry's failed dream: Pair of wars dominated strategy before election." <i>Boston Globe</i>. November 14, 2004. Green, Joshua. 2004. "Playing Dirty." <i>The Atlantic Monthly Online</i>. June 2004. Barrett, Liz Cox. 2004. "The Longer View: Votes, Quotes (and Dirt), Fresh from the Oven." <i>Columbia Journalism Review Online</i>. June 5, 2004. "Going into Battle." <i>Newsweek</i>. Nov. 17, 2008.
Feb. 1: Class 13: Presidential Campaigns: Paid media Jamieson, Kathleen Hall. 1984. <i>Packaging the Presidency: A History and Criticism of Presidential Campaign Advertising</i>. New York: Oxford University Press. Ch. 1. Ansolabehere, Stephen and Shanto Iyengar. 1996. "The Craft of Political Advertising: A Progress Report." In Doris Graber (ed.). 2000. <i>Media Power in Politics</i>, 4th Ed. Washington, D.C.: CQ Press. 152-160. Schatz, Amy. 2007. "Candidates Find a New Stump in the Blogosphere." <i>Wall Street Journal</i>. February 14, 2007: B1. Historical campaign commercials.	Feb. 3: Class 14: Tentative Guest Speaker: Sally Canfield, Chief Policy Advisor, Romney for President 2008.	Feb. 5: Class 15: Tentative Guest Speaker: Former Democratic Party Presidential Nominee Michael Dukakis. * Research Designs Due in Class; Sign up for Group Feedback Appointments in Class*

Monday	Wednesday	Friday
Feb. 8: Class 16: Presidential Campaigns: Paid Media Targeting and Mobilization Baum, Matthew A. 2005. "Talking the Vote: Why Presidential Candidates Hit the Talk Show Circuit." <i>Journal of Politics</i>. 96: 91-109 Seelye, Katharine. 2004. "How to Sell a Candidate to a Porsche-Driving, Leno-Loving Nascar Fan." <i>New York Times</i>. December 6, 2004. Nielsen Wire. 2008. "How Obama's Local Buys Added Up." Scheinkman, Andrei et al. 2008. "Election Guide 2008: The Ad Wars (Interactive Feature)." <i>The New York Times Online</i>. Stirland, Sarah Lai. 2008. "Obama's Secret Weapons: Internet, Databases, and Psychology." <i>Wired.com</i>. Oct. 29, 2008. "The Final Days." <i>Newsweek</i>. Nov. 17, 2008.	Feb. 10: Class 17: Presidential Campaign Communication: Contemporary Campaigns: Party Conventions Coleman, Kevin, Joseph Cantor and Thomas Neale. 2000. "Presidential Elections in the United States: A Primer." CRS Report for Congress. Washington, D.C.: Congressional Research Service. Library of Congress. ONLY READ PAGES 17-30. "Center Stage." <i>Newsweek</i>. Nov. 17, 2008. Video Excerpts: The War Room	Feb. 12: Class 18: Presidential Campaigns: Debates Hollihan, Thomas. 2001. "Uncivil Wars: Political Campaigns in a Media Age." Boston: Bedford/St. Martins. Ch. 9. "The Great Debates." <i>Newsweek</i>. Nov. 17, 2008. Video Excerpts: Historic Presidential Debates.
Feb. 15: Class 19: President's Day	Feb. 17: Class 20: Finish Presidential Campaigns More Video Excerpts from Debates Wrap-up.	Feb. 19: Class 21: In-Class Exam #2
Feb. 22: Class 22: Comm. in Governing: Formal Powers United States Constitution, Articles 1 and 2. Neustadt, Richard. 1990. <i>Presidential Power and the Modern Presidents</i>. New York: Three Free Press. Chapters 1 and 3.	Feb. 24: Class 23: Presidential Powers 2 Kernell, Samuel. 2006. <i>Going Public: New Strategies of Presidential Leadership</i>, 4th Ed. Washington, D.C.: Congressional Quarterly Press. Chapters 1 and 2.	Feb. 26: Class 24: Presidential Comm: Evolution over Time Kernell, Chapter 3.

Monday	Wednesday	Friday
March 1: Class 25: Tools: Travel and speeches Kernell Chapter 4	March 3: Class 26: Tools: Press Office Sifry, Micah. 2009. "The Obama Roadblock: Why He's Sagging Online." TechPresident.com. Sept. 21, 2009. Kurtz, Howard. 2002. "Straight Man." <i>Washington Post</i>. May 19, 2002. Smith, Ben. 2007. "Clinton campaign kills negative story." Politico.com. Rutenberg, Jim. 2009. "Behind the War Between White House and Fox." New York Times. October 22, 2009 * Final Research Projects Due by 5 p.m.*	March 5: Class 27: Tools: Press Conferences Clayman, Steve, Marc Elliott, John Heritage, and Laurie McDonald. 2004. "Historical Trends in Questioning Presidents 1953-2000." Presidential Studies Quarterly. 36: 561-583. Allen, Mike. 2004. "Next Question: Reporters Walk Line Between Deference and Diligence in Quizzing Bush." Washington Post. December 1, 2004: C01. Learmonth, Michael. 2006. "The Non-Power of the Press: Bush Aides Check Star Status of White House Journos." Variety.com. March 26, 2006. Video: Press conferences
March 8: Class 28: Effects: Domestic Policy 1 Kernell Chapter 5	March 10: Class 29: Effects: Domestic Policy 2 Han, Lori Cox. 2002. <i>Governing from Center Stage: White House Communication Strategies During the Television Age of Politics</i>. Cresskill, NJ: Hampton Press, Inc. Pp. 47-78 Peer Evaluations Due: 5 p.m.	March 12: Class 30: Effects: Foreign Policy, and Wrap-up Groeling, Tim and Matthew Baum. 2008. "Crossing the Water's Edge." Journal of Politics. 70: 1065-1085. Kernell Chapter 8 Final Exam: Friday, March 19, 2010, 11:30am-2:30pm

Research Assignment Options

Dr. Tim Groeling (Groeling@ucla.edu)

Communication Studies 162 • UCLA • Winter 2010

The screenshot shows the ProQuest Advanced Search page. At the top, there's a navigation bar with links like 'Basic Search', 'Advanced Search', 'Publication Search', and 'Marked List'. Below this, the 'Advanced Search' section is active. It features a search bar, a dropdown menu for 'Citation and document text', and a 'Search' button. Below the search bar, there are options for 'Database' (set to 'News - The Historical Los Angeles Times') and 'Date range' (with options for 'On this date', 'Before this date', and 'From'). There are also 'More Search Options' and 'Hide options' links. At the bottom, there are 'Sort results by' and 'Results per page' settings.

The screenshot shows the UCLA Digital Civic Learning interface. At the top, there's a header with the UCLA logo and the text 'Digital Civic Learning'. Below this, there's a 'Find news programs' section. It includes a search bar with the word 'Huckabee' entered, and a 'Search' button. Below the search bar, there are options for 'with all of the words', 'with the exact phrase', 'with at least one of the words', and 'without the words'. There are also options for 'with the word' and 'within' words of the word. Below this, there's a 'Date and time' section with 'from' and 'to' date pickers. There's also a 'Sort by' section with a 'Frequency' dropdown. At the bottom, there's a 'Counts' section with a 'Videos' dropdown. On the right side, there's a 'Series' section with a list of news programs and a 'Search' button.

The Assignments

STAGE 1: RESEARCH DESIGN

As early in the quarter as possible, students will form groups of three students that will come up with a question about election coverage and design an empirical test that uses data from one of the two sources discussed below to answer it.¹ Each group will be required to meet with the professor for a ten-minute appointment to discuss their research design. (Attendance by all group members is mandatory). More details and examples will follow later about this stage of the project. 5 points, Due February 5th in class, with feedback appointments available Feb. 8th-13th.

STAGE 2: COLLECT DATA, WRITE UP RESULTS

After receiving feedback on their design, students will apply the research design they constructed in stage 1 to actual news coverage. In most cases, this research will consist of an empirical content analysis of their stories, summarizing their findings and analyzing differences over time in a ten-page (maximum, not including tables and figures) paper due March 3rd by 5 p.m. All papers will be turned in electronically (preferably as PDF files or Word 2004 documents; do NOT turn them in using the native Word 2007 docx format... more details TBA) and will include only their group number for identification. 12 points.

STAGE 3: INSTRUCTOR AND PEER REVIEW

In addition to being graded by the instructor and/or course graders (60% of score), each paper will be randomly assigned to approximately two students for peer review (20%

¹ Students who are not in a group by Jan. 22nd will be randomly assigned into a group. If a student has a demonstrable scheduling or other problem with participating in a three-person group, I will allow petitions to do the project as a one-person group.

weight per student). Peer reviews will be assigned by March 5th, and must themselves be submitted electronically no later than 5 p.m. on March 10th. The peer evaluations will themselves be graded by the instructor and/or graders for their quality and accuracy. 3 points.

AN IMPORTANT NOTE ABOUT GROUP MEMBER “WORKLOAD”

To ensure uniform effort on the project, each person in your group needs to examine the equivalent of reading 10 newspaper stories for each of the election years. For newspaper people, this means that each group member should be responsible for reading around 250 stories for your analysis of content. If your research design calls for very detailed reading of the stories (counting sentences devoted to different candidates, coding evaluations as positive or negative, etc.), you can do fewer stories; if you are doing a less detailed analysis that doesn't require you to read the whole story (headline analysis, lead-paragraph analysis, etc.) you will need to do more stories to compensate. Television students should apply the same rules, with news “segments” being the equivalent of newspaper stories.

Project Option 1: Times over Time

CS162 *LA Times* Historical Election Coverage Assignment

This project will have students compare *Los Angeles Times* political news content over a century. Specifically, students will examine news coverage during the equivalent of a single day of each presidential election year between 1884-1984.

ProQuest Searches

All searches will be conducted using the ProQuest online historical database. You **MUST** be on a UCLA-domain computer when you do your searches (note: You can use the BOL VPN client (see <http://www.bol.ucla.edu/services/vpn/>) or a proxy server if you're off-campus). The link to the ProQuest archive is ugly ([via ProQuest](#)) so I'll link to it on the main course web page. See the first page of this assignment for a look at the advanced search page. I **STRONGLY** advise you to do some very basic political searches for the earlier time periods before settling on your search topic and terms, as issues and partisan labels have shifted with time.

Project Option 2: The Tube on the Trail

CS162 2008 Presidential Election Coverage Assignment

This project will have students examine television news content during the 2008 presidential election. Using the resources of the UCLA Communication Studies Archive, students will have access to computer-indexed coverage recorded in the Los Angeles television market during the 2008 race.

Video Archive Searches

All searches will be conducted using the UCLA CS Archive Search Engine

<http://www.sscnet.ucla.edu/csa/search/>. This link will be restricted to UCLA accounts and computers (note: You can use the BOL VPN client (see <http://www.bol.ucla.edu/services/vpn/>) or a proxy server if you're off-campus.