McGill University

Media and Politics

Course Outline
First Draft

Course #: POLI 424.001
Term Winter: Fall
Year: 2023
Pre-Requisite **POLI 211 (N.A.) or Poli 212 (*Government and Politics – Developed World)* and at least 3 credits in a level 300s course.**
Course schedule **Tuesday – Thursday: 8:35 – 9:55 a.m.**
Location **LEA 109**
Credits **3**

INSTRUCTOR
Mounir Katul
Mounir.katul@mcgill.ca
Office Hours: Tuesday: 10:15 – 11:30, and by appointment via Zoom
Location of Office Hours Leacock BLDG. 521

Teaching Assistant:
Just me!

COURSE DESCRIPTION

Poli 424 introduces students to the complex domains of the media and politics, especially in the developed world. Considering the media as a mass communication tool of one party to another, the media evolved from a simple governmental paper-based communication form to the public to a virtual world (or multi-worlds in some cases) in the 21st century. The advancement of technology, mass communications, and the hyper-acceleration of globalization in the last three decades created multiple phenomena that led to positive and negative impacts in various domains. For example, scholars referred to the new media as a step closer to democratization (ex., Freedom of speech) and citizen-style lobbying. Still, at the same time, it can be a tool for authoritarian regimes to crack down on dissent by tracking smartphones and IP addresses and imposing hegemonic narratives on many citizens. Facebook, another new form of hyper-digital media, shrank the world and enabled people to reconnect worldwide for free; however, the same platform faced backlash for its algorithms in pushing one type of news to its consumers based on a few clicks. The list of themes goes on, and the fields of interest branch out when asking who the target of the study is, what objective the media is used in this case, and who is being addressed when discussing politics.

Students in this course should be able to answer the following questions: Does the media shape politics, or does politics shape the media? One can add a follow-up question: are the owners of such media powerful enough to impose their preferences on politicians or vice versa (or are they the same people?) Is the media a tool for democratization or repression? Can the press bring forth collective action for underdogs or further causes individual alienation? Do policymakers base their policy objectives and preferences on media polling, or do they follow a strict ideological agenda? Does the media truly connect its consumers to the world or make them lose their sense of reality? Does Twitter (now known as X) and the Blogosphere democratize citizens' voices or reinforce the hand of billionaires? These are but a small sample of themes we attempt to discuss and answer together in class.

The course will cover classic themes, such as Anderson's Print capitalism, to present events, such as former US president Trump's usage of Twitter, the Fox News vs. CNN wars, PM Trudeau's selfies and campaigning, Black Lives Matter and Police reform, the trade-off between mainstreaming a progressive cause and its cooptation by the market, Discourse analysis strategies, and so on.

LEARNING OUTCOMES:

By the end of the semester, the students should:

- Should be able to identify the various interplays between the domains of politics and the media, depending on the level of analysis and actors.
- Could critically identify forms of power emerging or intertwining (depending on the phenomenon) in their research and day-to-day lives when changes in media reporting occur.
- Learn more about the media as a tool for networking, social movement organization, and strategies from marginalized groups to push for their causes.
- Identify the new opportunities, patterns, costs, and implications of the hyper-digital media.

COURSE DELIVERY

Lectures: This course will be delivered in person as a **series of lectures**. **The lectures will not be recorded for this class; however, students are welcome to get permission and record my lectures before the Fall semester's commencement (I will see if I can do a live recording and upload it to MyCourses).** Depending on the themes and availability, I may invite specialists to engage the students within their respective fields.

Slides and videos: Lectures will be accompanied by PowerPoint presentations and small online videos; both **will be available** to students via MyCourses in "Course Lectures" section.

Course Readings: There is no textbook for this course. All readings will be accessible via the McGill Library or scanned and uploaded to MyCourses. All the required readings will be available on MyCourses under the section "Links to Readings: Start Here" to save students time to search for them manually in the library. The sub-sections for the links are organized chronologically by the Part series to be covered each theme/week. A second section, titled "Library Uploads," will be

available for required links without functioning permanent links. These readings are still accessible if you search the books and articles through the McGill Library's search engine –ensure you are logged in to your library account.

Assignments: All assignments, their instructions, and submissions will take place through MyCourses. Your grades will also be released through MyCourses.

Communication: I can be reached via email and during electronic office hours, to be held via Zoom. I usually answer my emails within the same day; however, I will require no more than 28 hours to respond if something pops up (I'm often offline on weekends; however, try your luck and email me). If you have a lengthy question, please ask during my office hours instead of emailing. Further details about remote office hours will be posted on MyCourses. The MyCourses discussion board will be used to address Frequently Asked Questions. I am also available by appointment; however, such meetings take place through Zoom.

WHAT THE COURSE OUTLINE INCLUDES:

- Required Readings: The readings that are mandatory for the week. The students must prepare for the lectures by reading those assigned texts. All of the required readings can be accessed through MyCourses.
- Mode of Grading and Grading rubrics
- I reserve the right to change the course materials and deadlines within reasonable time frame.

Mode of Evaluation (not final, flexible after discussing the details with the class):

Attendance and Participation:	10%
Mid-Term Take-Home Exam	30%
Final Take Home Exam	30%
Two Mini-Critical Reviews (4 pages max each)	30% (highest 2 out of 3)

ATTENDANCE & GRADING:

Attendance 10%

Attendance, in theory, is mandatory for the course. Since there are no conferences, I will be taking attendance for each lecture. HOWEVER, given the university protocols on CoVid and the sort, please email me when you cannot attend class. If you have fever or CoVid symptoms, just email me. The focus, for me, is on participation in class and qualitative engagement with the material, rather than the numerical statistics on an attendance sheet.

Grade: 9-10: Student leads the debates, provides in-depth analysis, and cites the assigned readings to back the argument.

Grade 6-8: Student has an idea of the debates, did the readings, offers somewhat in-depth analysis, and contributes qualitatively in class.

0.5 – 5: This section ranges from lack of discussion in class and showing lack of interest in the lectures to participation limited on opinions or comments. The grade goes closer to five as the student shows that he/she/they read the materials.

Please Note: Respectful and constructive discussions are the primary themes of the classroom discussions: including respect for your instructor, teaching assistant, and fellow students. Any form of discrimination will not be accepted in class. Students also are not allowed to interrupt each other disrespectfully.

Critical Reviews/ Potential Assignments (2x15%)

While the course has no term papers, there are critical reviews, each accounting for 15% of your grade. These are essential reviews and focus on the articles we studied for the week. The student must complete at least two of them and has one week to achieve each separately. The terms generally require a maximum of 4 pages (unless specified otherwise in the instructions) and require rigorous research and completion time. All assignments need to be double-spaced, font 12, and preferably (but not limited to) Times New Roman.

 In the spirit of fairness and learning from earlier mistakes, the student can submit up to three reviews, and I will consider the highest two. A primary rule for the assignments is that you cannot take a second assignment while another is due. They are potential assignments because you may choose the week to write your critical review. Nevertheless, to avoid the issue of all 40 students submitting their papers in the last three weeks of the semester, you have a limited window to submit each critical review attempt (thus, the deadline will be two weeks after the last lecture about the Part you want to do a literature review – Yes, the day begins when the final lecture of the part finishes, the deadline will be mid-night of the Thursday lecture – aka 11:59 pm of the second Thursday). Review the Course outline thoroughly, considering the data below:

1) Phase One: Part 2 to Part 6 (First Attempt)
2) Phase Two: Part 7 to Part 9 (Second Attempt)
3) Phase Three: Part 10 to Part 13 (Third Attempt)

Reminder: You can also take the chance with two attempts (any of the three Phases); however, I highly suggest you make all three attempts to maximize your chances for a better grade (top two out of three). It goes without saying that if you are pleased with the first two attempts, then you do not need to take the third. Submitting one attempt or less will result in an instant zero. I highly recommend you contact me if you are facing unusual or health problems.

Acquiring a good grade (/100%)
   a) Getting the main idea of each author (20%)
   b) Identifying strengths and weaknesses with in-depth analysis (20%)
   c) Comparing the scope (if applicable of each other)
   d) Utilizing earlier material to critique or re-enforce arguments (points c & d: 40%)

e) Editing, language, bibliography (the bibliography is not part of the page count – yes, you need to cite your sources)

You can upload the attempts to special sections on Moodle (I will open sections for you to upload on MyCourses – The Assignment section). You can also track the deadline of each attempt you want to do there – pending on the part of your choice. Late penalties will be implemented as well

Mid-Term Take-Home Exam (30%):

Take-Home Mid-Term Commences: October 14 Mid-Night till October 17 11:59 Mid-Night

The Mid-Term will be take-home with several essay questions, with a word limit. Understanding the course materials and lectures is more important than memorizing them. You may not consult with other people. I will <u>not</u> be available to answer exam-related materials during the exam period; however, I can answer issues relating to ongoing lectures or critical reviews. You can use the lessons, lecture slides, class notes, and readings to assist you in answering the questions. However, you must answer the questions and not just paraphrase whatever you see in the texts. To earn an excellent grade, you need to synthesize the materials, let them talk to each other, and analyze them critically. Finally, you will need to upload the response before the deadline. The date is flexible if all other professors decide to do their mid-terms in the same week as mine. So, if this is the case, check other course outlines, and contact me ASAP via email or in class. From my perspective, my interest is that you master the course materials. The Content covered will be From Part II to Part VII. Detailed instructions will be discussed in class and uploaded to MyCourses when you take the exam. Like Critical Reviews, the exams and the responses will have a special section in Assignments.

Final Exam Take-Home Exam 30%

Like the Mid-Term, the Final Exam will be uploaded to MyCourses. The exam's date will be announced through McGill's Exam House. I am also flexible on the dates since this is a take-home exam, and I know the Exam and Final Paper rush season. I will provide options for the dates in case you are overwhelmed with two or more deadlines, excluding my course.

Note: Both exams will be in essay format, and you must choose 2 out of 5 questions. No team or group work is allowed for these exams. Also, seeking outside help is considered cheating, and I will know if this happens since the exams are both heavily centered on my lectures and the themes covered there. I will explain more about this topic in class.

Please see the FAQ page for uploading assignments and other features for MyCourses:
FAQs for students using myCourses: Assignments

PLEASE NOTE: Late work submitted without a doctor's note will be accepted with a penalty of 10% per day late. Excuses without a doctor's note will not be accepted. Make-up assignments will be offered ONLY if a student misses an exam for a valid medical reason backed by a doctor's note.

REQUIRED COURSE MATERIALS

All readings will be posted on MyCourses. There is no course textbook for this course. All course materials, except possibly one book chapter, can be accessed online through the library. Several articles and book chapters that do not have a functioning permanent library link can also be accessed through my courses in Course Contents. I have highlighted the readings that are on MyCourses.

COURSE AND UNIVERSITY POLICIES

Procedure for contesting grades: Students who wish to contest a grade for any assignment must require it in writing (by email to the instructor) with the reasoning behind the request. The student must submit a page explaining where the grader (myself) missed the point and base it on a provided grading rubric for the disputed paper. The student has one week to submit a grade dispute.

Academic Integrity: "McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism, and other academic offenses under the Code of Student Conduct and Disciplinary Procedures" (Approved by Senate on 29 January 2003) (See McGill's guide to academic honesty for more information).

« L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et procédures disciplinaires » (Énoncé approuvé par le Sénat le 29 janvier 2003) (pour de plus amples renseignements, veuillez consulter le guide pour l'honnêteté académique de McGill.)

Assessment: The University Student Assessment Policy exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads.

Basic needs: If you have difficulty affording food or if you lack a safe and stable place to live, and believe that these circumstances may affect your performance in this course, I encourage you to contact the Dean of Students, who can connect you with support services. If you feel comfortable doing so, please let me know as well so we can discuss how I can best support your learning.

Special Needs: As the instructor of this course, I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the Office for Students with Disabilities, 514-398-6009 (See more data here: https://www.mcgill.ca/ugme/student-affairs/academic-support/office-students-disabilities).

Language of Submission "In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives." (Approved by Senate on 21 January 2009)

« Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté, sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue. » (Énoncé approuvé par le Sénat le 21 janvier 2009)

Course Evaluations: Mercury course evaluations: Mercury course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students. Course evaluations are important so that your instructor receives feedback on his/her/their teaching style and course materials.

Copyright of Lectures*:* All slides, video recordings, lecture notes, etc. remain the instructor's intellectual property. As such, you may use these only for your own learning (and research, with proper referencing/citation) ends. ***You are not permitted to disseminate or share these materials***; doing so may violate the instructor's intellectual property rights and could be cause for disciplinary action.

Online Etiquette Guidelines*:* The University recognizes the importance of maintaining teaching spaces that are **respectful and inclusive** for all involved. To this end, offensive, violent, or harmful language arising in contexts such as the following may be cause for disciplinary action.

Note: In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change. **The privilege of additional work will not be granted.**

Content warning: Please be aware that some of the course content, especially as it relates to various forms of **violence and discrimination**, **may be disturbing** for some students. This content has been included in the course because it directly relates to the learning outcomes. Please contact the instructor if you have specific concerns about this. I will flag readings in the course outline to highlight a reading with a possibility of such language.

Recording privacy: I will notify you if part of a class is being recorded. By remaining in classes that are recorded, you agree to the recording, and you understand that your image, voice, and name may be disclosed to classmates. You also understand that recordings will be made available in MyCourses to students registered in the course. Please consult me if you have concerns about privacy and we can discuss possible measures that can be taken.

Respect: The University is committed to maintaining teaching and learning spaces that are respectful and inclusive for all. To this end, offensive, violent, or harmful language arising in course contexts may be cause for disciplinary action.

Sustainability: McGill has policies on sustainability, paper use, and other initiatives to promote a culture of sustainability at McGill. See the Office of Sustainability.

Land acknowledgment: McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.

L'Université McGill est sur un emplacement qui a longtemps servi de lieu de rencontre et d'échange entre les peuples autochtones, y compris les nations Haudenosaunee et Anishinabeg. Nous reconnaissons et remercions les divers peuples autochtones dont les pas ont marqué ce territoire sur lequel les peuples du monde entier se réunissent maintenant

Wellness: Many students may face mental health challenges that can impact not only their academic success but also their ability to thrive in our campus community. Please reach out for support when you need it; wellness resources are available on campus, off campus, and online.

Workload management skills: If you are feeling overwhelmed by your academic work and/or would like to further develop your time and workload management skills, don't hesitate to seek support from Student Services.

Course Readings and Schedule are in the next section

Lectures, Assigned and Suggested Readings, Assignments Due

Part 1: Introduction
(August 31)
No Reading

Part 2: Concepts and Brief History
(September 5 & 7)

Sept. 5: The Classics: Print Capitalism, Imagined Communities, and Identities

Anderson, Benedict. 2nd Edition, 2016. *Imagined Communities, Reflections on the Origin and Spread of Nationalism.* New York: Verso. Selected Readings:
Chapter 1: Introduction, pp. 5-7
Chapter 2: Cultural Roots: pp. 24 (starting third paragraph) – 26 (end of second paragraph)
Chapter 4: Creole Pioneers: pp. 58 – 65 (*Note: Anderson is the sole author with selected pages to read across multiple chapters)*

Chandra, Kanchan. 2012. *Constructivist Theories of Ethnic Politics.* New York: Oxford University Press. Read only Chapter 3: Attributes and Categories: A New Conceptual Vocabulary for thinking Ethnic Identity: pp. 101 – 117

Sept 7: Cont'd: Traditional Media and Origins of Mobilization

Tarrow, Sidney G. 3rd edition, 2011. *Power in Movement: Social Movements and Contentious Politics.* Read only Chapter 3: Print and Association: pp. 57 – 70.

Part 3: Media and its Impact on Societies: Traditional and New
(September 12 & 14)

Sept. 12: Before Entering the Realm of Politics

Currain, James. 2002. *Media and Power.* London: Routledge. Read Chapter 8: Media and Democracy: The Third Way: pp. 217 – 247.

Sept 14: Implications to Mobilization and Politics

Van Dijck, Jose. 2013. *The Culture of Connectivity: A Critical History of social media.* Oxford: Oxford University Press. Read only: Chapter 1: Engineering Sociality in a Culture of Connectivity: 3 – 23.

Part 4: Politics & the Media Discourse Analysis
(September 19 & 21)

Required Readings

Sept. 19: Leaders & Spin-Weavers: Setting the Stage for the Media

Woodak, Ruth. 2009. *The Discourse of Politics in Action: Politics as Usual.* Basingstoke: Palgrave
        Macmillan. Chapter 1: "Doing Politics," pp. 1-27.

Sept 21: Discourse of Racism: Media, Public Life, and Hegemony

Jiwani, Yasmin, and John E. Richardson. 2011. "Chapter 12: Discourse, Ethnicity, and Racism."
        In Teun A. Van Dijk. Eds. 2nd Edition, Eds. *Discourse Studies: A Multidisciplinary
        Introduction* (E-Book). Thousand Oaks: Sage Publications. (Warning: this chapter contains
        texts of actors who are racists, Anti-Semites, Sexists, Islamophobes, or all of the above,
        please contact me if you are uncomfortable with this reading)

Çoban, Savaş. 2018. *Media, Ideology, and Hegemony.* Boston: Brill. Read Chapter 5: Hegemony,
        Ideology, Media: pp. 90 – 106.

Part 5: Bottom – Up Relations: Activism from Below
(September 26 & 28)

Sept. 26: The New Media?: Influencers and Participative Citizens

Hinck, Ashley, and Lelie Rasmussen. 2021. "Influencer Strategies and Political PR: An AOC Case
        Analysis," pp. 27 – 34. In Amber Hutchins and Natalie TJ Tindal. *Public Relations and
        Online Engagement: Audiences, Fandom, and Influencers.* New York: Routledge.

Storsul, Tanja. 2014. "Deliberation or Self-Presentation? Young People, Politics, and Social
        Media," *Nordicom Review* 35, no. 2: 17 – 28.

Tometi, Opal. 2021. "How a Black Lives Matter Co-Founder Grew the Movement. *Bloomberg
        Television News* – Interview. New York – New York (3.5 minutes long or so)

Link in McGill Library: https://video-alexanderstreet-com.proxy3.library.mcgill.ca/watch/how-a-
black-lives-matter-co-founder-grew-the-
movement?utm_campaign=Video&utm_medium=MARC&utm_source=aspresolver

Sept. 28: Power of Media Coverage in Reinforcing Racism

Guo, Chao, and Gregory D. Saxton. 2020. *The Quest for Attention: Nonprofit Advocacy in a Social
        Media Age.* Stanford: Stanford Business Press. Read Chapter 5: Beyond Clicktivism:
        From Attention to Impact: pp. 118 – 153.

Part 6: Feminism

(October 3 & 5)

Required Readings:

Oct. 3

Nish, Jennifer. 2022. *Activist Literacies: Transnational Feminism and Social Media Rhetorics.* Columbia: University of South Carolina Press. Read: One: Literacies of Positionality: Networked Activism, Embodied Genres, and Performances of Dis/identification: pp. 32 – 74

Oct. 5

Loney-Howes, Rachel, Kaitlynn Mendes, Diana Fernandez Romero, Binca Fileborn, and Sonia Nunez Puente. 2022. "Digital Footprints of #MeToo." *Feminist Media Studies* 22, no. 6: 1345 – 1362.

Leung, Rebecca, and Robert Williams. 2019. "#MeToo and Intersectionality: An examination of the #MeToo Movement Through the R. Kelly Scandal," *Journal of Communication Inquiry* 349 – 371.

[Fall Reading Break: Friday, October 6 – Wednesday, October 11]

Part 7: Media and Ethnic Mobilization
(October 12)

Oct 12: Too soon for Democracy / Body of Woman to create identity in Print capitalism.

Snyder, Jack, and Karen Ballentine. 1996. "Nationalism and the Marketplace of Ideas." *International Security* 5 - 40.

Zarkov, Dubravka. 2007. *The Body of War: Media, Ethnicity, and Gender in the Break-Up of Yugoslavia.* North Carolina: Duke University Press. Read Chapter 2: Pictures of the Wall of Love, pp. 43 – 68.

Take-Home Mid-Term Commences: October 14 Mid-Night till October 17 11:59 Mid-Night – Instructions will be discussed in Class and Uploaded to MyCourses – Assignment Section

Part 8: Social Movements in the Digital Age: A Double Edge-Sword

Required Reading:

Oct. 17

Alperstein, Neil. 2021. *Performing Media Activism in the Digital Age.* Cham: Switzerland. Read Chapter 4: Conflict and Contentiousness: Network Connections and Pockets of Resistance in Social Movement, pp. 105 – 142.

Oct. 19: What Works for One Group, Can Work for the Other/Truth Matters?!

Chayko, Mary. 2020. "Chapter 9: The Practice of Identity: Development, Expression, Performance, Form," pp. 115 – 125. In Leay A. Lievrouw and Brian Loader. Eds. 2021. *Routledge Handbook o Digital Media and Communication,* New York: Routledge.

Sheffield, Eric. 2020. "Chapter 4: Twitter and Trumpism: Epistemological Concerns in the Post Truth – Era," pp. 47 – 59. In Faith Augostinone – Wilson, eds. 2020. *On the Question of Truth in the Era of Trump.* Boston: Brill.

Part 9: Far-Right Populism, the Media, and Threats to Democracy

Required Reading

Oct 24.: Downgrading Trust in State Institutions/Misinformation

Mair, John, Tor Clark, Neil Fowler, Raymond Snoddy, and Richard Tait. 2021. *Populism, the Pandemic, and the Media: Journalism in the Age of CoVid, Trump, Brexit, and Johnson.* Suffolk: Aramis Academic Publishing. Read: How Trump's Abuse of the Media Has Changed America Forever, pp. 45 – 51

Powell, Anastasia, Gregory Stratton, and Robin Cameron. 2018. *Digital Criminology: Crime and Justice in Digital Society.* New York: Routledge. Read Chapter 6: Networked Hate: Racism, Misogyny, and Violence: pp. 112 – 137.

Oct. 26: Far Right Blogs, Populism, and Regulation Challenges of On-line Content

Sakki, Inari, and Katarina Pettersson. 2016. "Discursive Constructions of Otherness in Populist Radical Right Political Blogs." *European Journal of Social Psychology* 46, no. 2: 156-170.

Iosifidis, Petros, and Nicholas Nicoli. 2020. *Digital Democracy, Social media, and Disinformation.* Routledge. Read: Chapter 3: social media, Populism, and Regulatory Action: pp. 26 – 39.

Part 10: The Age of Facebook, Google, and Hegemonic Algorithms
(October 30 & November 2)

Required Reading

Oct 30

Spence, Edward H. 2021. *Media Corruption in the Age of Information.* Cham: Switzerland. Read Chapter 5: Tech Media Corruption in the Age of Information: pp. 93 – 122.

Yahoo! Finance. 2019. "AOC Grills Facebook CEO Mark Zuckerberg on Cambridge Analytica and Campaign ads. *YouTube* 23 October, 2019:

https://www.youtube.com/watch?v=G272R50v6ww

Nov. 2

Bucher, Taina. 2018. *If…then: Algorithmic Power and Politics.* New York: Oxford University Press. Read Chapter 6: Programming the News: When Algorithms Come to Matter: pp. 118 – 148.

Part 11: Digital Resistance Week 1 → Black Lives Matter

(November 7 & 9)

Required Readings:

Nov. 7

Eschmann, Rob. 2023. *When the Hood Comes Off: Racism and Resistance in the Digital Age.* Oakland: University of California Press. Read Chapter 5: Digital Resistance: 104 – 135.

Goodwin Sara. 2020. "Viral Videos of Racism: How an old civil rights strategy is being used in a new digital age." *The Conversation and University of Oxford:* 4 June 2020: https://www.history.ox.ac.uk/article/viral-videos-of-racism-how-an-old-civil-rights-strategy-is-being-used-in-a-new-digital-age

Nov. 9

Florini, Sarah. 2020. "*Beyond Hashtags" Racial Politics and Black Digital Networks.* New York: NYU Press. Read Chapter 4: "This is the Resource our Community Needed Right Now" – Moments of Trauma and Crisis: 146 – 182.

Part 12: Digital Resistance Week 2: Other Forms
(November 14 - 16)

Nov. 14

Karatzogianni, Athina. 2018. "Leaktivism and its Discontents," pp. 250 – 258. In Graham Melkle. 2018. *The Routledge Companion to Media and Activism.* NY" Routledge.

Taekema, Dan. 2018. "How Smartphones are helping Canadians confront Racism," *CBS News* 31 July, 2018: https://www.cbc.ca/news/canada/hamilton/racism-smartphone-canada-1.4766940

Nov. 16: New Barriers, New Opportunities

Fenton, Natalie. 2016. "Chapter 6: The Internet of Radical Politics and Social Change," pp. 173 – 202. In James Curran, Natalie Fenton, Des Freedman. Eds, 2016. *Misunderstanding the Internet – 2nd Edition.* London: Routledge.

Goldblatt, Henry. 2020. "A Brief History of 'Karen,' *The New York Times,* 31 July, 2020: https://www.nytimes.com/2020/07/31/style/karen-name-meme-history.html

Part 13: Media Hegemonies: The Case of Fox News and CNN Wars, Alt-Right Media
(Nov. 21 – 23)

Nov. 21: Over Print-Capitalism or Multiple Truman Shows at the Same Time?

Gabbatt, Adam. 2022. "What Happens when a Group of Fox News Viewers watch CNN for a Month?" *The Guardian,* 11 April 2022: https://www.theguardian.com/media/2022/apr/11/fox-news-viewers-watch-cnn-study

El-Nawawy, Mohammed, and Mohamad Hamas El-Masry. "White Supremacy on CNN and Fox: AC 360 and Hannity Coverage of the Charlottesville 'Unite the Right' Rally." *Journalism Practice* 17, no. 5: 948 – 969.

Nov. 23: Conspiracy Theories and the Old/New Digital Media

 Gil de Zuniga, Homer, Rebecca Scheffauer, and Bingbing Zhang. 2023. "Cable News Use and Conspiracy Theories: Exploring Fox News, CNN, and MSNBC Effects on People's Conspiracy Mentality. *Journalism & Mass Communication Quarterly* E-Article: 1-22.

Barber, Phil. 2022. "Save me White Jesus! Conspiracy and the Spectre of a Folkloric, Alt-Right Masculine Ideal," p. 101 – 108. In Karen Fowler – Watt and Julian Mcdougall. Eds, 2023. *The Palgrave Handbook of Media Misinformation.* Cham: Palgrave Macmillan.

Part 14: LGBTQ, the Media, and On-Going Challenges
(Nov. 28)

Nov. 28: The Other Side: The Newspaper Room/LGBTQ2 under the Liberal umbrella

Gibson, Rhonda. 2018. *Same-Sex Marriage and Social Media: How Online Networks Accelerated the Marriage Equality Movement.* New York: Routledge. Read Chapter 3: Inside the Newsroom: Shifting Attitudes about how to Cover Same-Sex Marriage: 37 – 55.

Rayside, David. 2016. "Chapter 10: Canadian LGBT Politics after Marriage," pp. 261 – 287. In Carlos A. Ball. 2016. *After Marriage Equality: The Future of LGBT Rights.* New York: New York Press.

Part 15: Audio-Visual Discourse & Soft Power
(Nov 30)

We will watch a 6 minute video on Jack Shaheen's *Reel Bad Arabs and how Hollywood vilifies Arabs.*

Nye, Joseph, Jr. 2022. "Soft Power: The Origins and Political Progress of a Concept," *the Journal of Political Communication* 28, no. 1: 1 – 7.

Nye, Joseph Jr. 2004. "The Limits of Soft Power," pp. 17 – 20, in Joseph Nye Jr. 2023. *Soft Power and Great – Power Competition: Shifting Sands in the Balance of Power between USA and China.* Singapore: Springer.

Part 15: Revision
(Dec. 5)

Preparing for the Final Take-Home Exam and Final Notes