

**Political Communication (POL 311)
University of Mississippi, Fall 2020**

Instructor: Conor M. Dowling, Associate Professor, Department of Political Science
Email: cdowling@olemiss.edu
Office Hours: By appointment over Zoom (<https://dowling-5.youcanbook.me/>)

Class Time: T/Th from 1:00-2:15pm
Class Location: Zoom (information below)
Course Website: blackboard.olemiss.edu

PURPOSE

The purpose of this course is to introduce students to some of the major research on political communication. In particular, this course will focus on developing an understanding of the role of the mass media, politicians, and the public in developing and transmitting political symbols and rhetoric. The goal of this course is to provide students with a critical framework for understanding the nature of mediated politics, identifying the roles played by news media in contemporary politics, and analyzing elite discourse and campaign messages.

In addition to this more substantive focus of the course, there is also a practical component that those interested in getting involved in campaigns and elections should find particularly interesting.

As is the case in any course, a great deal of topics germane to the course will not be covered. The interested student is encouraged to consult the instructor for additional readings on these subjects.

COURSE OBJECTIVES

Upon completing the course, students should:

- Have a deeper knowledge of the major research on political communication.
- Have a deeper knowledge of the (theoretical and empirical) reasons why people vote for the candidates/parties they do.
- Be able to apply the class concepts, readings, discussion, etc. to contemporary politics.
- Be better equipped to analyze contemporary research in political science and other social sciences, as well as news reports.
- Be more critical consumers of both mediated and unmediated political messages.
- Hopefully, be more inclined to participate in elections and governance.

MEETING INFORMATION

Topic: Pol 311 Political Communication Remote 1 2020-2021 FALL
Time: Aug 25, 2020 01:00 PM Central Time (US and Canada)
Every week on Tue, Thu, until Nov 17, 2020, 25 occurrence(s)

Join Zoom Meeting

<https://olemiss.zoom.us/j/96112807064?pwd=WlpuQStSYVY1dFVyOUhEaXRQL1ZGdz09>

Meeting ID: 961 1280 7064

Passcode: 4e263b

*I will do my best to open the room about 5 minutes prior to the start of each class session.

* Zoom sessions will NOT be recorded.

READINGS

All readings will be made available on Blackboard.

Students are responsible for all assigned readings. I will not cover everything we read in class, and not everything covered in class sessions will come from the readings. All reading and class material are fair game for the exams. I will provide any presentation slides I use during class on Blackboard.

Also, please attempt to keep up with current events by reading or watching the news. By staying current on the news, especially the 2020 presidential and congressional elections, the class material we discuss will hopefully be easier to follow and more relevant.

GRADING POLICY

*** Please note: Departmental policy is that no grades below a C can count towards a major in POL. This means a grade of C- does not count toward the POL major.**

Final Grades

Your final grade is based on three primary areas of evaluation, which are detailed below.

- Class Attendance and Participation: 4 points
- Journals (10 @ 2 points each): 20 points
- Papers (3 @ 12 points each): 36 points
- Examinations (2 @ 20 points each): 20 points

A:	93-100	C+:	77-79
A-:	90-92	C:	73-76
B+:	87-89	C-:	70-72
B:	83-86	D:	60-69
B-:	80-82	F:	59 or below

If you think an error has occurred in the calculation of your grade, it is your responsibility to provide me copies of your work. To that end, it is prudent to save anything returned from me until you receive your final grade report.

Class Attendance and Participation (4 points)

The University requires me to verify your attendance at least once during the first two weeks of the semester for financial aid and other administrative purposes. For this attendance check, you are going to be asked to complete a short writing assignment on Blackboard during the first week of class. This attendance check writing assignment is worth 2 points. Students whose attendance is not verified after a certain period will automatically be dropped from the class and any financial aid will be adjusted accordingly. Please see <http://olemiss.edu/gotoclass> for more information. I will have a similar “attendance check” toward the end of the semester, also worth 2 points.

Attendance may be noted in class from time to time either through roll call, short in-class assignments, or polls. Attendance will not be verified every class meeting, and is not mandatory; nor is there a penalty for not attending class. However, while in class, students will be expected to contribute to discussion when applicable.

Finally, class discussions are an important ingredient to any political science class from which both students and teachers can learn. I ask that you respect the diverse views of your fellow students and utilize common courtesies during class. While in class, even over Zoom, refrain from talking while others are

talking, etc. I will ask you to leave the Zoom room if you engage in behavior disrespectful to your fellow students or me.

Journals (10 @ 2 points each)

You will write short journal entries about once per week. In all, you must complete at least 10 journal entries for full points. You will enter the journal response of approximately 200-300 words on Blackboard. These journals should focus on the readings for the day they are due. These journal entries are intended to contain a diary of your thoughts and questions about the material. The entries are not intended to be finished pieces of formal work but are to be more in the style of a short journal. They are due (posted on Blackboard) no later than 1:00pm (prior to the start of class) on the day of the discussion.

Papers (3 @ 12 points each)

There will be two “paper” assignments, each approximately 2-3 pages in length. These assignments must be submitted on Blackboard on the due date—one letter grade will be deducted for assignments not submitted on time. Plagiarizing will automatically result in a failed paper.

These assignments aim to develop and tap student creativity and ability at applying the material discussed in class to real world situations. These assignments are not formal research papers; they do not require research sources or bibliographies. However, they can be supplemented with outside sources, such as other books, journal articles, or newspapers. Any sources you do use MUST be appropriately cited.

Examinations (2 @ 20 points each)

Tests will cover material from class sessions and course readings. There are two exams scheduled for: October 6 and November 23. (Note: The exam scheduled for November 23 will not change. It is during our final exam time, which is Monday, November 23 from 12:00-3:00pm.) You will take each exam on Blackboard.

OTHER COURSE POLICIES AND PROCEDURES

Academic Honesty

I do not tolerate cheating or plagiarizing in any form. Anyone caught cheating will, at the very least, fail that assignment and possibly the class. You may also face university disciplinary action. Please see the university handbook for more information on what constitutes academic misconduct and the official university procedure for dealing with such misconduct. For more information, please see the university’s Student Academic Conduct and Discipline Policy.

Reading

Make sure you have read before class. This is a crucial component to understanding the material in this course. This means you need to read the assigned material for each class meeting *before* that class meeting. The class will be more interesting for all involved and your grades will improve.

Getting Help

If you do not understand something that we are discussing in class please let me know as you are almost certainly not alone. However, if no one asks for clarification there is no way for me to know when something needs to be clarified or reviewed. Some of the material we cover in each class will build on the material from the previous classes so if you don’t understand something from one class you might not understand the material for the next class.

In summary: Do NOT wait until you have been lost for several classes to ask for help!

Communication

It is the student's responsibility to check his/her university email address, preferably daily, since Blackboard works through university email addresses and this is how I will communicate with you. If you prefer another email address, set up forwarding from your university address.

The best way to contact me is via email or by scheduling an appointment.

A note about email communications

Do not hesitate to email me with any questions or concerns you may have. However, please be professional in your emails. Before sending an email, please make sure you cannot easily get the answer from another source, such as the syllabus or other class documents. In addition, in many cases, I may request you meet with me to discuss your question rather than engage in a series of back and forth emails.

While I may not respond to emails immediately, during the week I will respond within 24 hours.

Miscellaneous, but Still IMPORTANT Information

- Changes to the syllabus may be made from time to time in order to correct errors, adjust the schedule, fine tune course details, or to address unforeseen issues. Changes will be discussed and announced in class. It is the student's responsibility to attend class to be aware of any syllabus changes. The official syllabus will always be available on Blackboard.
- *Students and Basic Needs:* Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support: Brent Marsh, PhD, Assistant Vice Chancellor and Dean of Students, 233 Lyceum, bmarsh@olemiss.edu, 662-915-7705. Students who are struggling to meet their basic needs may also find the following website helpful: <http://www.findhelpplafayettecounty.org/> Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I may possess.
- *For non-urgent mental health concerns:*
 - On the Oxford campus
 - The University Counseling Center provides free therapy to all students, faculty, and staff, 662-915-3784
 - The Psychological Services Center provides therapy to University and community members on a sliding scale fee, 662-915-7385
 - Elsewhere
 - The National Alliance on Mental Illness provides help finding support
 - The Association for Behavioral and Cognitive Therapies provides a Help section where you can find a CBT therapist and/or recommended self-help books
- *For urgent mental health concerns:*
 - On the Oxford campus
 - People can call campus police at any time and say they need to speak to a counselor immediately. A counselor will call back. (662-915-7234)
 - Nationally
 - People can call the National Suicide Prevention Hotline at 1-800-273-TALK (8255) or use their online chat system
 - The Trevor Project provides crisis intervention and suicide prevention services to LGBTQ+ individuals

- *Disability Access and Inclusion:* The University of Mississippi is committed to the creation of inclusive learning environments for all students. If there are aspects of the instruction or design of this course that result in barriers to your full inclusion and participation or to accurate assessment of your achievement, please contact me as soon as possible. Barriers may include, but are not necessarily limited to, timed exams and in-class assignments, difficulty with the acquisition of lecture content, inaccessible web content or the use of non-captioned or non-transcribed video and audio files. If you are approved through SDS, you must log in to your Rebel Access portal at <https://sds.olemiss.edu> to request approved accommodations. If you are NOT approved through SDS, you must contact Student Disability Services at 662-915-7128 so the office can: 1. determine your eligibility for accommodations, 2. disseminate to your instructors a Faculty Notification Letter, 3. facilitate the removal of barriers, and 4. ensure you have equal access to the same opportunities for success that are available to all students.

- *Title IX Policies / Non-Discrimination Based on Sex and Gender Presentation:* In accordance with University policy and Title IX of the Education Amendments of 1972, each student has an equal right to receive an education and participate in University activities in an environment free from discrimination on the basis of sex or gender presentation. (This includes discrimination on the basis of sexual orientation and discrimination based on gender nonconforming, gender queer, and transgender identities.)
 - Any student who feels that their ability to learn and/or participate in fully in University activities because of their gender or a sex-related crime committed against them may file a report with Title IX Coordinator, Honey Ussery, and/or the University Police Department, seek private advocacy services or guidance from the Violence Intervention and Prevention Services, or seek confidential counseling services from the University of Mississippi Counseling Center.
 - Title IX Coordinator – Honey Ussery, 662-915-7045, hbussery@olemiss.edu
 - Violence Intervention and Prevention Services – Shelli Poole (Confidential Advocate), 662-915-1059, sapoole@olemiss.edu
 - University Counseling Center –Lester Hall – 3rd Floor, 662-915-3784, counslg@olemiss.edu. Services are free of charge.
 - University Police Department - Kinard Hall 662-915-4911 (emergency), 662-915-7234 (nonemergency), upd@olemiss.edu (Is not monitored all the time — Do not use for emergencies!)
 - UMSAFE (<http://umsafe.olemiss.edu/>) is another potential resource.
 - Freshmen are more at risk for sexual assault than any other group of college students. Most sexual assaults take place during the first 6 to 8 weeks of freshman year, mostly in the context of drug or alcohol use, by someone that the student knows. Look out for yourself and your classmates / friends!
 - If you see someone losing self-control through drug or alcohol use, help prevent them from becoming vulnerable to sexual assault! Do something to change the situation and help them be safe until they can recover self-awareness!
 - Bystander intervention tips and strategies: https://www.nsvrc.org/sites/default/files/2018-02/publications_nsvrc_tip-sheet_bystander-intervention-tips-and-strategies_1.pdf
 - If you report a case of sexual assault or give evidence in a sexual assault case in a situation where underage students were drinking, you will not get in trouble with the University (i.e., you will not get a “strike”).
 - Students who have been sexually assaulted may seek immediate help by calling UPD or Violence Intervention and Prevention Services at any time. Students are encouraged to visit the University Health Center or Baptist Memorial Hospital for medical attention

and/or evidence collection. Students may request a forensic examination up to 96 hours (4 days) after an assault, but evidence can best be collected immediately after an assault, before showering, eating, drinking, or changing clothes. If requested, evidence collection is free and confidential at both the University Health Center and Baptist Memorial Hospital. Going to the University Health Center or Baptist Memorial Hospital for medical attention does NOT require you to speak to law enforcement. Also, emergency contraception / morning-after pill can be obtained from a variety of sources.

- Note: As a Title IX “mandated reporter,” I am required to inform Honey Ussery (see above) if you mention to me or around me that you or another student were ever sexually harassed, stalked, assaulted, or discriminated against.
 - However, no action can be taken by Honey or other administrators without your consent unless the situation presents a larger threat to the entire campus.

COURSE SCHEDULE

Day	Date	Topic	Reading
Tuesday	August 25	Introductions, Course Overview, and	Course Philosophy
Thursday	August 27	NO CLASS	No readings (attendance check assignment due on Blackboard by Friday at 5pm)
Tuesday	September 1	Nature of Political Communication and Media Effects	Readings posted on Blackboard
Thursday	September 3	Construction of News	Readings posted on Blackboard
Tuesday	September 8	News Coverage of Politics and Its Effects	Readings posted on Blackboard
Thursday	September 10	Media and an Informed Citizenry	Readings posted on Blackboard
Tuesday	September 15	Media (closures) and Polarization	Readings posted on Blackboard
Thursday	September 17	Emotional Appeals	Readings posted on Blackboard
Tuesday	September 22	Candidate Images	Readings posted on Blackboard
Thursday	September 24	NO CLASS – Break from Zoom	
Tuesday	September 29	Presidential Debates	Readings posted on Blackboard
Thursday	October 1	Exam Review	No readings
Tuesday	October 6	EXAM on Blackboard	No readings (No Zoom)
Thursday	October 8	Post-exam Discussion	No readings
Tuesday	October 13	Social Media and the Changing Information Environment	Readings posted on Blackboard
Thursday	October 15	Social Media and Campaigns	Readings posted on Blackboard
Tuesday	October 20	“Fake News”	Readings posted on Blackboard
Thursday	October 22	Dis/Misinformation Campaigns	Readings posted on Blackboard
Tuesday	October 27	Is Fact-Checking Helpful?	Readings posted on Blackboard
Thursday	October 29	Media and Mobilization	Readings posted on Blackboard
Tuesday	November 3	NO CLASS – Election Day	
Thursday	November 5	Post-election I	Readings posted on Blackboard
Tuesday	November 10	Post-election II	Readings posted on Blackboard
Thursday	November 12	Post-election III	Readings posted on Blackboard
Tuesday	November 17	Guest	No readings (attendance check assignment due on Blackboard by Tuesday at 5pm)
Monday	November 23	FINAL EXAM on Blackboard (12:00-2:00pm)	

* Paper 1 is due on Sunday, Oct. 4 by 11:59pm. Paper 2 is due on Friday, Oct. 30 by 5:00pm.

PAPER ASSIGNMENTS

Attendance Check – Media Bias Response Statement

Write 500 words in defense of one of these two statements.

1. The media is biased.
2. The media is not biased.

*I'm not grading you on the position you take, but I would like you to be clear about how you are defining the words "media" and "bias" in your response.

Debate Assignment

In the Boydston et al. (2013) article you read for Tuesday, September 29, the authors discuss three (3) ways in which presidential candidates can attempt to influence citizen attitudes and opinions during debates (prime, persuade, and inform). The authors also discuss three (3) strategies for agenda control during debates (agenda setting, framing, and message tone).

After watching the 1st presidential debate (on Tuesday, September 29) - either live or a recorded version later on, I would like you to write up an example from the debate of each of those six (6) concepts in action. If you think a specific debate "moment" exemplifies more than one concept, you can use it for at most three (3) concepts. In other words, you need to reference at least four (4) specific debate moments.

I'm not expecting an essay format in which you have an introduction, main body, and conclusion. Rather, you can write a standalone paragraph (or two) about each of the six (6) concepts. In total, this should be about 2-3 pages.

In your response, it should be clear: (1) which concept you're referring to; (2) that you understand what the concept is given the example you are using; (3) how/why that debate moment is a good example of the specific concept in action.

For example, you might start a paragraph with, "During the debate, [concept] was exemplified by...[specific debate moment]. This is an example of [concept] because..."

Each concept is worth 2 points. In total, this assignment is worth 12 points (out of 100) on your final grade.

**Wednesday, September 30 Addendum **

As I watched the debate, I was able to pick out instances of the six concepts from the Boydston et al. (2013) article that form the basis of the assignment, but it wasn't easy. Given this, if you've already watched the debate, but are struggling with the assignment, or haven't watched the debate yet and don't want to, I'm giving you an alternative approach.

You can watch one (or both) of these two debates that occurred during a television show. Both are available on Netflix.

1. Parks and Recreation: Season 4, Episode 20, "The Debate"

2. The West Wing: Season 7, Episode 7, "The Debate" (note: this was originally aired live; not taped)

You can use moments from those debates to illustrate any of the six concepts as well.

Campaign Ad Assignment

For this assignment, you are to select a campaign advertisement from this election cycle and answer two specific questions about the ad. If you would like, you can select two campaign ads and use one to answer the first question and the other to answer the second question.

1. **Do you think this is an *effective* campaign ad; why or why not?** In your response to this question, you are required to reference at least one academic article either from class or from your own research. That is, you cannot simply rely on your own opinion, or a blog post you find, or a newspaper article talking about the ad. These other elements can bleed into your response, but I need to see some academic grounding in your answer. In your response, make it clear whether you think the ad is (or isn't) effective in terms of (de)mobilizing turnout and/or persuading voters.

2. **Do you think this campaign ad should be allowed to circulate?** That is, do you believe it contains false information or is misleading in such a way and/or too "negative" that it shouldn't be allowed to air? Here, your opinion can creep in a little more, but you should also consider relevant social media policies, linked below. In your response, be sure to be clear *why* you think the ad either is or is not "fair game."

Relevant twitter policy: https://blog.twitter.com/en_us/topics/company/2020/civic-integrity-policy-update.html

Facebook community standards (in particular, sections 21 and 22): https://www.facebook.com/communitystandards/false_news

LA Times article: <https://www.latimes.com/business/technology/story/2020-06-26/facebook-following-twitter-will-label-posts-that-violate-its-rules-including-trumps>

Parameters for selecting the campaign ad

- 30-60 second campaign ad for a presidential, senate, or house candidate in 2020 (if you would like to choose an ad from prior to 2020, that is okay, but please have it be from no earlier than 2016)
- At the top of your submission, please include a link to the campaign ad

Your response to each question is worth 6 points. In total, this assignment is worth 12 points (out of 100) on your final grade.

In total, this assignment should be about 2 pages (and no more than 3). Roughly 1 page, double-spaced in your response to each question.

Final Paper Assignment

Two options.

Option 1: Watch one of the movies below that have been recommended by one or more of your classmates. Three are more directly related to this class (Political Communication), the fourth relates to the current recounts/legal battles concerning the presidential election:

1. The Social Dilemma (documentary-dram hybrid, available on Netflix): <https://www.thesocialdilemma.com/>

2. After Truth: Disinformation and the Cost of Fake News (documentary, available on HBO Max / HBO): <https://www.hbo.com/documentaries/after-truth-disinformation-and-the-cost-of-fake-news>

3. Wag the Dog: (drama, available to rent on Amazon): https://smile.amazon.com/Wag-Dog-Dustin-Hoffman/dp/B002XXNFRC/ref=sr_1_1?dchild=1&keywords=wag+the+dog&qid=1604982277&sr=8-1

4. 537 Votes (documentary, available on HBO Max / HBO): <https://www.hbo.com/documentaries/537-votes>

After watching, write a 500-word (about 2 pages, double-spaced) response about something the movie made you think more deeply about as it pertains to the course. You will be graded on your ability to link the content (movie) to the course content and your writing (grammar, etc.).

Option 2: Read one of the reports linked below.

1. The Global Disinformation Order: <https://comprop.oii.ox.ac.uk/wp-content/uploads/sites/93/2019/09/CyberTroop-Report19.pdf>

2. <https://www.state.gov/wp-content/uploads/2019/05/Weapons-of-Mass-Distraction-Foreign-State-Sponsored-Disinformation-in-the-Digital-Age.pdf>

After reading, write a 500-word (about 2 pages, double-spaced) response about something the report made you think more deeply about as it pertains to the course. You will be graded on your ability to link the content (report) to the course content and your writing (grammar, etc.).

Attendance Check

Write 250 words on what your primary takeaway from the course is.

*I'm not grading you on what your takeaway is, but it does need to be related to the course's content.

READINGS

↕ Tuesday, Sep. 1: Nature of Political Communication and Media Effects

-  [Bennett&Iyengar2008.pdf](#)  (196.522 KB)
-  [Graber2003.pdf](#)  (123.087 KB)

Bennett and Iyengar (2008) Journal of Communication
Graber (2003) Annual Review of Political Science

↕ Thursday, Sep. 3: Construction of News

-  [Livingston&Bennett2003.pdf](#)  (262.734 KB)

Livingston and Bennett (2003) Political Communication

↕ Tuesday, Sep. 8: News Coverage of Politics and Its Effects

-  [Banda&Searles2019.pdf](#)  (303.174 KB)
-  [Neuman_etal2014.pdf](#)  (878.292 KB)

Banda and Searles (2019) Journalism
Neuman et al. (2014) Journal of Communication

↕ Thursday, Sep. 10: Media and an Informed Citizenry

-  [Graber1994.pdf](#)  (1.069 MB)



Graber (1994) Political Communication

↕ Tuesday, Sep. 15: Media (closures) and Polarization

-  [Darr_etal2018.pdf](#)  (298.016 KB)

Darr et al. (2018) Journal of Communication

↕ Thursday, Sep. 17: Emotional Appeals

-  [Brader2005.pdf](#)  (223.994 KB)
- Pay more attention to the text and figures (less so to the tables).

Brader (2005) American Journal of Political Science

↕ Tuesday, Sep. 22: Candidate Images

-  [Atkinson_etal2009.pdf](#)  (134.812 KB)
 -  [Lalancette&Raynauld2017.pdf](#)  (1.598 MB)
- Pay more attention to the text and figures (less so to the tables).

Atkinson et al. (2009) Quarterly Journal of Political Science

Lalancette and Raynauld (2017) American Behavioral Scientist

Tuesday, Sep. 29: Presidential Debates

-  [Boydstun etal2013.pdf](#)  (777.067 KB)
-  [Prior2012.pdf](#)  (902.893 KB)

Boydstun et al. (2013) Political Communication
Prior (2012) Public Opinion Quarterly

Tuesday, Oct. 13: Social Media and the Changing Information Environment

-  [Kraft etal2020.pdf](#)  (235.125 KB)

Kraft et al. (2020) Public Opinion Quarterly

Thursday, Oct. 15: Social Media and Campaigns

-  [McGregor2020.pdf](#)  (267.354 KB)

McGregor (2020) Public Opinion Quarterly

Tuesday, Oct. 20: "Fake News"







-  [Allcott&Gentzkow2017.pdf](#)  (886.548 KB)
-  [Lazer etal2018.pdf](#)  (614.618 KB)

Pages 228-231 of Allcott & Gentzkow (2017) get overly complicated; you can skim those pages.

Allcott and Gentzkow (2017) Journal of Economic Perspectives

Lazer et al. (2018) Science

Thursday, Oct. 22: Dis/Misinformation Campaigns

-  [Linville&Warren2020.pdf](#)  (1.784 MB)
-  [Twitter Removes Chinese Disinformation Campaign - The New York Times.pdf](#)  (4.805 MB)
-  [Twitter takes down pro-Trump spam accounts posing as Black people - Business Insider.pdf](#)  (3.767 MB)

There is one academic article and two news article attached. The links below take you to the news articles, in case you prefer that to the PDFs.

<https://www.businessinsider.com/twitter-pro-trump-spam-accounts-posing-as-black-people-2020-8>

<https://www.nytimes.com/2020/06/11/technology/twitter-chinese-misinformation.html>

Linvill and Warrenn (2020) Political Communication

↕ Tuesday, Oct. 27: Is Fact-Checking Helpful?









-  [Walter etal2020.pdf](#)  (1.059 MB)
-  [Guess etal2020.pdf](#)  (1.113 MB)

Both of these articles are technical in places, but please read to get the gist of each.

Walter et al. (2020) Political Communication

Guess et al. (2020) PNAS

↕ Thursday, Oct. 29: Media and Mobilization

-  [Haenschen&Jennings2019.pdf](#)  (754.275 KB)
-  ['Way ahead of the field' inside Trump's unprecedented social media campaign US news The Guardian.pdf](#)  (2.043 MB)
-  [Biden campaign launches official Animal Crossing New Horizons yard signs - The Verge.pdf](#)  (2.953 MB)
-  [From Instagram to Animal Crossing, Maine groups get creative to mobilize young voters Beacon.pdf](#)  (317.549 KB)

There is one academic article and three news article attached. The links below take you to the news articles, in case you prefer that to the PDFs.

<https://www.theguardian.com/us-news/2019/jul/02/way-ahead-of-the-field-inside-the-trump-campaigns-unprecedented-social-media-campaign>

<https://www.theverge.com/2020/9/1/21409727/biden-harris-animal-crossing-campaign-new-horizons-yard-signs-election>

<https://mainebeacon.com/from-instagram-to-animal-crossing-maine-groups-get-creative-to-mobilize-young-voters/>

Haenschen and Jennings (2019) Political Communication

↕ Thursday, Nov. 5: Post-election I

Story about Wisconsin's 2016 recount process:

<https://www.jsonline.com/story/news/politics/elections/2016/12/12/recount-drawing-close-wisconsin/95328294/>

↕ Tuesday, Nov. 10: Post-election II

Readings on President Trump's efforts to challenge election results,

https://www.washingtonpost.com/politics/trump-republicans-election-challenges/2020/11/09/49e2c238-22c4-11eb-952e-0c475972cfc0_story.html

report from international election observers,

<https://www.wsj.com/livecoverage/trump-biden-election-day-2020/card/XhlCZ4avYQb0jtdv7F3p>

and misinformation circulating after the election:

<https://www.nytimes.com/live/2020/2020-election-misinformation-distortions#top-10-misinformation-storylines-on-election-week>

<https://www.nytimes.com/live/2020/2020-election-misinformation-distortions#no-software-glitches-are-not-affecting-vote-counts>

<https://www.nytimes.com/live/2020/2020-election-misinformation-distortions#dead-voters-pennsylvania>



Thursday, Nov. 12: Post-election III

Obviously, things can change between now and Thursday, but posting now so I don't forget to do so until late Wednesday night..

Legal experts on why recounts and other legal filings are unlikely to change the outcome of the presidential election:

<https://time.com/5908881/president-trump-cant-sue-his-way-to-a-second-term-why-he-is-trying-anyway/>

On instances of "voter fraud":

<https://www.heritage.org/voterfraud>

Important context, for the above Heritage Foundation site:

https://www.brennancenter.org/sites/default/files/2019-07/Report_HeritageAnalysis_Final.pdf