University of Ottawa
Department of Communication

CMN 5160 – Political Uses of Media
Autumn Term 2005

Course Convenor: Dr. Daniel Paré, 207 – 554 King Edward St.
Tel: 613 562 5800 x2052
Email: dpar2@uottawa.ca
Office Hours: By appointment

Lectures/Seminars: Mon: 13:00 – 16:00   **Room:** Morissett, 05

Overview:

The notion of 'political uses of media' can take many guises. At one level it may concern itself with such things as political advertising and propaganda. At other level, it may focus on the creation and diffusion of myths and symbols of the state. Alternatively, the political uses of new – and 'old' – media may manifest themselves in the entertainment of popular culture or take the form of 'information' in the news. In this course we will engage in a critical review of key aspects of contemporary theory, research and practice in political communications. The course is divided into two sections. The first focuses primarily on the political dimensions of 'old' media and the other on new media, such as the Internet. In the first part we examine issues such as: theories of democracy and the media, civic communication and the public sphere, modern political persuasion and political marketing, news management, and political reporting. The second part centres on analysing the implications of expansion of digital media – and increasing information abundance – on the relationship between the state and civil society.

Learning Objectives:

The course has three key learning objectives:

- to enable students to develop a critical understanding of the relationship between media and political institutions;

- to enable students to critically assess contending perspectives and theories of the role and significance of media in democratic societies; and

- to foster a critical awareness of the pervasiveness of political values and ideologies in all forms of media communications;

Students' Responsibilities: Students enrolled in this course will be expected:

Ø To have completed the required readings _**before**_ attending the lectures/seminars;

Ø To contribute presentations based on the weekly readings;

Ø To reflect critically on disputed issues; and

Ø To actively engage in the class discussions.

Required Texts:

There are three required texts for this course.

1. Axford, B., and R. Huggins, eds. 2001. *New Media and Politics*. London: Sage.

2. Bennett, L.W., and R.M. Entman, eds. 2001. *Mediated Politics: Communication in the Future of Democracy*. Cambridge: Cambridge University Press.

3. A customized course reader containing additional required readings is available for purchase at the Reprography Services, Morrisset Hall, Room 023.

The course text books are available for purchase at:

The Agora Bookstore and Internet Café, 145 Besserer St. Tel:(613)562-4672;
www.sfuo.ca/agora/agora/index.en.html

Course Structure: The course comprises 12 weekly sessions, mainly 80 minute lecture followed by an 80 minute seminar.

The **lecture sessions** are highly structured, focusing on the ideas underpinning literature on political communications.

The **seminar sessions** are designed to complement the lectures and to consolidate understanding of the ideas raised in them. We will explore the wide range of interrelated issues that are recurrent on the course and which are fundamental to the political dimensions of communications. Students are encouraged to make connections between the theories and issues central to each area explored in the course.

Assessment: Students' performance on this course is assessed in three ways.

1. Seminar participation – 10% of the final grade

The seminar sessions are a venue for exploring theories and ideas that one may find difficult, or particularly interesting. Seminars are only useful when participants come well prepared for them. This means that, at minimum, *all attending should have completed the required readings in advance.* Please do not come unprepared, and sit silently, taking notes!

To encourage involvement, all participants will be asked to lead a seminar discussion and/or give a brief presentation on one of the lecture topics and to lead the seminar discussion.

From past experience, seminar discussions are often very stimulating when two participants: (i) initiate the session by presenting, and defending, competing perspectives on a particular issue; and (ii) set out 3-5 questions based on the reading.

The individual presentations/discussions will not be formally evaluated.

Students are expected to actively participate in the discussion of the seminar topics and to demonstrate an awareness of the key theories, arguments, perspectives, and issues addressed in the assigned readings. Therefore, *the seminar participation grade will primarily reflect the quality of contributions (e.g. clarity, insight and facility with the*

ideas, concepts, and arguments addressed in the course materials) to the class discussions rather than the mere frequency of participation.

2. Research Essay – 50% of final grade

Students are required to write one research essay of approximately 3000-3500 words in length (excluding bibliography/references) focusing on one of the essay topics listed below. The essays will be graded out of 50 points. The essay, with a signed copy of the academic fraud declaration attached, is due at the **beginning of class on Monday November 11**. *Essays submitted after the due date will be penalised at a rate of 5 marks out of 50 per day late.* **Students should make and retain a copy of all work submitted until they have received their final grade for the course.**

Format

The research essay should:

- Ø   Have a cover page.
- Ø   Be double-spaced.
- Ø   Be typed, using *Times New Roman* 12 pt font.
- Ø   Be properly referenced using the APA referencing format

    - Ø   Guidelines for using the APA referencing system are available online at:
        - Ø **http://owl.english.purdue.edu/handouts/research/r_apa.html**
        - Ø **http://library.curtin.edu.au/referencing/apa.pdf**

Essays submitted without a signed copy of the Academic Fraud Declaration attached will be returned without being evaluated.

Essay Topics/Themes:

Students should choose from one the essay topics/themes listed below:

1. Is the 'public sphere' concept still helpful in assessing the political implications of new media technologies?
2. Could politics be improved with more marketing rather than less?
3. Canada is at the forefront of implementing e-government initiatives. Can this be equated with the notion that Canada is becoming more democratic?
4. Critically evaluate the extent to which theories of deliberative democracy help us to understand the requirements of media in democratic society.
5. In what ways can the Internet be seen as a component of an alternative media space?

Essay Evaluation Criteria:

The essay is intended for you to display your competence in the field of study. Ultimately, what we are looking for is:

1. Evidence of an understanding of the relevant literature, and the issues involved in the topic you choose to address.

2. Evidence of an ability to think analytically and draw conclusions based upon the information you present.

3. Evidence of the organisational and writing skills required to produce a coherent and logical argument.

An essay submitted for evaluation stands or falls on the quality of the work submitted. For this course the essay grade will be assigned according to four broad categories (general essay writing guidelines for this course are provided at the end of this document):

A+ range: Reserved for essays whose depth of interpretation and imaginativeness is truly exceptional. An essay obtaining a grade of this standing is of a sufficient quality to be submitted for publication to a peer-reviewed journal with only very minimal revisions.

A- to A range: An essay that provides a well-written cogent argument and offers an integrated treatment of the subject at hand.

B to B+ range: An essay in which the response to the question is factually accurate, an adequate range of material is covered, the writing and organisation is satisfactory, and there is a degree of consistency in the argument presented.

C range and lower: An essay in which the question is not properly understood, there are gross inaccuracies and inconsistencies, the writing is unintelligible, relevant information or issues not identified, a poor range of material is covered, and/or the essay is badly organised.

3. A formal examination at the end of the semester — 40% of the final grade

An unseen 3 hour final examination will take place during the examination period (December 7 - 22) at the end of the semester. The exam will involve writing essay responses for two questions from a choice of five. **Students will be permitted to bring notes on the readings with them to the exam** – Detailed instructions on this matter will be provided later in the semester.

Useful Resources:

Journals:

Ø *American Political Science Review*

Ø *British Journalism Review*

Ø *Canadian Journal of Communication*

Ø *Canadian Journal of Political Science*

Ø *Canadian Public Administration*

Ø *Columbia Journalism Review*

Ø *Communication Research*

Ø *European Journal of Communication*

Ø *Gazette: International Journal for Communication Studies*

Ø *Harvard Journal of Press/Politics*

Ø *Information, Communication, and Society*

Ø *Information Technology and People*

Ø *Journal of Communication*

Ø *Journal of Computer Mediated Communications (available on the WWW)*

Ø *Journalism Studies*

Ø *Media, Culture and Society*

Ø *New Media and Society*

Ø *Online Journalism Review*

Ø *Political Communication*

Ø *Public Opinion Quarterly*

Ø *Political Studies*

Ø *PS: Political Science and Politics*

Web-Sites:

Ø   **www.ksg.harvard.edu/presspol/index.htm** (The Joan Shorenstein Center on the Press, Politics and Public Policy, Harvard University).

Ø   **www.journalism.org** (Project for Excellence in Journalism)

Ø   **www.mediachannel.org** (Global Network for Democratic Media)

Ø   **www.media-awareness.ca** (Media Awareness Network)

Ø   **www.fair.org** (Fairness and Accuracy in Reporting)

Ø   **www.mediawhatch.ca** (Media Watch)

Ø   **www.freedomhouse.org** (Freedom House)

Ø   **www.anti-spin.com**

Ø   **http://depts.washington.edu/bennett/** (gateway to Internet sites containing useful information about the media and democracy)

Ø   **http://depts.washington.edu/ccce/Home.htm** (Center for Communication and Civic Engagement)

Ø   **www.alternet.org** (Program of the Independent Media Institute)

Ø   **www.indymedia.org** (Independent Media Centre)

Ø   **www.pewcenter.org** (Pew Center for Civic Journalism)

Study Guide:

When doing the readings, preparing for class discussions and research papers, and/or studying for literature-oriented exams there are seven key elements that need to be considered. They are:

1. What is the author's 'thesis statement' or main argument?

2. What are the main or primary points made by the author to support his/her thesis statement or main argument?

3. What evidence does the author use to support the claims s/he makes (e.g. examples, statistics, theory, empirical studies, work of other authors, etc)? Be specific

4. What assumptions underpin the author's argument?

5. What are the implications of the author's argument?

6. How does the author's argument differ from or parallel the claims made by other authors?

7. Are there any ideas presented, or claims made by the author, that can be applied to other contexts or settings? If not, why? If yes, give examples

Course Schedule:

NOTE: If you are trying to access journal articles from an off-campus computer you will need to set proxies on your computer. See: **www.uottawa.ca/services/ccs/docs/uoproxy.html**

Week 1 (September 12): Introduction/Overview

Required Reading:

Axford, B. 2001. The transformation of politics or anti-politics? In *New Media and Politics*, edited by B. Axford and R. Huggins, London: Sage Publications. Pp. 1-29.

Blumler, J.G., and M. Gurevitch. 2000. Rethinking the study of political communication. In *Mass Media and Society*, edited by J. Curran and M. Gurevitch. London: Hodder Arnold H&S. Pp. 155-172. **(In course pack).**

Moog, S. and J. Sluyter-Beltrao. 2001. The transformation of political communication? In *New Media and Politics*, edited by B. Axford and R. Huggins, London: Sage Publications. Pp. 30-63.

Silverstone, R. 1999. What's new about new media? *New Media and Society* 1 (1):10-12. **Available online via University of Ottawa Library catalogue – Do search for journal title, then click on electronic link.**

Suggested Readings:

Blumeler, J.G. and M. Gurevitch 1996. Media and social change: linkages and junctures. In *Mass Media and Society,* Second Edition, edited by J. Curran and M. Gurevitch, London: Arnold. **[On Reserve (MRT)] HM 1206 .M284 1996**

Dahlgren, P. 2004. Theory, boundaries and political communication. *European Journal of Communication* 19 (1):7-18. **Available online via University of Ottawa Library catalogue – Do search for journal title, then click on electronic link.**

Week 2 (September 19): Media, Citizenship and the Public Sphere

Required Reading:

Calhoun, C. 1992. Introduction: Habermas and the public sphere. In *Habermas and the Public Sphere,* edited by C. Calhoun, Cambridge: MIT Press. Pp. 1-48. **(In course pack).**

Dahlgren, P. 2001. The public sphere and the Net: Structure, space, and communication. In *Mediated Politics: Communication in the future of Democracy,* edited by W.L. Bennett and R.M. Entman, Cambridge: Cambridge University Press. Pp. 33-55.

Schudson, M. 1992. Was there ever a public sphere? If so, when? Reflections on the American case. In *Hambermas and the public sphere*, edited by C. Calhoun. Cambridge: MIT Press. Pp. 143-163. **(In course pack)**.

Suggested Readings:

Downey, J., and N. Fenton. 2003. New media, counter publicity and the public sphere. *New Media and Society* 5 (2):185-202. **Available online via University of Ottawa Library catalogue – Do search for journal title, then click on electronic link.**

Gandy, O. 2001. Dividing practices: Segmentation and targeting in the emerging public sphere. In *Mediated Politics: Communication in the future of Democracy,* edited by W.L. Bennett and R.M. Entman, Cambridge: Cambridge University Press. Pp. 141-159.

Lister, R. 1997. *Citizenship: Feminist Perspectives*, New York: New York University Press, Chapter 1. **[On Reserve (MRT)] HQ 1236 .L57 2003**

Week 3 (September 26): Media and Political Influence

Required Reading:

Entman, R.M. and S. Herbst. 2001. Reframing public opinion as we have known it. In *Mediated Politics: Communication in the future of Democracy,* edited by W.L. Bennett and R.M. Entman, Cambridge: Cambridge University Press. Pp. 203-225.

Herman, E., and N. Chomsky. 1988. *Manufacturing Consent: The political economy of the mass media* – Chapter 1 (*A Propaganda Model).* Available online at: **www.thirdworldtraveler.com/Herman%20/Manufac_Consent_Prop_Model.html**

Putnam, R. 2000. *Bowling Alone: The collapse and revival of American community.* New York: Simon & Schuster – Chapter 13 (*Technology and the Mass Media*). Pp. 216-246 **[On Reserve (MRT)] HN 65 .P878 2000**

Norris, P. 2000. *A virtuous circle: Political communications in postindustrial societies*. New York: Cambridge University Press. Chapter 1 – The news media and democracy. Available online at: **http://ksghome.harvard.edu/~pnorris/acrobat/virtuous/chapter1.pdf**

Schudson, M. 1995. *The Power of News*. Cambridge: Harvard University Press. Pp. 1-33. **(In course pack)**

Suggested Readings:

Delli Carpini, M. and B. Williams. 2001. Let us infotain you: Politics in the new media environment. In *Mediated Politics: Communication in the future of Democracy,* edited by W.L. Bennett and R.M. Entman, Cambridge: Cambridge University Press. Pp. 160-182

Gunther, R. and A. Mughan. 2000. The political impact of the mass media: a reassessment. In *Democracy and the Media: A comparative perspective,* edited by R. Gunther and A. Mughan, New York: Cambridge University Press. Chapter 12 **[On Reserve (MRT)] P 95.8 .D394 2000**

McLeod, D. M., Kosicki, G. M., and McLeod, J. M. 2002. Resurveying the boundaries of political communication effects. In *Media Effects: Advances in Theory and Research*, Second Edition, edited by J. Bryant and D. Zillmann, Mahwah: Lawrence Erlbaum Associates. Pp.215-267. **[On Reserve (MRT)] HN 90. M3 M415 2002**

Week 4 (October 3): Political Marketing

Required Readings:

Bennett, W.L. and J.B. Manheim. 2001. The big spin: Strategic communication and the transformation of pluralist democracy. In *Mediated Politics: Communication in the future of Democracy,* edited by W.L. Bennett and R.M. Entman, Cambridge: Cambridge University Press. Pp. 279-298.

Marland, A. 2003. Political Marketing in Modern Canadian Federal Elections. Paper read at Canadian Political Science Association Conference, at Dalhousie University, Halifax, May 30 - June 1. Available online at: **www.cpsa-acsp.ca/paper-2003/marland.pdf**

O'Shaughnessy, N. 2001. The marketing of political marketing', *European Journal of Marketing*, 35(9/10): 1047-1057. **Available online via University of Ottawa Library catalogue – Do search for journal title, then click on electronic link.**

Scammell, M. 1999. Political marketing: Lessons for political science, *Political Studies,* 47(4): 718-739. **Available online via University of Ottawa Library catalogue – Do search for journal title, then click on electronic link.**

Scammell, M. 2003. Citizen consumers: Towards a new marketing of politics? In *Media and Political Style*, edited by J. Corner and D. Pels. London: Sage. Available online at: **http://depts.washington.edu/gcp/pdf/citizenconsumers.pdf**

Suggested Readings:

Jackson, N. 2004. Political parties, their e-newsletters and subscribers: 'one night stand' or a 'marriage made in heaven'? Paper read at Political Studies Association (PSA) Annual Conference, 2004, at University of Lincoln, Lincoln, UK. 5-8 April. Available online at: **www.psa.ac.uk/cps/2004/Jackson.pdf**

Stockwell, S. 2003. Political campaigns and democracy: The problem of the media and the return of the citizen. Paper read at Australia and New Zealand Communication Association (ANZCA) Designing for Diversity Conference, 2003, at Brisbane, Australia, 9-11 July. Available online at: **www.bgsb.qut.edu.au/conferences/ANZCA03/Proceedings/papers/stockwell_full.pdf .**

Rose, J. 2004. Television attack ads: Planting the seeds of doubt. *Policy Options*, September. Pp. 92-96. Available online at: **http://post.queensu.ca/~rosej/policy%20options.pdf**

Valentino, N.A., V.L. Hutchings, and D. Williams. 2004. The impact of political advertising on knowledge, internet information seeking, and candidate preference. *Journal of Communication* 54 (2):337-354. **Available online via University of Ottawa Library catalogue – Do search for journal title, then click on electronic link.**

Week 5 (October 10): No Class – Thanksgiving

Week 6 (October 17): Spin Doctoring – Politicians and Media Management

Guest Speaker: TBA

Required Readings:

Hall Jamieson, K. 1992. *Dirty Politics: Deception, Distraction, and Democracy*. New York: Oxford University Press. Pp. 163-188. **(In course pack)**

Kiku, A. 1990. The incredible shrinking soundbite. *The New Republic* 202 (22):20-23. **Available online via University of Ottawa Library catalogue – Do search for journal title, then click on electronic link.**

Pfetsch, B. 1998. Government news management. In *The Politics of News: the news of politics*, edited by D. Graber, D. McQuail and P. Norris, Washington D.C: Congressional Quarterly. Pp. 70-93. **(In course pack)**.

Street, J. 2001. The transformation of political modernity? In *New Media and Politics*, edited by B. Axford and R. Huggins, London: Sage Publications. Pp. 210-224.

Woodward, G.C. 2000. Narrative form and the deceptions of modern journalism. In *Political Communication Ethics: An Oxymoron?*, edited by R.E. Denton. Westport: Praeger. Pp. 125-146. **(In course pack)**.

Week 7 (October 24): Political Journalism

Required Readings:

Bennett, L.W., V.W. Pickard, D.P. Iozzi, C.L. Schroeder, T. Lagos, and E.C. Caswell. 2004. Managing the public sphere: Journalistic construction of the great globalization debate. *Journal of Communication* 54 (3):437-455. **Available online via University of Ottawa Library catalogue – Do search for journal title, then click on electronic link.**

Blumler J.G. and D. Kavanagh. 1999. The Third Age of Political Communication: Influences and Features. *Political Communication,* 16:209–230. **Available online via University of Ottawa Library catalogue – Do search for journal title, then click on electronic link.**

Dahlgren, P. 2001. The transformation of democracy. In *New Media and Politics*, edited by B. Axford and R. Huggins, London: Sage. Pp. 64-89.

Kahn, R., and D. Kellner. 2004. New media and internet activism: from the 'Battle of Seattle' to bloggin. *New Media and Society* 6 (1):87-95. **Available online via University of Ottawa Library catalogue – Do search for journal title, then click on electronic link.**

Schudson, M. 2000. The sociology of news production revisited (again). In *Mass Media and Society*, Third edition, edited by J. Curran and M. Gurevitch. London: Hodder Arnold H&S. Pp. 175-200. **(In course pack)**.

Suggested Readings:

Graber, D.A. 2001. Adapting political news to the needs of twenty-first century Americans. In *Mediated Politics: Communication in the future of Democracy,* edited by W.L. Bennett and R.M. Entman, Cambridge: Cambridge University Press. Pp. 433-452.

Stromer-Galley, J. and K. Hall Jamieson. 2001. The transformation of political leadership? In *New Media and Politics*, edited by B. Axford and R. Huggins, London: Sage Publications. Pp. 1721-190.

Underwood, D. 2001. Reporting and the push for market-oriented journalism: Media organizations as businesses. In *Mediated Politics: Communication in the future of Democracy,* edited by W.L. Bennett and R.M. Entman, Cambridge: Cambridge University Press. Pp. 99-116.

Week 8 (October 31): War and the Media

Required Readings:

Brown, R. 2003. Spinning the war: Political communications, information operations and public diplomacy in the war on terrorism. In *War and the Media: Reporting Conflict 24/7*, edited by D.K. Thussu and D. Freedman. London: Sage. Pp. 87-100. **(In course reader)**

Glass, A.J. 2001. The War on Terrorism Goes Online: Media and Government Response to First Post-Internet Crisis. *Working Paper 2002-3*. Joan Shorenstein Center on the Press, Politics and Public Policy, John F. Kennedy School of Government, Harvard University. Available online at: **www.ksg.harvard.edu/presspol/Research_Publications/Papers/Working_Papers/2002_3.pdf**

Livingston, S. 1997. Clarifying the CNN Effect: an examination of media effects according to type of military intervention. *Research paper R-18*: Joan Shorenstein Center on the Press, Politics and Public Policy, John F. Kennedy School of Government, Harvard University. Available online at: **www.ksg.harvard.edu/presspol/Research_Publications/Papers/Research_Papers/R18.pdf**

Taylor, P.M. 2002. Strategic communications or democratic propaganda? *Journalism Studies* 3 (3):437-452. Available online at: **http://ics.leeds.ac.uk/papers/pmt/exhibits/442/stratprop.pdf**

Webster, F. 2003. Information warfare in an age of globalization. In *War and The Media: Reporting Conflict 24/7*, edited by D.K. Thussu and D. Freedman. London: Sage. Pp. 57-69. **(In course pack).**

Suggested Readings:

Visit Philip Taylor's *The Propaganda War and the War Against Terrorism* Web Site: **http://ics.leeds.ac.uk/papers/index.cfm?outfit=pmt**

Ø In particular, see: *Top 14 Must-Reads on This Website*. **http://ics.leeds.ac.uk/papers/vf01.cfm?folder=2027&outfit=pmt**

Calabrese, A. 2005. Casus Belli: U.S. media and the justification of the Iraq War. *Television and New Media* 6 (2):153-175. **Available online via University of Ottawa Library catalogue – Do search for journal title, then click on electronic link.**

Hawkins, V. 2002. The other side of the CNN factor: The media and conflict. *Journalism Studies* 3 (2):225-240. **Available online via University of Ottawa Library catalogue – Do search for journal title, then click on electronic link.**

United States Department of Defence, 2004. *Report of the Defence Science Task Force on Strategic Communication*. **Office of the Under Secretary of Defense For Acquisition, Technology, and Logistics. Washington, D.C. 20301-3140. September. Available online at: www.acq.osd.mil/dsb/reports/2004-09-Strategic_Communication.pdf**

Week 9 (November 7): Information Society & Democracy

Required Readings:

Blumler, J. G. and Coleman, S. 2001. 'Realising Democracy Online: A Civic Commons in Cyberspace*',* London: Institute for Public Policy Research. Available online at: **http://www.citizensonline.org.uk/pdf/realising.pdf.**

Dahlgren, P. 2000. The Internet and the democratization of civic culture. *Political Communication* 17 (4):335-340. **Available online via University of Ottawa Library catalogue – Do search for journal title, then click on electronic link.**

Sassi, S. 2001. The transformation of the public sphere? In *New Media and Politics*, edited by B. Axford and R. Huggins, London: Sage Publications. Pp. 89-108.

Taras, D. 2001. *Power and Betrayal in the Canadian Media*. Peterborough: Broadview Press. Pp.93-116. **(In course pack).**

Suggested Readings:

Coleman, S. 2001. The transformation of citizenship? In *New Media and Politics*, edited by B. Axford and R. Huggins, London: Sage Publications. Pp. 109-126.

Papacharissi, Z. 2002. The virtual sphere: The internet as the public sphere. *New Media and Society* 4 (1):9-27. **Available online via University of Ottawa Library catalogue – Do search for journal title, then click on electronic link.**

Papacharissi, Z. 2004. Democracy online: civility, politeness, and the democratic potential of online political discussion groups. *New Media and Society* 6 (2):259-283. **Available online via University of Ottawa Library catalogue – Do search for journal title, then click on electronic link.**

Sparks, C. 2001. The internet and the global public sphere. In *Mediated Politics: Communication in the future of Democracy,* edited by W.L. Bennett and R.M. Entman, Cambridge: Cambridge University Press. Pp. 75-95.

Week 10 (November 14): New Media and the Formal Politics

Required Readings:

Chadwick, A., and C. May. 2003. Interaction between states and citizens in the age of the Internet: "e-government" in the United States, Britain and the European Union. *Governance: International Journal of Policy, Administration and Institutions* 16 (2):271-300. **Available online via University of Ottawa Library catalogue – Do search for journal title, then click on electronic link.**

Coleman, S., and J. Gøtz. 2001. *Bowling Together: Online Public Engagement in Policy Deliberation*. London: Hansard Society. Available online at: **http://bowlingtogether.net/bowlingtogether.pdf**

Longford, G. 2004. Rethinking the virtual state: A critical perspective on e-government. In *Seeking Convergence in Policy and Practice: Communications in the Public Interest, Vol. 2*, edited by M. Moll and L. Shade Regan. Ottawa: Canadian Centre for Policy Alternatives. Pp. 107-138. Available online at: **www.fis.utoronto.ca/research/iprp/cracin/publications/pdfs/final/convergence_rethinking.pdf**

Norris, P. 2005. The impact of the internet on political activism: Evidence from Europe. *International Journal of Electronic Government Research* 1 (1):20-39. **(In Course Reader)**

Suggested Readings:

Agre, P.E. 2002. Real-time politics: The Internet and the political process. *The Information Society* 18:311-331. **Available online via University of Ottawa Library catalogue – Do search for journal title, then click on electronic link.**

Alcock, R., and D.G. Lenihan. 2001. *Opening The E-government File: Governing in the 21st century*. Ottawa: Centre for Collaborative Government. Available online at: **www.crossingboundaries.ca/files/cg2.pdf.**

Oblak, T. 2003. Boundaries of interactive public engagement: Political institutions and citizens in new political platforms. *Journal of Computer Mediated Communication*. 8(3). **www.ascusc.org/jcmc/vol8/issue3/oblak.html**

Week 11 (November 21): New Media and Multiculturalism

****** Research Essays due at the _start_ of class ******

Guest Speaker: Dr. Ian Donaldson, Policy Analyst, Canadian Heritage

Required Readings:

Hiller, H.H., and T.M. Franz. 2004. New ties, old ties, and lost ties: The use of the internet in diaspora. *New Media and Society* 6 (6):731-752. **Available online via University of Ottawa Library catalogue – Do search for journal title, then click on electronic link.**

Mehra, B., C. Merkel, and A.P. Bishop. 2004. The internet for empowerment of minority and marginalized users. *New Media and Society* 6 (6):781-802. **Available online via University of Ottawa Library catalogue – Do search for journal title, then click on electronic link.**

Additional readings to be announced

Week 12 (November 28): New Media and Activism

Guest Speaker: Leslie Regan Shade, Associate Professor, Department of Communication Studies, Concordia University

Required Readings:

Bennett, L.W. 2003. Communicating global activism: Strengths and vulnerabilities of networked politics. *Information, Communication and Society* 6 (2):143-168. **Available online via University of Ottawa Library catalogue – Do search for journal title, then click on electronic link.**

Crow, B., and M. Longford. 2004. Digital activism in Canada. In *Seeking Convergence in Policy and Practice: Communications in the Public Interest, Vol. 2*, edited by M. Moll and L. Shade Regan. Ottawa: Canadian Centre for Policy Alternatives. Pp. 347-360. Available online at: **www.fis.utoronto.ca/research/iprp/cracin/publications/pdfs/final/convergence_digital_activi sim.pdf**

Cammaerts, B., and L. Van Audenhove. 2005. Online political debate, unbounded citizenship, and the problematic nature of a transnational public sphere. *Political Communication* 22 (2):179-196. **Available online via University of Ottawa Library catalogue – Do search for journal title, then click on electronic link.**

Van Aelst, P. and Walgrave, S. 2002. 'New Media, New Movements? The role of the Internet in shaping the "anti-globalisation" movement', *Information, Communication & Society,* 5(4), pp.465-493. **Available online via University of Ottawa Library catalogue – Do search for journal title, then click on electronic link.**

Suggested Readings:

Bennett, L.W. forthcoming. Branded political communication: Lifestyle politics, logo campaigns, and the rise of global citizenship. In *The Politics Behind Products*, edited by M. Micheletti, A. Follesdal and D. Stolle. New Brunswick: Transaction Books. Available online at: **http://depts.washington.edu/ccce/assets/documents/pdf/NewBrandedPoliticalCommunicatio n(BennettChapterFinal)61002.pdf.**

Dahlgren, P. 2003. 'Net-activism and the Emergence of Global Civic Cultures', lecture given at European Doctoral Summerschool, Westminister University, London, UK., August. Available online at: **www.vub.ac.be/SCOM/IEPDC/papers/dahlgren.doc**

Diani, M. 2001. Social Movement Networks: Virtual and Real. In *Culture and Politics in the Information Age*, edited by F. Webster. London: Routledge. **[On Reserve (MRT)] HM 851 .C82 2001**

Week 13 (December 5): The World Summit on Information Society (WSIS) – Linking Formal and Informal Politics

Guest Speaker: Don Maclean, Independent consultant, involved in preparations for the first phase of WSIS on behalf of the Canadian government

Required Readings:

Hamelink, C. 2003. Human rights for the information society. In *Communicating in the Information Society*, edited by S. O'Siochru and B. Girard. Geneva: United Nations Research Unit for Social Development (UNRISD). Pp. 121-163. Available online at: **http://files.crisinfo.org/cris/hamelink.pdf.**

Klein, H. 2003. Understanding WSIS: An institutional analysis of the UN World Summit on the Information Society. Report prepared for the Internet & Public Policy Project, School of Public Policy, Georgia Institute of Technology, Atlanta, GA. Available online at: **http://dcc.syr.edu/miscarticles/WSIS.pdf**

Ó Siochrú, S. 2004. Will the real WSIS please stand-up? The historic encounter of the 'information society' and the 'communication society'. *Gazette : International Journal of the Science of the Press* 66 (3/4):203-224. Available online at: **http://files.crisinfo.org/cris/gazette_paper_final_sean.rtf.**

Raboy, M. 2004. The World Summit on the Information Society and its legacy for global governance. *Gazette : International Journal of the Science of the Press* 66 (3-4):225-232. **Available online via University of Ottawa Library catalogue – Do search for journal title, then click on electronic link.**

Suggested Readings:

Mueller, M., J.R. Mathiason, and L. McKnight. 2004. *Marking Sense of 'Internet Governance:' Defining Principles and Norms in a Policy Context, V 2.0.* Internet Goverance Project: Syracuse University, Convergence Centre. April 26**. http://dcc.syr.edu/miscarticles/SU-IGP-rev2.pdf.**

Warkentin, C., and K. Mingst. 2000. International institutions, the state, and global civil society in the age of the world wide web. *Global Governance* 6 (2):237-257. **Available online via University of Ottawa Library catalogue – Do search for journal title, then click on electronic link.**

CMN 5160 – Essay Writing Guidelines

There is no one right way to write an essay. Every essay is different and several disparate approaches to the same essay topic/theme are acceptable and, indeed, legitimate. That said there are some general practices that may be employed to enhance the overall quality of one's written work.

The answers to the essay questions should not be based solely on sources from the course reading-list. While there is no minimum requirement for the number of information resources to be used, for a 3000-3500 word paper one should anticipate drawing on (and properly referencing) somewhere in the range of 12-16 different works.

When you have completed the bulk of the preparatory reading for your essay, it is a good idea to draft an outline before commencing the actual writing process. The draft outline should set out the main arguments you intend to make, the conclusions you will draw, and the content of the major sections or paragraphs. Drafting an outline also helps with planning and organising the presentation of one's argument. Organisation is one of the most important features of any essay/report. A high quality essay requires a coherent argument that flows logically.

You should approach this assignment as though you preparing an article for submission to a peer-reviewed academic journal. As such, the emphasis in your essay should be on critical analysis. Excessive description, the mere chronicling of events, rhetorical posturing and grandstanding should all be avoided. You will fare much better by adopting an academic writing style that aims for accuracy, logic and analysis, than by employing journalistic prose. In other words, focus on addressing your topic and/or developing your argument in an in-depth, analytical manner instead of providing only a superficial, impressionistic discussion.

Each paragraph in your essay should be there for a reason – either as a foundation upon which to develop your argument, or as a fundamental component of your argument.

The essay should have an introductory paragraph or two, which clearly set out the issue/question to be addressed and how your essay will provide an answer. The introduction also should conclude with a brief statement about what will be learned by undertaking this exercise.

Throughout the main body of the essay it is necessary to define key concepts as you use them. As a general rule, one should always assume that the reader is _not_ as familiar with the subject matter as the author. You should also consider alternative arguments and contradictory evidence that raises problems for your line of argument and indicate how one might resolve these problems. It also is a good idea to occasionally refer back to the main question in order to ensure that your essay remains focused. Furthermore, this practice assists the reader in following the direction and purpose of your argument as it unfolds.

You may include a methodological focus: e.g. what conceptual or empirical difficulties are involved in addressing this question? You may include a historical focus: how has this problem changed over time or how have people previously attempted to address this problem?

It may be helpful to provide some specific examples that are related to the issues discussed. In some instances the use of case studies may be appropriate. Should you choose to do so, be sure to provide the rationale for doing so and to not let the case study dominate the essay.

The essay should have a concluding section in which you sum up the arguments and issues discussed in the body of the essay and link these back to the central question

addressed. You should also point out why your argument(s) is important, and/or contradicts expected outcomes or alternative perspectives. The conclusion may also (and ideally should) refer forward to future developments in research and in society. It is important to note that no new ideas or authors should be introduced in this section.

When you think that you are finished with the essay, print it out and **carefully proof read what you have written**, making any necessary corrections as you go along. Editing from a computer screen is generally inadequate.

Declaration
(This page must be attached to the essay)

According to the University of Ottawa Faculty of Graduate and Postdoctoral Studies Calendar:

> *Academic fraud is an act by a student which may result in a false academic evaluation of that student or of another. Without limiting the generality of this definition, academic fraud occurs when a student commits any of the following offences:*
>
> 1. *Commits plagiarism or cheating of any kind.*
> 2. *Submits a work of which the student is not the author, in whole or in part (except for duly cited quotations or references). Such works may include an academic paper, essay, text, an exam, research report, or thesis, whether written, oral, or other.*
> 3. *Presents as research data material which has been falsified or concocted in any way.*
> 4. *Attributes a purported statement of fact or reference to a source that has been concocted.*
> 5. *Submits the same piece of work or significant part thereof for more than once course, or a thesis or other work which has already been submitted elsewhere, without written authorization for the professors concerned and of the academic units concerned.*
> 6. *Falsifies an academic evaluation, misrepresents an academic evaluation, uses a forged or falsified academic record or supporting document, or facilitates the use of a falsified academic record or supporting document.*
> 7. *Undertakes any other action for the purpose of falsifying an academic evaluation.*

The University of Ottawa Faculty of Arts defines plagiarism as follows:

> *Plagiarism is taking another person's words (written or spoken), ideas, theories, facts (that are not considered general knowledge), statistics, art work, etc. and passing them off as your own. Simply changing the language of the information you are using also constitutes plagiarism if you do not acknowledge your source.*

Having read and understood the above definitions, I hereby declare that the attached written assignment is my own work and does not involve academic fraud:

Name: _____   Student Number: _____

Signature: _____   Date: _____