019:169:001

The Conservative Media and Framing in the New Media Environment

Frank D Durham, Ph.D.
 Begins: May 14—Ends, June 1
 9:30A - 12:20P MTWThF E232

Graded exercises

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<th>Graded exercises</th>
<th>Due</th>
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<td>Frame analysis 1</td>
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<td>Final essay</td>
<td>30</td>
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<tr>
<td>Class participation (attendance and daily reading responses)</td>
<td>40</td>
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<td>Total</td>
<td>100</td>
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REQUIRED TEXTS


*Reading packet. Available at Zephyr Copies on E. Washington Street or on ICON/Electronic course reserves list.*
“The Iowa Dozen”

In this class we will learn the following principles, which—when spelled out—become the “Iowa Dozen.”

We will learn:

1. to write correctly and clearly
2. to conduct research and gather information responsibly
3. to edit and evaluate carefully
4. to use media technologies thoughtfully
5. to apply statistical concepts appropriately

We will value:

6. First Amendment principles for all individuals and groups
7. a diverse global community
8. creativity and independence
9. truth, accuracy, fairness and diversity

We will explore:

10. mass communication theories and concepts
11. media institutions and practices
12. the role of media in shaping cultures.

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1 Does not apply to this course.
COURSE OBJECTIVES

At the end of this course, you will understand:

- critical concepts of media framing
- concepts of the ‘objective’ journalism vs. the journalism of opinion and assertion
- media polarization
- the fragmentation of the media
- and how to recognize these effects on your own.
COURSE RULES AND GUIDELINES

• **Computer responsibility** — You are responsible for knowing how to use a PC. In all cases, you are expected to maintain **back-up files** of your work. Excuses relating to disk and drive failures will not be accepted. If you lose an assignment due to failure to back up a file, you will be given a “zero.”

• **E-mail** — You must be able to receive e-mail via your “@uiowa.edu” account. Please set other e-mail accounts up to forward messages we send to any other e-mail accounts you use. You will be responsible for any messages you miss, if you do not use this university-assigned address. Class announcements may also be posted on ICON. Check for them regularly.

• **Studying** — Put sufficient time and attention in preparing your writing assignments.

• **Meet your deadlines.** Late papers will be marked down one letter grade per day, after they have been graded. Thus, a “C” paper that is two days late will receive an “F.” NO paper will be accepted late unless you have notified me in advance with an explanation. No paper will be accepted more than three weekdays after it’s due.

• **Attendance is not optional.** Except in cases of documented excuses, including death in the family, serious illness, or other genuine emergencies or crises, you are expected to attend all lecture and section meetings. If you must miss a class, notify me in person or by e-mail in advance. If extenuating circumstances make advance notice impossible, you must provide a written explanation of your absence as soon as possible.

• **Make-up work.** Except in exceptional and documented situations, all make-up work (arranged prior to your absence) must be completed within the summer schedule.

• **Arriving to class late/leaving class early.** This is disruptive and inappropriate behavior. If other classes or obligations overlap with the times scheduled for this course, rearrange the other matters or drop this course.

• **Unethical conduct.** Webster’s New World Dictionary defines “plagiarize” as “to take ideas, writings, etc., from another and pass them off as one’s own.” The University provides penalties for plagiarism ranging from grade reduction to dismissal from the University. We will learn how to research and write papers and
tests correctly to avoid even accidental plagiarism. If you are in doubt as to whether you may be plagiarizing, ask for help from your section leader. For more details of definitions of cheating, procedures and penalties, see the University's detailed definitions of academic misconduct may be found in the Student Academic Handbook of the College of Liberal Arts and Sciences, at www.clas.uiowa.edu/students/academic_handbook/ix.shtml.

- **Special accommodations.** I need to hear from anyone who has a disability, which may require some modification of seating, testing or other class requirements so that appropriate arrangements may be made. Please contact me during my office hours. Special academic arrangements for students with disabilities are handled with the cooperation of Student Disability Services, 133 Burge Hall, ph. 335-1462. Students who feel they need special accommodations for any aspect of the course are encouraged to contact SDS and to speak with me early in the semester.

- **Complaints.** The instructor and section leaders are open to hearing student concerns related to the course. We encourage you to resolve conflicts directly. If you feel uncomfortable bringing a concern to your section leader, you may consult, in the following order: Dr. Frank Durham; Dr. David Perlmutter, Director of the School of Journalism and Mass Communication; Dr. Helena Dettmer, interim Assoc. Dean for Academic Programs in CLAS; the University Ombudspersons. For more information, see the CLAS Student Academic Handbook at: www.clas.uiowa.edu/students/academic_handbook/ix.shtml.
WEEK ONE

May 14 — A. Course overview

B. In-class A-V: “Shut Up & Sing” — The Dixie Chicks (DVD—93 mins.)

Please pay attention and take notes on the following points in the film:

• What she said and when and where
• The stage the war was at then
• How it was reported in the media
• How this is depicted in the film
• What the public reaction was and how it was acted out
• How the resulting fury presented a context out which various frames were possible (These will be what we will look for in the exercise that follows.)
• Other impressions about how this became a media firestorm
• The date of Maines’ statement (you'll need this to search for related news stories)

C. Discussion of “Shut up and Sing” as an example of framing
May 15  Introduction: *Framing and media frames*


- Chapter Four: “Journalism of verification,” pp. 70-93.
- Chapter Five: Kovach & Rosenstiel, “Independence from faction.”

B. Video: Chapter Three of Frontline’s “Hot Politics” about the reframing of “global warming” and the role of corporate and government sources in that framing process. (Use Windows Media Player on the PC.)


Comment [u1]: Notes re. Conway et al.: (a) In addition to reading the article, please read the summary of this article at: newsinfo.iu.edu/news/page/normal/5535.html
(b) Please look at this additional link for a summary of the charts and tables that accompany the article: journalism.indiana.edu/papers/oreilly.html
WEEK TWO

May 21  **In-class assignment discussion: Frame Analysis Exercise**

- We will work in a writing lab today.
- Demonstration of Lexis-Nexis
- Researching Frame Analysis *in-class*: Searching for news transcripts of reports covering the Natalie Maines event. We will research coverage by Fox Network and the NY Times or the Guardian.
- Writing exercise (see instructions in syllabus)

May 23  Discussion of frame analysis; you will submit these papers following this discussion.

May 24  A.  Video: “Outfoxed”


WEEK THREE

May 28  
Memorial Day

May 29
Jamieson & Cappella: *Echo Chamber*: Rush Limbaugh and the Conservative Media Establishment

**A Summer strategy:** I will ask each one of four groups to present a discussion on one of the chapters in each of the section of *Echo Chamber*. You will otherwise be responsible for writing 1-2 pp. reading summaries of all of the chapters.

Preface, Chapters 1-4


May 30  
*Echo Chamber*, Chapters 5-9

Daily Clip: The 2011 Correspondents Dinner: Obama on Fox — www.youtube.com/watch?v=n9mzJhvC-8E ("the Obama Birth Video")

May 31  
*Echo Chamber*, Chapters 10-14.

Daily Clip: Father Coughlin: www.youtube.com/watch?v=IS9_gqCytV4

June 1  
Final papers due at end of class period.
Framing Exercise

As you read and review the articles that you find (or that I give you), write out the answers to these questions. You will refer to them in our classroom discussion and turn them in afterwards.

You should do this assignment on your Mac or PC to print out and turn in. Save and back-up your files as always.

Instructions

• Provide the author’s name(s), date, newspaper name, and page number at the top of your analyses of them.

• To determine the dominant frame presented in each of these stories, analyze each according to the criteria listed below:

1. What is the dominant frame in the news? (After reading each story, identify the dominant perspective or theme of the news stories.)

2. Are there other, emerging themes in the coverage? If so, list them.

3. Media scholars Daniel Perkins and William Starosta offer a way to decode the implicit journalistic routines that can reflect ideological differences in the way that the news is written. They propose observing five points:

   (a) Who is/is not quoted?

   (b) Who is/is not given credence by title?

   (c) Where are those cited positioned within the news reports?

   (d) Whose ideas are supported (reinforced)/questioned?

   (e) And, which details are included or excluded?”

Make lists of points in each story that match these points.

3. In their key 1989 article, scholars William Gamson & Andre’ Modigliani measured framing “devices.”

Here is a list of the devices they identified. Check for these devices in the news stories you’ve read here:

(a) metaphors
(b) catchphrases
(c) exemplars
(d) depictions
(e) visual images

Does this lead you to revise your answer to Question 1? What is the dominant frame, based on the way these devices are employed in each story?

4. How do these devices represent the “structure” of the frame in each of your examples? Refer to Reese’s chapter for concepts to describe your answer.

5. What does this tell you about how the ideological position has been constructed in each your examples?

Summary

In summary, discuss the ideological or value-based differences that you may have found. How do the mechanics of the story outlined in the criteria above indicate the bases for these differences?

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Note-taking guidelines

Take notes while completing your daily reading assignments. These notes should be useful to you in class as discussion prompts or references. In particular, take notes on:

- The main point or thesis of an article or chapter;
- Key concepts that the author(s) define and apply;
- Brief notes on examples that they may give;
- Points that strike your imagination as in: “What I found most interesting in this piece was...;”
- The URL for a media clip (video or audio) that provides and example of a concept in this reading.

Your word-processed notes should be brief as in 2-4 pp. per piece.

I will collect and grade these documents daily as part of your participation grade.