



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
LORI BEDELL	lab41	Liberal Arts (LA)	Not Available
VEENA V RAMAN	vvr101	Liberal Arts (LA)	Not Available

Academic Home: Liberal Arts (LA)

Type of Proposal: Add Change Drop

Current Bulletin Listing

Abbreviation: **CAS**

Number: **272**

I am requesting recertification of this course for the new Gen Ed and/or University Requirements Guidelines

Course Designation

(CAS 272N) Political Communication and Technology

Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Pol Comm and Tech

Discipline: General Education

Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

Writing/Speaking (GWS)

Quantification (GQ)

Knowledge Domains

Health & Wellness (GHW)

Natural Sciences (GN)

Arts (GA)

Humanities (GH)

Social and Behavioral Sciences (GS)

Additional Designations

Bachelor of Arts

International Cultures (IL)

United States Cultures (US)

Honors Course

Common course number - x94, x95, x96, x97, x99

Writing Across the Curriculum

First-Year Engagement Program

First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits: 3

Maximum Credits: 3

Repeatable: NO

Department with Curricular Responsibility: Communication Arts And Sciences (UPLA_CAS)

Effective Semester: After approval, the Faculty Senate will notify proposers of the effective date for this course change. Please be aware that the course change may not be effective until between 12 to 18 months following approval.

Travel Component: NO

Course Outline

A brief outline or overview of the course content:

This course examines 'new' and 'interactive' communication technologies and their relationships to democratic politics, citizenship, civic culture and participatory democracy. CAS 272 is designed to help students trace the evolution of the public sphere and explore theoretical and empirical issues related to online political communication avenues (blogs, political discussion fora), cyberactivism, smart mobs, citizen journalism (blogging, podcasting), and peer-to-peer production (YouTube, Wikis). The course emphasizes civic engagement and includes topical areas such as mechanisms of online public spheres, citizen generated content and viral politics, connections between social networking sites and political attitudes and behaviors, and networked activism. The goal of the course is to help students understand the opportunities and constraints involved in using new communication technologies for civic and political actions and facilitate their development as informed citizens. Class activities focus on identification and critique of various theories of the connections between communication technologies and democratic action, and learning to create weblogs and videos.

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

List of topics covered over 15 weeks

Theories about the relationship between communication technologies and democratic practices;

The rhetorical situation, the five canons of rhetoric, the art of persuasion and constructing the audience in the digital public sphere, relationship between new interactive communication technologies and democratic discourse (2 weeks)

Conceptualizing how logos, ethos, pathos; ideologies and framing operate in cyber democracy, Political communication theories (.5 week)

Review of online political rhetorical strategies of election campaigns 2008-2016 (.5 week)

Rhetoric and discourse in online public spheres: Differences in rhetorical strategies between face-to-face and online communication, mechanisms of and discourse in virtual spheres, connections between online rhetorical strategies and offline actions, news/fake news rhetoric (1 week)

Technological affordances and imperfect democracies (1 week)

Deliberation and practicing democracy in the networked public sphere (1 week)

Blogs as political speech, rhetorical and persuasive strategies in the networked public sphere, political mobilization through Facebook, and Twitter, Knowledge & political action in networked societies (2 weeks)

User generated content and civic discourse online:

Rhetorical analysis of You Tube Debates, political video mashups as allegories of citizen empowerment, election campaign discourse on social networking sites, viral politics, user generated political ads online, influence of social networking sites on political speech and behaviors (3 weeks).

Community, identity and civic discourse: Social capital theory, crowdsourcing content, connections to civic action; memes, hashtag activism, networked models of political discourse (1 week)

Protest politics online: Rhetorical strategies and communities of discourse (1 week)

Mobile phones and social activism, smart mobs: Persuasive strategies and rhetorical decisions (1 week)

Is democracy the same everywhere? Avatars, online identities and building civic capacities - how do you move audiences to action with virtual arguments? (1 week)

Course Description:

This course examines how interactive communication technologies reshape political rhetoric, discursive civic culture, deliberation in the online public sphere, and participatory democracy. It traces the evolution of the public sphere and explores theoretical and empirical issues related to online political discourse (blogs, political discussion fora, viral politics of social networking sites), cyberactivism, smart mobs, networked publics, and peer-to-peer production (You Tube, Wikis). CAS 272 concentrates on online rhetorical and discursive strategies of candidates for public office, and individuals and organizations campaigning on specific issues and causes. It emphasizes civic engagement and includes topical areas such as mechanisms of online public spheres, citizen generated discourse and content, viral politics, connections between social networking sites and political discourse, and behaviors such as networked activism. It examines how various interactive communication options have affected political discourse, campaign communications and public deliberation. It provides students with hands-on experiences in analyzing the rhetorical and persuasive strategies involved in creating video content, writing blogs, creating wikis and twitter messages. It teaches students how they could use these communication options in working for political campaigns, civic action groups and non-profit institutions. The goal of the course is to help students understand the opportunities and constraints involved in using interactive communication technologies for civic and political actions, and facilitate their development as informed citizens. Class activities focus on identification and critique of rhetorical strategies employed when using interactive communication technologies, and learning to create content such as weblogs, wikis, and mashups. Students will be graded on exams, participation in discussion groups, analyzing and connecting course concepts to real world examples, creating content such as mashups, and analysis of rhetorical strategies of political candidates and activist groups. CAS 272 is highly recommended to students interested in examining the potential of interactive communication technologies for civic and political action.

The name(s) of the faculty member(s) responsible for the development of the course:

| Name: LORI BEDELL (lab41)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

| Name: VEENA V RAMAN (vvr101)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

The goal of this course is to provide students with a foundation in understanding the opportunities and constraints involved in using new communication technologies for civic and political actions and facilitate their development as informed citizens. As such, through this course, student will:

- (1) examine various perspectives on connections between communication technologies, public discourse, rhetoric, and democratic action,
- (2) apply this knowledge to rhetorically analyze various types of online political discourses,
- (3) develop skills to shape public discourse through blogs, mashups, and skills to judge credibility of online forums, and
- (4) make connections between the relevance of these online public spheres to everyday life experiences and their connections to specific acts of political and civic engagement.

As part of these goals, the course will seek to develop the following skills in students:

- Students will possess foundational knowledge of theoretical and empirical issues related to online political rhetoric such as blogs, political discussion fora, social networking sites, wikis, Twitter and You Tube.
- Students will develop critical thinking skills and be able to apply their knowledge to evaluate the nature and quality of political rhetoric and discourse found in such online venues.
- Students will learn how to participate in such venues by creating weblogs and mashups.
- Students will understand the opportunities and constraints involved in using interactive communication technologies for civic and political actions and learn how to become more informed and engaged citizens.

As an Interdomain course contributing to both the humanistic and social and behavioral science requirements, this class will

- (a) survey existing knowledge in the subject domain,
- (b) promote an understanding of social scientific and rhetorical methods,
- (c) clarify the multiple nature of causality in political communication through technology,
- (d) demonstrate the relationships between the study of technology-based communication and politics as they extend to civic

outcomes and notions of the public sphere, and
(e) integrate empirical knowledge and theoretical views of the social world.

The course content, assignments, and exams were developed to attend to these concerns.

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed. The procedures for determining students' grades should be specifically identified.

This course is reading intensive. All assigned readings should be completed prior to class session. Students will be assessed in the following ways:

Participation: includes attendance, participation in discussions, and tweets - 10%

This includes in class discussion, attending class and pop quizzes on assigned readings.

In class participation points depend on you being present in class, so please ensure you are present and sign the sheet with the class roster. Through participation in both a classroom setting and using social media technology, students will practice communication in various mediums, including interpersonal, to articulate their understanding of theory and methodology as applied to current and historical examples of political communication.

Blogging: blog posts analyzing and connecting course concepts to real world examples - 10%

In their practice of blogging communication, students will seek out current examples of political communication and use communication science theory to explain and critique communication choices while also employing strategies for rhetorical analysis.

Project 1: Analysis of the new media campaign strategy of a successful candidate for political office - 10%

Using communication science theory and rhetorical analysis strategies, students will explain, critique, and evaluate political campaign strategies.

Project 2: Advocacy video about a controversial political issue - 10%

Applying lessons from analyses and evaluations, students will research a contemporary social issue, and apply both political communication theory and rhetorical strategies to construct an advocacy piece using video technology.

Project 3: Website with a new media outreach strategy for a not-for-profit institution - 10%

Applying lessons from analyses and evaluations, students will research a not-for-profit entity and its mission and goals, and apply both theory and rhetorical strategies to construct a website appropriate for the organization.

Exams: Two Essay based exams - 50% (25 % each)

Exams provide students with opportunities to articulate their understanding of foundational course concepts, theories, and their ability to apply them to particular examples. Students articulate proficiency of terms and their application for critical analysis of messaging in various historical and contemporary contexts.

Thus students will consistently engage with political communication theories in the context of how they can analyze and develop their own abilities to become active participants. The projects they complete examine the new media campaign strategies of candidates and designing outreach strategies for non-profit organizations, they analyze mashups and videos in class and then create one on a controversial political topic that they upload to you tube and talk about how they will make the video go viral and have an impact . So students are exposed to theory and case studies and then practice the skills when they tweet, blog, talk and write their papers. The exams test their ability to explain concepts and theories and providing examples. There are no multiple choice options in this class, the focus is on understanding, analysis and application of the theories and concepts they learn from both domains and integrating them seamlessly.

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

This course is not linked to other courses.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

This course serves as an example of the major's disciplinary flexibility in the humanities and social sciences. It is a 200-level option for majors and non-majors alike and, while it currently serves as a GH, it also strongly addresses subject matter appropriate for a GS designation.

A description of any special facilities:

Frequency of Offering and Enrollment:

The course is offered every spring with 25 seats

Justification for Changing The Proposal:

Include a justification for each change to the course. Particular attention should be paid to the effects of the course change within the discipline and in other disciplines where the course may be required within a major or used as a service course. When a unit submits several course changes, with or without new course proposals, a general statement covering the programmatic effects of the changes should be submitted.

We are submitting this change for the purpose of certifying CAS 272 as an Interdomain course.

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

The course seeks to develop the following skills in students at the completion of the course :

Key Literacies, Critical and Analytical Thinking, Integrative Thinking

•Students will possess foundational knowledge of theoretical and empirical issues related to online political rhetoric in venues such as blogs, political discussion fora, social networking sites, wikis, Twitter and You Tube.

Key Literacies, Critical and Analytical Thinking, Integrative Thinking

•Students will develop critical thinking skills and be able to apply their knowledge to evaluate the nature and quality of political rhetoric and discourse found in such online venues.

Effective Communication, Key Literacies

•Students will learn how to participate in such venues by creating blogs, video mashups and advocacy videos online.

Key Literacies, Critical and Analytical Thinking, Integrative Thinking

•Students will understand the opportunities and constraints involved in using interactive communication technologies for civic and political actions by engaging with such technologies and learn how to become more informed and engaged citizens.

To this end, students are evaluated on the basis of two exams with essay components, written in-class assignments and spoken critiques analyzing rhetorical strategies of political candidates and activist groups, creation and presentation of political advocacy videos, participation in leading discussions, and creation of blogs analyzing and connecting course concepts to real world examples, in addition to following news and participating by alerting the class through relevant tweets.

These objectives and assignments allow students to engage in exchange of ideas in oral, written and visual form about topics. They learn how to engage with others on topics where there might be disagreement, without offending or being disagreeable. They develop literacies in oral, written and multimedia contexts, through essays, blog posts, speeches and videos. These capacities can help them be engaged citizens when they are moved to participate in the larger networked public sphere.

The class concentrates on analysis and examination of online rhetorical and discursive strategies of candidates for public office, and individuals and organizations campaigning on specific issues and causes. It emphasizes civic engagement and includes topical areas such as mechanisms of online public spheres, citizen generated discourse and content, viral politics, connections between social networking sites and political discourse, and behaviors such as networked activism. It examines how various interactive communication options have affected political discourse, campaign communications and public deliberation. It provides students with hands-on experiences in analyzing the rhetorical and persuasive strategies involved in creating video content, writing blogs, creating wikis and twitter messages. It teaches students how they could use these communication options in working for political campaigns, civic action groups and non-profit institutions. By combining content and readings from across disciplines such as communications, political science, sociology and psychology, the course encourages students to engage in integrative thinking that explores issues and ideas across multiple domains. In an interconnected networked environment, interdisciplinary cross domain thinking is critical to attaining a deeper understanding of the issues and this course encourages students to do so through class assignments and readings.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered

in this course? This assessment must be included as a portion of the student's overall performance in this course.

In this course, students are evaluated on the basis of two exams with essay components, written in-class assignments and spoken critiques analyzing rhetorical strategies of political candidates and activist groups, creation and presentation of political advocacy videos, participation in leading discussions, and creation of blogs analyzing and connecting course concepts to real world examples, in addition to following news and participating by alerting the class through relevant tweets.

Effective Communication, Critical and Analytical Thinking, Integrative Thinking
Participation (includes attendance, participation in discussions, and tweets) 10%

This includes attending class, participating in and leading in-class discussion, and pop quizzes on assigned readings. In class participation points depend on student being present in class. Through participation in both a classroom setting and using social media technology, students will practice communication in various mediums, including interpersonal, to articulate their understanding of theory and methodology as applied to current and historical examples of political communication.

Key Literacies, Critical and Analytical Thinking
 Blogging: blog posts analyzing and connecting course concepts to real world examples - 10%

In their practice of blogging communication, students will seek out current examples of political communication and use communication science theory to explain and critique communication choices while also employing strategies for rhetorical analysis.

Effective Communication, Key Literacies, Critical and Analytical Thinking, Integrative Thinking
Project 1: Analysis of the new media campaign strategy of a successful candidate for political office - 10%

Using communication science theory and rhetorical analysis strategies, students will explain, critique, and evaluate political campaign strategies.

Key Literacies, Effective Communication, Key Literacies, Critical and Analytical Thinking
Project 2: Advocacy video about a controversial political issue - 10%

Applying lessons from analyses and evaluations, students will research a contemporary social issue, and apply both theory and rhetorical strategies to construct an advocacy piece using video technology.

Effective Communication, Key Literacies, Integrative Thinking
Project 3: Website with a new media outreach strategy for a not-for-profit institution - 10%

Applying lessons from analyses and evaluations, students will research a not-for-profit entity and its mission and goals, and apply both theory and rhetorical strategies to construct a website appropriate for the organization.

Integrative Thinking, Critical and Analytical Thinking
Exams: Two Essay based exams - 50% (25 % each)

Exams provide students with opportunities to articulate their understanding of foundational course concepts, theories, and their ability to apply them to particular examples. Students articulate proficiency of terms and their application for critical analysis of messaging in various historical and contemporary contexts.

Thus students will consistently engage with political communication theories in the context of how they can analyze and develop their own abilities to become active participants. The projects they complete examine the new media campaign strategies of candidates and designing outreach strategies for non-profit organizations, they analyze mashups and videos in class and then create one on a controversial political topic that they upload to YouTube and talk about how they will make the video go viral and have an impact. So students are exposed to theory and case studies and then practice the skills when they tweet, blog, talk and write their papers. The exams test their ability to explain concepts and theories and providing examples. There are no multiple choice options in this class, the focus is on understanding, analysis and application of the theories and concepts they learn from both domains and integrating them seamlessly.

General Education Domain Criteria

General Education Designation: Inter-Domain

GH Criteria

- Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas
- Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses
- Critically evaluate texts in the humanities— whether verbal, visual, or digital— and identify and explain moral or ethical dimensions within the disciplines of the humanities
- Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range
- Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

What components of the course will help students achieve the domain criteria selected above?

Through examination of various political communication theories and theories of technology, analyzing how historical path dependencies and disruptive technologies have influenced the course of political discourse, students understand how various intellectual traditions have influenced our democratic and discursive practices. In addition, they examine the concept of communication and how technology interacts with this process over a longer time frame and across different cultures, through case studies and this helps them understand the opportunities and constraints involved in using interactive communication technologies for civic and political actions, and facilitates their development as informed citizens. The nature of the topic also gives them opportunities to understand what drives their differences of opinions and how to engage with others who might have different ways of life, beliefs and civic traditions.

GS Criteria

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- Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas
 - Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences
 - Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings
 - Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems
 - Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

What components of the course will help students achieve the domain criteria selected above?

The course readings cover multiple research areas that involve journal articles and the discussion leaders have to evaluate the methodologies used, the theories guiding the studies, the validity of the conclusions and address more sophisticated questions about the impact of newer media technologies on political communication strategies employed by campaigns, politicians, protest and advocacy groups, and individuals participating in the public sphere. This involves both quantitative statistical research papers and qualitative data gathered through interviews, focus groups, grounded theory and case studies. This, in addition to the case studies of various countries (South American countries, Spain's M15 revolution, Italy's 5 star party movement, new media related case studies from post soviet states such as Belarus, Georgia, Moldova; China, Iran, countries involved in the Arab Spring such as Egypt and Tunisia, and the hactivism unit that covers Russia, Nigeria), covered in weeks 11-15 help students examine how many of the same factors play out differently in various countries. We analyze how different contexts and histories, economic and political factors, interact with media affordances in understanding the differing outcomes of protest and civic movements. This allows students to avoid technological determinism and focus on how we socially construct our usage of communication strategies and the tactics various stakeholders employ in different situations. We progressively move from a perspective that examines how individuals use and are affected by new communication affordances to examine how this operates within organizational and national contexts and end with the global nature of these networked public spheres and this gives students a lot of opportunities to reflect on commonalities and differences in the tendencies and tensions associated with our networked world.

Integrative Studies

Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

The course, since it examines how communication technologies affect political communication broadly, is by nature straddling two domains. It examines how political theorists and communication scholars have examined these issues. It brings traditional communication literature about rhetoric and discourse, persuasion and activism, ethical behavior in the public sphere and affordances of communication media into the class room while examining how political campaigns are run, how they have reacted and adapted to the newer communication options, and the consequences of these actions. It introduces students to political theories like civic republicanism and the capabilities approach, positive and negative forms of liberty, social justice and utilitarianism and political communication theories such as the persuasion, propaganda, public sphere, communicative action, and deliberative democracy. It also brings in concepts such as priming and framing, agenda setting, and information theories such as information cascades, to study how people influence public opinion. As mentioned earlier, students read papers that employ both quantitative statistical research papers and content analysis and qualitative data gathered through interviews, focus groups, grounded theory and case studies. This provides them with an exposure to methodologies that are prevalent within both the disciplines of Communication studies and Political science.

Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

By nature it is impossible these days to study the political without focusing on the communicative aspects. This class, Political Communication and Technology, is based on the premise that there are purposeful processes in which elected and appointed leaders, the media, and citizens use messages to construct meaning about political practices. When people exercise power in support of public interests, their messages and interactions are a strategic means for influencing public policies. Students have to understand this intricate connection and that is emphasized on day one. Coming into the course, students know they will be covering material from two domains, political science and communication.

Conceptualizations of who has power and how they exercise it are integral to political communication. Political science explains the mechanisms of how power is exercised, Power consists of political actors' abilities to acquire, maintain, and exercise authority in governance and to influence relationships and policies. Political elites (elected officials, party leaders, legislators, and agency directors) possess the power to influence large populations because they create laws and sanction behaviors, convey and withhold social and economic benefits to citizens, and influence media sources. The power of citizens comes from their legal rights, knowledge of political processes, and ability and willingness to engage in deliberations about public policies, which occurs in the communicative domain. Because the public often depends on media for political information, communication media entities use this power as part of their agenda of telling people what and how to think about political leaders, issues, and policies. In a networked world, there are many more actors who participate in this process, including the students who tweet and comment and forward video links. Thus every class involves discussion of political communication, not just political science or communication.

The assignments and course objectives align with and demonstrate this integration of the two domains.

The goal of this course is to provide students with a foundation in understanding the opportunities and constraints involved in using new communication technologies for civic and political actions and facilitate their development as informed citizens. As such, through this course, student will:

- (1) examine various perspectives on connections between communication technologies, public discourse, rhetoric, and democratic action,
- (2) apply this knowledge to rhetorically analyze various types of online political discourses,
- (3) develop skills to shape public discourse through blogs, mashups, and skills to judge credibility of online forums, and
- (4) make connections between the relevance of these online public spheres to everyday life experiences and their connections to

specific acts of political and civic engagement.

As part of these goals, the course seeks that:

- Students will possess foundational knowledge of theoretical and empirical issues related to online political rhetoric such as blogs, political discussion fora, social networking sites, wikis, Twitter and You Tube.
- Students will develop critical thinking skills and be able to apply their knowledge to evaluate the nature and quality of political rhetoric and discourse found in such online venues.
- Students will learn how to participate in such venues by creating weblogs and mashups.
- Students will understand the opportunities and constraints involved in using interactive communication technologies for civic and political actions and learn how to become more informed and engaged citizens.

As an Interdomain course contributing to both the humanistic and social and behavioral science requirements, this class will:

- (a) survey existing knowledge in the subject domain (through readings, lectures; proficiency assessed through blogging, exams) ,
- (b) promote an understanding of social scientific and rhetorical methods (through readings, lectures; understanding/proficiency assessed through blogging, campaign analyses, exams),
- (c) clarify the multiple nature of causality in political communication through technology (through readings, lectures; understanding/proficiency assessed through blogging, campaign analyses and creation, exams),
- (d) demonstrate the relationships between the study of technology-based communication and politics as they extend to civic outcomes and notions of the public sphere (through readings, lectures; understanding/proficiency assessed through blogging, campaign analyses and creation, website development, exams), and
- (e) integrate empirical knowledge and theoretical views of the social world (students demonstrate proficiency through exams and creation of campaign and website analyses and creation).

Thus students will consistently engage with political communication theories in the context of how they can analyze and develop their own abilities to become active participants. The projects they complete examine the new media campaign strategies of candidates and designing outreach strategies for non-profit organizations, they analyze mashups and videos in class and then create one on a controversial political topic that they upload to YouTube and talk about how they will make the video go viral and have an impact. So students are exposed to theory and case studies and then practice the skills when they tweet, blog, talk and write their papers. The exams test their ability to explain concepts and theories and provide examples to demonstrate application of concepts and theories. There are no multiple choice options in this class, the focus is on understanding, analysis and application of the theories and concepts they learn from both domains.

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

Dr. Veena Raman, Assistant Professor of Teaching has been teaching this class since it was first offered in 2008. Dr. Raman completed her Ph.D., in Mass Communications, with a specialization in political and international communication from the College of Communications, Pennsylvania State University, in 2006. She was a post doctoral researcher at University of California Berkeley prior to taking up her position with the Department of Communication Arts and Sciences at Penn State in 2008. Dr. Raman studies the role of digital media in politics and democratic governance. Her research has examined the use of new media technologies for electronic governance, their impact on the public sphere, and the ethical issues involved in using social media for political purposes. Veena is the author of the book, Information Technology and Participatory Democracy: A Case Study of Bangalore City (March, 2010), Lambert Academic Publishing, Germany and several book chapters on digital governance, and the virtual public sphere. Her current project focuses on the role of citizen participation in local and national environmental and global climate change policies and the digital aspects of environmental advocacy. Dr. Raman teaches courses on rhetoric and civic life, and political communication and technology. Given her specialization in political communication, Dr. Raman has expertise in both domains.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

The course has the following assessments in place to determine students are able to integrate their knowledge of the theories, concepts, and methodologies from both domains.

Students are evaluated on the basis of two exams with essay components, written in-class assignments and spoken critiques analyzing rhetorical strategies of political candidates and activist groups., creation and presentation of political advocacy videos, participation in leading discussions, and creation of blogs analyzing and connecting course concepts to real world examples, in addition to following news and participating by alerting the class through relevant tweets.

Participation (includes attendance, participation in discussions, and tweets) 10%

Through participation in both a classroom setting and using social media technology, students will practice communication in various mediums, including interpersonal, to articulate their understanding of theory and methodology as applied to current and historical examples of political communication.

Blogging (blog posts analyzing and connecting course concepts to real world examples) 10%

In their practice of blogging communication, students will seek out current examples of political communication and use communication science theory to explain and critique communication choices while also employing strategies for rhetorical analysis.

Project 1: Analysis of the new media campaign strategy of a successful candidate for political office 10%

Using communication science theory and rhetorical analysis strategies, students will explain, critique, and evaluate political campaign strategies.

Project 2: Advocacy video about a controversial political issue 10%

Applying lessons from analyses and evaluations, students will research a contemporary social issues, and apply both theory and rhetorical strategies to construct an advocacy piece using video technology.

Project 3: Website with a new media outreach strategy for a not-for-profit institution 10%

Applying lessons from analyses and evaluations, students will research a not-for-profit entity and its mission and goals, and apply both theory and rhetorical strategies to construct a website appropriate for the organization.

Two Essay based exams worth a total of 50 %, (25 % each)

Exams provide students with opportunities to articulate their understanding of foundational course concepts, theories, and their ability to apply them to particular examples.

Thus students will consistently engage with political communication theories in the context of how they can analyze and develop their own abilities to become active participants. The projects they complete examine the new media campaign strategies of candidates and designing outreach strategies for non-profit organizations, they analyze mashups and videos in class and then create one on a controversial political topic that they up load to you tube and talk about how they will make the video go viral and have an impact . So students are exposed to theory and case studies and then practice the skills when they tweet, blog, talk and write their papers. The exams test their ability to explain concepts and theories and providing examples. There are no multiple choice options in this class, the focus is on understanding, analysis and application of the theories and concepts they learn from both domains and integrating them seamlessly.

Campuses That Have Offered (CAS 272) Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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UPLOADED DOCUMENTS FOLLOW:

CAS 272: Political Communication and Technology
Spring 2017

Class: M,W,F 11.15-12.05 124 Thomas

Office hours: M,W,F 1.15-2.15 pm; & By appointment

Instructor: **Dr. Veena Raman**

Office: 314 Sparks Building

Email: vvr101@psu.edu

Required Readings : All readings and articles will be **posted on Canvas** and announced in class. The student is responsible for checking Canvas and completing the readings.

Course Description :

This course examines 'new' and 'interactive' media technologies and their relationships to democracy, citizenship, civic culture and participatory democracy. It will discuss the evolution of the public sphere and explore theoretical and empirical issues related to online political communication avenues (blogs, political discussion fora, 'viral politics'), cyber activism, smart mobs, networked publics, citizen journalism (blogging, podcasting), peer-to-peer production (e.g. YouTube, Wikis).

General Education – This course aligns with General Education requirements by addressing the following:

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

General Education Domain Learning Objectives

This course satisfies requirement for the Social and Behavioral Sciences (GS) and Humanities (GH) general education requirements.

To address GH criteria, students will:

-Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses

-Critically evaluate texts in the humanities—whether verbal, visual, or digital—and identify and explain moral or ethical dimensions within the disciplines of the humanities

-Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range

To address GS criteria, students will:

-Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas

-Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings

-Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

Schedule of Topics: All readings are posted on Canvas

Jan 9: Introductions and syllabus overview

Jan 11: Which Technology and Which Democracy? Benjamin Barber

Jan 13: New technologies and not-so-new democracies Schudson

Jan 16: MLK day- no class

Jan 18: Social media: campaigning and predicting elections - readings on Canvas

Jan 20: Lessons from the 2012, 2016 elections- what does it all mean? readings on Canvas

Jan 23 Campaigns, narratives, News /Fake news. Selected readings on Canvas **Project 1 assigned**

Jan 25 How do Facebook, Twitter etc. influence voters? and The Filter Bubble – Eli Pariser

Jan 27 Blogging – workshop, overview

Jan 30 Political communication theories, Participatory politics and Diplomacy in the age of Twitter

Feb 1 Consuming Political information on social media – effects? selected readings on Canvas

Feb 3 The Networked young citizen: Media, Access, Trust & Governance

Feb 6 The Daily We: Is the Internet really a blessing for Democracy – Cass Sunstein

Feb 8: A response to Sunstein; Technological affordances and imperfect democracies

Feb 10: **Project 2 assigned**, Creating our own persuasive/ advocacy messages

Feb 13 What is the public sphere? Is Habermas still relevant? Public Sphere(s) in democracies reading

Feb 15 Benkler's networked public sphere : How are things different now?

Feb 17 Networked public sphere Pappacharissi reading

Feb 20 Social Mobilization and the networked public sphere: Benkler, case studies

Feb 22 Political Traffic & the politics of search : Knowledge & political action in networked societies

Feb 24 Online Concentration : readings on Canvas **Project 1 due**

Feb 27 *What about blogs; they change everything, right?* Readings on Canvas; EU case studies

Mar 1 Elite Politics? selected material on Canvas

Mar 3 Work on project 2; in class feedback, peer review on scripts

SPRING BREAK!

Mar 13 Review session

Mar 15 **Exam 1**

Mar 17 YouTube and political campaigns; Effects of YouTube on Young Citizens' Civic Engagement

Mar 20 Political video mashups as allegories of citizen empowerment

Mar 22 project 2 presentations

Mar 24 project 2 presentations -

Mar 27 Social Capital (Facebook, Twitter) and democracy (readings on Canvas) **Project 2 due**

Mar 29 Memes & hashtag activism: political participation for the socially networked Reading on Canvas

Mar 31 Online political discourse: its just talk right? **Project 3 assigned**

Apr 3 Twitter Revolution? Morozov

Apr 5 Egypt and Tunisia: The role of digital media during Arab Spring (Readings on Canvas)

Apr 7 Social media, dissent and consequences: Iran's green movement; post revolution Egypt

Apr 10 Ethan Zuckerman reading: Mobile Phones and Social Activism

Apr 12 Mobile media and collective political action: Howard Rheingold reading

Apr 14 Mobile protest media case studies: China, Belarus, other select case studies on Canvas

Apr 17 Networked Activism: who, what , how, when, why? Should you care? Reading on Canvas

Apr 19 @ is for activism: dissent, resistance and rebellion in a digital culture –~~selected~~readings

Apr 21 activism unit continued: Occupy Movement, Spain's 15M movement reading on Canvas

Apr 24 Networks of Outrage and Hope: Social Movements in the digital age: case studies of Black Lives Matter, All Lives Matter and other groups **Project 3 due**

Apr 26 Changing the world in a network society: Opportunities and Constraints

Apr 28 Last day of class, Wrap up, **Exam 2 due on May 3 at noon.**

Course requirements

This course is reading intensive. All assigned readings should be completed prior to class session. Students are **required** to regularly check Canvas for readings and class announcements.

Grading Policy

Participation	10%
Blogging	10%
Project 1	10%
Project 2	10%
Project 3	10%
Exam 1	25%
Exam 2	25%

Participation : This includes ***leading in class discussion, attending*** class and ***pop quizzes on assigned readings***. In class participation points depend on you being present in class, so please ensure you are present and sign the sheet with the class roster. You have three allowed absences. You will lose points if your absence leads to missing discussions and assignments.

Project 1: Analyze the new media campaign strategy of a successful candidate for political office from the 2016 election season. Detailed instructions will be provided Jan 23.

Project 2: Video project. Create an advocacy video about a controversial political issue. Detailed instructions will be provided Feb 10.

Project 3: Website project. Create a new media out reach strategy for a not for profit institution that promotes a specific issue. Detailed instructions will be provided Mar 31.

Academic Integrity

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

All provisions of Senate Policy 49-20 and disciplinary policies of ACUE policy G-9 apply to this course. Please visit <http://www.science.psu.edu/academic/Integrity/Policy.html> for further details.

Examination Policy

All papers and assignments are due on the date posted. If for any reason you miss submitting it, contact the instructor as soon as possible. **Missing assignments without informing the faculty will result in lost points.**

Disability Access Statement

Please let the instructor know if you need any help/ special arrangements made for this course