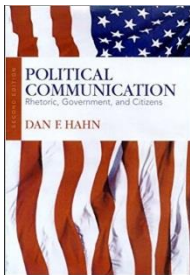


## Eastern Washington University CMST 301 Political Communication Syllabus



Winter 2018 Class Time: MW, 10AM-12:20PM,

Instructor: Patricia Chantrill, Ph.D.

E-mail: [pchantrill@ewu.edu](mailto:pchantrill@ewu.edu) BLOG ADDRESS:  
<http://policom301.wordpress.com/>

**Course Overview:** This course is designed for students interested in the nature and function of communication in the political process. We will focus more on theory and analysis than on professional training, though all who endeavor to engage in some facet of political communication should benefit. The course is organized around three specific genres of political discourse: (1) Political culture and popular media; (2) Social movements and election campaigns; and (3) The role of communication in government. Topics covered will include contemporary political culture, national party conventions, political campaign debates, citizen activism, inaugural addresses, major policy speeches, legislative debates, and local/state/national public hearings.

**Instructional Mode:** This course is hybrid in its approach. In-class discussion and exchanges comprise half the days on the schedule. The other half are devoted to community-based education; this course carries a [service-learning designation](#) for project-driven partnerships with the [Associated Press \(election returns\)](#), the [Washington State Legislative Internship Program](#), and/or [The Department of Spokane County Elections](#). Each student will be responsible for completing at least 20 hours of service-learning. Partnerships are dependent on activities available during the quarter in which the course is taught. Details on the first day of class.

**Course Objectives:** Students completing the course should gain an understanding of

- The ways in which popular & social media shape and reflect perceptions of political discourse
- The structural and situational factors that influence political discourse and our responses to it
- The expectations and demands of various publics and audiences
- The impact (good and bad) of formal rules for local, state, and national political discourse
- The various opportunities for political advocacy, testimony, and legislative interactions
- The communicative meaning of “being an engaged citizen” in Spokane, the state of Washington, and in the United States

### Required Textbooks:

- *Political Communication: Rhetoric, Government, and Citizens*, Dan F. Hahn, 2<sup>nd</sup> Ed. (2003)
- Other readings as assigned

**Political communication** is a subfield of **communication** and **political science** that is concerned with how **information spreads** and **influences politics** and **policy makers**, the **news media** and **citizens**. It deals with the production, dissemination, procession and effects of information, both through **mass media** and **interpersonally**, within a political context. This includes the study of the media, the analysis of **speeches by politicians** and those that are trying to influence the **political process**, and formal and informal conversations among members of the public, among other aspects. The media acts as bridge between government and public. Political communication can be defined as the connection concerning politics and citizens and the interaction modes that connect these groups to each other. Whether the relationship is formed by the modes of persuasion, Pathos, Ethos or Logos.  
[https://en.wikipedia.org/wiki/Political\\_communication](https://en.wikipedia.org/wiki/Political_communication)

**Course Policies & Evaluation of Performance:** Students are expected to read all assigned materials, attend all scheduled classes, make informed contributions to the class discussion, participate in 20+ hours of community-based projects, and demonstrate knowledge and understanding of the important examples and principles related to the political communication process.

**Grading:** Grades will be assigned on the basis of 500 points for the course. The grading scale can be [found here](#).

- 5 Qs (short quizzes) worth 20 points each
- 10 Community Reflections *On the Blog* worth 10 points each
- 20 hours of Service-Learning (details TBD) worth up to 100 points
- 1 Group Service-Learning Project Presentation at 50 points.
- 1 Term Paper on either (a) the challenges to public discourse at the local/state/or national level, or (b) a rhetorical analysis of campaign strategies.

**Attendance & Participation:** each student is granted 2 FREE absences on LECTURE-ONLY in-class days (excluding guest lecturers). All other absences will result in a 10% deduction from the final grade.

**Academic Integrity:** this course will abide by EWU’s Academic Integrity Policy (see [this link](#) for details). Notably, “Violations of academic integrity involve the use or attempted use of any method or technique enabling a student to misrepresent the quality or integrity of any of his or her work in the university and the program of study.” Students are strongly urged to contact the instructor with any concerns regarding the academic integrity of exams, assignments, and/or intellectual property *before turning in anything questionable*.

[HOW TO REGISTER \(OR CHANGE YOUR ADDRESS\) TO VOTE IN WASHINGTON STATE](#)

Date	Class Agenda	Readings Due for next class
Week 1, W	Introduction to Service-Learning Project and Community Partner; Orientation to the course, Assignments Overview, <a href="#">Blog Invitations</a> , Project Presentation and Research Paper Guidelines, Group Assignments.	Chapter 1 and 2, Hahn
Week 2, M	Legislative Internships, <a href="#">Ideology</a> , AP Sign-up, voter registration drives, Canvassing, <i>West Wing &amp; House of Cards</i> , Political Orientation, <a href="#">THE GAME</a> .	
Week 2, W	Visual Literacy, Political Voice & Social Media  Is the media hurting America? The anniversary of a famous complaint: <a href="http://www.youtube.com/watch?v=aFQFB5YpDZE">http://www.youtube.com/watch?v=aFQFB5YpDZE</a>  <a href="#">Richard Dreyfuss on Bill Maher in 2006</a>  <a href="#">Bias &amp; Definition</a>  <i>Jeopardy</i> Review (Q1)	Chapter 3 and 4, Hahn

Week 3, M	In the field: Service-Learning Project. Blog 1, Q1 Online.	
Week 3, W	An example of “American Assumptions” (see Hahn, page 43-44) submitted by a classmate. This is a <b>must read</b> : <a href="http://middleeastrevised.com/2014/10/11/why-i-cant-celebrate-malalas-nobel-peace-prize/">http://middleeastrevised.com/2014/10/11/why-i-cant-celebrate-malalas-nobel-peace-prize/</a> <i>Jeopardy</i> Review (Q2)	Chapters 5, 6 & 7 Hahn
Week 4, M	In the field: Service-Learning Project. Blog 2, Q2 Online.	PPT on Women & Politics
Week 4, W	<a href="#">Form, Lies &amp; Euphemisms, Metaphor &amp; Myths</a> [Ppt on Chapters 5-7] Women, Communication, and Politics (PPT) <i>Jeopardy</i> Review (Q3)	Chapters 8-9, Hahn
Week 5, M	In the field: Service-Learning Project. Blog 3, Q3 Online.	
Week 5, W	Guest Lecture: <i>The Legislative Page, Intern, Aide, Assistant</i> Myths & Metaphors--Secrecy, Surveillance, and Lies <i>Jeopardy</i> Review (Q4)	Chapters 10-11, Hahn
Week 6, M	In the field: Service-Learning Project. Blog 4, Q4 Online.	
Week 6, W	Guest Lecture: <i>It Takes A Candidate</i> See article about AP process here (submitted by a classmate!): <a href="http://www.pbs.org/newshour/rundown/know-won-ap-calls-races-across-us/">http://www.pbs.org/newshour/rundown/know-won-ap-calls-races-across-us/</a> Prep for Debate Analysis: Establishing our tools for assessment. <i>Jeopardy</i> Review (Q5)	<a href="#">The Budget is a Profoundly Moral Document</a>
Week 7, M	In the field: Service-Learning Project. Blog 5, Q5 Online.	
Week 7, W	Debate Analysis: we will be assessing video candidates for their strategies and evaluate them based on their performance. Groups will report outcomes. Bill Focus I: <a href="#">HB 1800 Washington State Voting Rights Act 2017</a>	
Week 8, M	In the field: Service-Learning Project. Blog 6 Online.	
Week 8, W	Bill Focus II: <a href="#">HB 1561 Open Education Resources 2017</a> Research Paper Workshop: Organization, Resources, Making the Argument and Backing it Up	
Week 9, M	In the field: Service-Learning Project. Blog 7 Online.	<a href="#">On Writing Research</a>

Week 9, W	Research Paper Workshop II: Writing, Revising, Abstracts and EWU Symposium submissions.	
Week 10,	In the field: Service-Learning Project. Blog 8 Online.	
Week 10, W	Project Presentations: Groups One and Two	
Week 11, M	In the field: Service-Learning Project. Blog 9 Online.	
Week 11, W	Project Presentations: Groups Three and Four	
Finals Week	In the classroom: Blog 10, Service-Learning Assessment. Course Evaluations. <i>Research Papers Due.</i>	

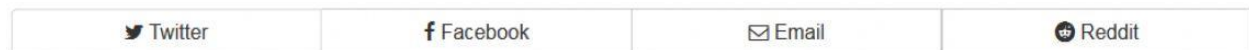
SPOKANE

## EWU ground zero for returns

Sun., Oct. 31, 2004

**By Virginia De Leon**

Staff writer



Ashley Gonzales, 20, sits next to her mother, Professor Patty Chantrill, during a practice at the Associated Press call center at Eastern Washington University. (Amanda Smith / The Spokesman-Review)

While the entire nation waits in anticipation for election night results, students at Eastern Washington University may be among the first to know the winners of hundreds of races throughout the country.

That's because about 200 of them will help collect election returns at the Associated Press' Western Election Center, located right in the middle of campus. Many of these students will stay up all night, answering thousands of calls, checking Internet sites and inputting results from more than 2,000 races in 22 states.

"It's pretty exciting," said Jaclyn Jaquish, a 20-year-old majoring in public relations. "This is going to be the biggest election I'll ever be part of. I just couldn't pass up the opportunity."

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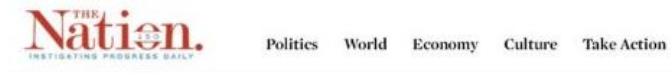
The numbers called in to EWU – the only university in the country to serve as an AP election

- <https://www.ewu.edu/about/ewu-news/2016-ap-center>
- <https://www.ewu.edu/about/ewu-news/ap-center>
- <http://www.spokesman.com/stories/2012/nov/02/national-votes-tallied-locally/>
- <http://blogs.seattletimes.com/politicsnorthwest/2012/11/06/associated-press-workers-in-spokane-play-role-in-calling-elections-around-the-country/>
- <http://www.spokesman.com/stories/2008/nov/04/its-in-voters-hands-now/>
- <http://www.spokesman.com/stories/2004/oct/31/ewu-ground-zero-for-returns/>
- <http://www.spokesman.com/stories/2004/oct/27/ewu-will-be-hub-for-election-returns/>



**For Week 4: Women, Communication & Politics Lecture (see Chantrill, P. PowerPoint)**

The Exchange:



POLITICS

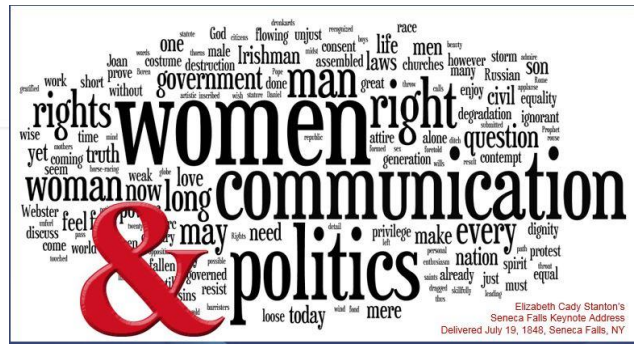
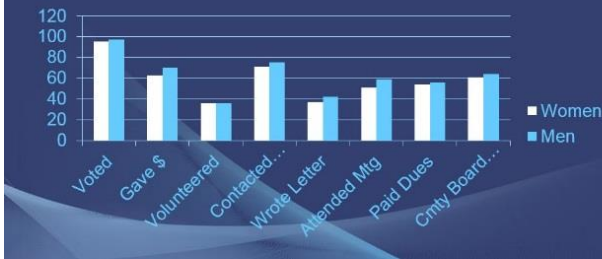
# Why Does the US Still Have So Few Women in Office?

*At the current rate of progress, it will take nearly 500 years for women to reach fair representation in government.*

By Steven Hill

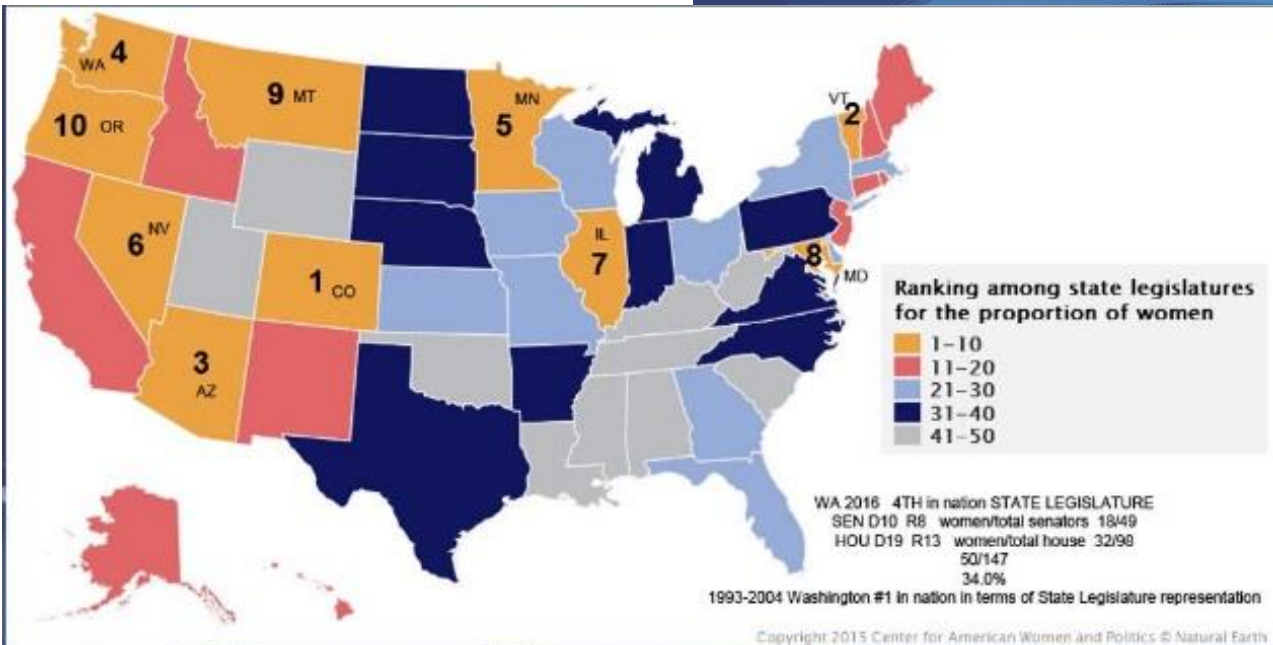
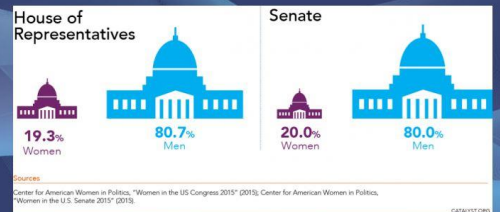
MARCH 7, 2014

## Eligible Candidate Pool Levels of Political Participation (in the past year)



## The Current Climate

- Women (and girls) make up 50.8% of the U.S. population
- Women currently make up only 19.4% of the 114th U.S. Congress, which took office in January 2015.
  - Women make up 20.0% of the Senate (20 seats) and 19.3% of the House of Representatives (84 seats out of 435, from 31 states).



For Week 7: **Bill Focus** HB 1800 <http://www.wavotingrights.org/>

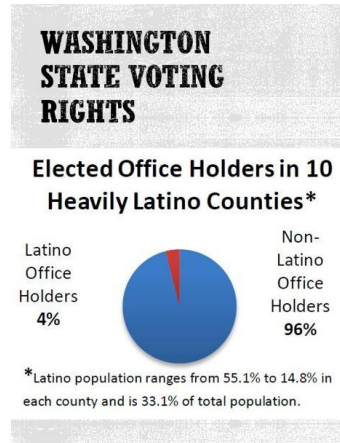
**The Discourse:**

[http://www.wavotingrights.org/sites/wavotingrights.org/files/WA\\_VOTING\\_RIGHTS\\_ACT\\_2015.pdf](http://www.wavotingrights.org/sites/wavotingrights.org/files/WA_VOTING_RIGHTS_ACT_2015.pdf)

History of the bill and its progress through the legislature in 2017

From PowerPoint: Chantrill, P. 2016 Teach-in on Washington State Voting Rights

“Washington was the first state in the **20th century** and the fifth state in the Union to enact women's suffrage. Washington women's success in 1910 helped inspire the campaign that culminated in passage of the 19th Amendment to the U.S. Constitution in 1920, when women won the right to vote nationally.”



For Week 7: **Bill Focus** HB 1561

The Exchange: Open Education Resources

02/13/2017 **dateline Olympia**

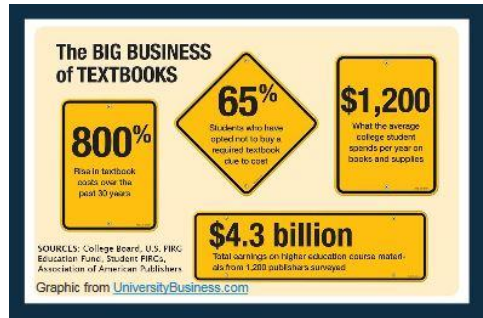
**Public Baccalaureates and the Urgency of Open Education Resources**

Students, faculty, and administrators in Washington state support HB 1561 for its goals of changing our textbook-only culture and driving down the cost of course materials. The bill, prime sponsored by Rep. Noel Frame (D 36) and supported by 19 other House Democrats, would create a grant program for investing in Open Education Resources [OER] as “freely accessible, openly licensed educational textbooks, documents, materials, and media that reside in the public domain for free use and repurposing for the intention of teaching, learning, assessing, and researching.” Textbook publishers readily express opposition to this bill and sign in “with concerns.” Their concerns may well be warranted.

Notably, HB 1561 seeks to do two things that weren't part of a 2011 push, led by then Rep. Reuven Carlyle (now a Senator), when the state invested \$1.8 million for the development of an “Open Course Library,” an OER repository created by faculty at the community and technical colleges for their students.

HB 1561 is for 4-year institutions and designates a “campus coordinator” to support faculty creation or adoption of OER. Additionally, the Washington Student Achievement Council [WSAC] would be charged with developing the grant application, a process for reviewing and selecting applicants, awarding grant funding, and reporting protocols for grant awardees. WSAC would also determine how many grants will be awarded based on available funding, and they will “conduct outreach to other states and higher education agencies” to help establish a multistate network for peer review, sharing and evaluating OER.

CFR and other supporters of the bill appreciate the campus coordinator and WSAC oversight pieces that make a successful OER launch more likely. We are fighting for this one because our students need a thriving OER alternative. For more information on this bill, see the site at the [Washington State Legislature](http://www.wa.gov/WashingtonStateLegislature).



Melissa Gombosky, Lobbyist for the Assn. of American Publishers (left), and Patricia Lucero Chantrill, EWU faculty for CFR (right), testify before the House Higher Education Committee on HB 1561 January 31st. [TWV]