[NM6211/ Political Communication]
Detailed Module Guide

Module Coordinator: Weiyu Zhang, Department of Communications and New Media, National University of Singapore

Module Coordinator's Contact:
- Office @ **65168156**
- Email: **cnmzw**@nus.edu.sg

Module Timetable
- Time and Duration: 3 hours weekly
- Venue: **online**

Modular Credits: 4 (Amend, if applicable)

Module Description

- This module is an advanced introduction to theory and research in political communication. In this module we will explore important theoretical development and debate in the field of political communication, which include, but are not limited to deliberation, public opnion, political participation, and topics more directly related to new media technologies. The purpose of this module is to aid students in developing theoretical insights and prepare them to effectively and efficiently navigate through the broad research literature on political communication.

Module Learning Outcomes

Students who complete this module should:

All of the readings listed below are required readings. Students can download them from the LUMINUS FILES. Students are required to finish the weekly readings before class and actively participate in class discussion.

Week 1: Introduction

Zhang, W. & Neyazi, T. (in press). Communication and Technology Theories from the South: The Cases of China and India. Annals of ICA.

Graber, D. A., & Smith, J. M. (2005). Political communication faces the 21st century. Journal of Communication, 55(3), 479–507.

Week 2: Guest talk – Digital Nationalism (Jan 20, Monday, 3pm @ CNM play room)

Schneider, F. (2018). China's Digital Nationalism. Oxford University Press. Chapter 2 & 8.

Week 3: CNY holiday. No class.

Week 4: Guest talk – Civic Learning (Feb 5, Weds, 2pm @ CNM meeting room)

Sapiro, V. (2004). NOT YOUR PARENTS'POLITICAL SOCIALIZATION: Introduction for a New Generation. Annu. Rev. Polit. Sci., 7, 1-23.

Graber, D., & Holyk, G. G. (2012). Civic knowledge and audiovisual learning. The SAGE Handbook of Political Communication, 153.

Chia, Y. T. (2016). Singapore General Election 2015 and the Role of Citizenship Education. The Round Table, 105(2), 149-160.

Week 5: Normative Models

Althaus, S. L. (2012). What's good and bad in political communication research? Normative standards for evaluating media and citizen performance. The SAGE handbook of political communication, 97-112.

Dahlberg, L. (2014). The Habermasian public sphere and exclusion: An engagement with poststructuralist influenced critics. Communication Theory, 24(1), 2141.

Zhang, W. (2006). Constructing and disseminating subaltern public discourses in China. Javnost-The Public, 13(2), 41-64.

Week 6: Guest talk by Sangwon Lee – Media Effects

Bennett, W. L., & Iyengar, S. (2008). A new era of minimal effects? The changing foundations of political communication. Journal of Communication, 58(4), 707-731.

Scheufele, D. A., & Tewksbury, D. (2007). Framing, agenda setting, and priming: The evolution of three media effects models. Journal of Communication, 57(1), 9-20.

Zhang, W. (2012). The Effects of Political News Use, Political Discussion and Authoritarian Orientation on Political Participation: Evidences from Singapore and Taiwan. Asian Journal of Communication, 22(5): 474-492.

Recess week

Week 7: Media Systems - Jaime

Mazzoleni, G., & Schulz, W. (1999). "Mediatization" of politics: A challenge for democracy?. Political communication, 16(3), 247-261.

Hallin, D. C., & Mancini, P. (2004). Americanization, globalization, and secularization. In Comparing Political Communication: Theories, Cases, and Challenges, 25-44.

Voltmer, K. (2006). The mass media and the dynamic of political communication in processes of democratization: An introduction. In K. Voltmer (Ed.), Mass media and political communication in new democracies (pp. 116). New York: Routledge.

Week 8: Entertainment and Politics - Patrick

Carpini, M. X. D. (2012). Entertainment media and the political engagement of citizens. In H. A. Semetko & M. Scammell (Eds.), The Sage handbook of political communication (pp.922). Thousand Okas, CA: Sage.

Street, J. (2004). Celebrity politicians: Popular culture and political representation. The British journal of Politics & International Relations, 6(4), 435452.

Zhang, W. & Mao, C. (2013). Fan activism sustained and challenged: Participatory culture in Chinese online translation communities. Chinese Journal of Communication, 6(1), 45-61.

Week 9: New Media and Civic Engagement - Ziyi

Bennett, W. L., & Segerberg, A. (2012). The logic of connective action: Digital media and the personalization of contentious politics. Information, Communication & Society, 15(5), 739768.

Pang, N. & Woo, Y. T. (2020). What about WhatsApp? A systematic review of WhatsApp and its role in civic and political engagement. First Monday.

Zhang, W. (2013). Redefining youth activism through digital technology in Singapore. International Communication Gazette, 75(3), 253270.

Week 10: New Media and Social Movement - Jaime

Bimber, B., Stohl, C., & Flanagin, A. J. (2008). Technological change and the shifting nature of political organization. In Routledge handbook of Internet politics (pp. 88-101). Routledge.

Haciyakupoglu, G. & Zhang, W. (2015). Social media and trust during the Gezi Protests in Turkey. Journal of Computer-Mediated Communication, 40(2), 250-266.

Lee, F. L., & Chan, J. M. (2016). Digital media activities and mode of participation in a protest campaign: A study of the Umbrella Movement. Information, Communication & Society, 19(1), 4-22.

Week 11: New Media and Elections - Patrick

Farrell, D. M., Kolodny, R., & Medvic, S. (2001). Parties and campaign professionals in a digital age: Political consultants in the United States and their counterparts overseas. Harvard International Journal of Press/Politics, 6(4), 11-30.

Anstead, N., & Chadwick, A. (2008). Parties, election campaigning, and the Internet: Toward a comparative institutional approach. In Routledge handbook of internet politics (pp. 72-87). Routledge.

Zhang, W. (2016). Social media and elections in Singapore: comparing 2011 and 2015. Chinese Journal of Communication, 9(4), 367-384.

Week 12: Government-public communication - Ziyi

Margetts, H. (2008). Public management change and e-government: the emergence of digital-era governance. In Routledge handbook of Internet politics (pp. 130-146). Routledge.

Canel, M. J., & Sanders, K. (2012). Government communication: An emerging field in political communication research. The Sage handbook of political communication, 85-96.

Schlæger, J., & Jiang, M. (2014). Official microblogging and social management by local governments in China. *China Information*, *28*(2), 189-213.

Week 13: Final Presentations

Module Generic skills

As a result of attendance at scheduled seminars, participation in planned activities, discussion groups and multimedia presentation, and timely completion of essays, students should acquire skills in the following areas:

- **social, ethical, and cultural understanding of self and others** (through detailed analysis of cultural politics in its various local, national and transnational contexts; the reception of new ideas and the contextualisation of judgments; the adaptation of knowledge to new situations);
- **critical analysis and synthesis** (through the study of competing theories of cultural policy and their application to diverse examples; the engagement with and processing of different critical perspectives across the interdisciplinary field of cultural studies; the development of independent thought and arguments);

- **effective written and oral communication** (through seminar discussions and debates; the preparation and execution of written assessment exercise; exposure to and emulation of competing genres and protocols of critical writing);
- **information management and information literacy** (through the practice of library and archival research; engagement with electronic databases and multimedia learning environments);
- **teamwork, flexibility, and tolerance** (through group discussions in tutorials; reception of new ideas and opinions; engaging and cooperating with other people from diverse backgrounds);
- **time management and planning** (through managing and organizing workloads for recommended reading, seminar presentations, and assessment requirement);
- **multimedia management** (through the incorporation of technical skills in class projects);
- **project management and public presentation** (through the presentation of research topic through lateral thinking and creative multimedia).

Workload Hours Per Week

- 3-0-0-3-4
- 3 hours seminar
- 3 hours projects and assignments
- 4 hours preparatory work

Total: 10 hours

Code of Student Conduct

As a widely respected institution of higher learning, the National University of Singapore (NUS) is dedicated to cultivating academic and personal excellence in a way that is inclusive and supportive, where communal values as well as the dignity and rights of each person are respected. NUS students are expected to maintain and uphold the highest standards of integrity and honesty at all times, as well as embrace community standards, diversity and mutual respect for one another, both within the University and the wider Singapore community. This Code of Student Conduct is intended to guide students' conduct in both the academic and non-academic aspects of their University life by providing an overview of the behaviour generally expected of them as members of the University community. It is meant to serve as a broad framework, and should not be treated as an exhaustive list. In line with the above, the University expects students to uphold both the spirit and letter of this Code of Student Conduct at all times.

This Code of Student Conduct is based on the following fundamental principles:

(A) Academic, Professional, and Personal Integrity

The University is committed to nurturing an environment conducive for the exchange of ideas, advancement of knowledge and intellectual development. Academic honesty and integrity are essential conditions for the pursuit and acquisition of knowledge, and the University expects each student to maintain and uphold the highest standards of integrity and academic honesty at all times.

The University takes a strict view of cheating in any form, deceptive fabrication, plagiarism and violation of intellectual property and copyright laws. Any student who is found to have engaged in such misconduct will be subject to disciplinary action by the University.

It is important to note that all students share the responsibility of protecting the academic standards and reputation of the University. This responsibility can extend beyond each student's own conduct, and can include reporting incidents of suspected academic dishonesty through the appropriate channels. Students who have reasonable grounds to suspect academic dishonesty should raise their concerns directly to the relevant Head of Department, Dean of Faculty, Registrar, Vice Provost or Provost.

(B) Respect for People

The University encourages students to display consideration, kindness and responsibility in their dealings with other persons. Students should not engage in disorderly or offensive behaviour such as making threats against others, intimidating others, harassing others, drunkenness, lewdness, or participating in any unlawful assembly.

Students are expected to treat others with respect, courtesy and consideration so as to create a positive learning and social environment at the University. Treating others with dignity and respect with regard to their gender, race, values, religion and disabilities help create experiences that are meaningful and uplifting for all students which in turn help create lifelong bonds and support networks that enrich the students' lives. Students must feel safe and secure at all times while at the University.

Accordingly, students should not engage in conduct which violates another person's dignity or create an environment which is hostile, degrading, humiliating or offensive for another person. Conduct which insults, abuses, denigrates, victimizes, demeans, embarrasses or disparages any individual will not be acceptable to the University. Unwanted sexual advances and inappropriate physical contact, sexually explicit remarks or innuendoes of a sexual nature, offensive body language or gestures and other forms of sexual harassment will not be tolerated by the University.

Students who abuse their positions of authority or leadership by participating in or allowing such conduct or by being involved in the development of policies or programmes that facilitate or encourage such conduct will be dealt with severely by the University.

Students should also refrain from participating in any activity which physically or mentally harms, intimidates or humiliates other students, or which violates one's dignity as an individual. In particular, negative and improper orientation practices that make new students feel uncomfortable (also known as "ragging") are not tolerated by the University. Such practices display a lack of basic respect for other persons, imperil students' physical and mental welfare, and may unintentionally result in an unhealthy atmosphere of fear and intimidation on campus. Freshmen are not to be treated as subordinates but as peers to be accorded the same measure of respect for their dignity and well-being as other students.

(C) Respect for and Compliance with the Law and with Campus Policies and Regulations

Students are obliged to observe and uphold the laws of Singapore as well as the policies and regulations of NUS at all times.

When students undertake an overseas educational programme or attachment at one of NUS' partner institutions, they are also expected to observe and uphold the laws of the host country and the regulations of the respective partner institutions. Students on internships are expected to adhere to the employer's employment policies, practices, procedures, dress codes, and/or standards of conduct. Student interns are also expected to maintain the established work schedule and meet

internship obligations.

(D) Responsibility towards Maintaining the Campus as a Place Conducive for Learning and Living

University authorities ensure that the NUS campuses are properly managed so that students have the benefit of learning and living in a safe, well-maintained campus. At all times, students are expected to identify themselves or comply with the directions of University personnel (including campus security wardens) who are performing their duties while on campus. For security reasons, students must be readily identifiable at all times and have their faces uncovered. No student shall be attired in any way that prevents or obstructs ready identification, e.g. wearing a full-face motorcycle helmet, mask or veil.

Mutilation, Vandalism and Theft

The University provides a safe and pleasant environment and good facilities for the benefit of all members of the University community. Any act of mutilation, vandalism or theft of properties belonging to members of the community or the University will not be condoned.

Use of University Resources

University IT resources are intended to aid learning and facilitate knowledge creation and dissemination. They should not be used for the transmission of obscene or inflammatory information, or for commercial purposes, or for personal monetary profit. Students should observe good computer etiquette at all times, and are required to abide by any laws and regulations governing IT use.

Students should respect intellectual property rights, in line with the guidelines stated in the Acceptable Use Policy for IT Resources and the NUS Libraries E-Resources Appropriate Use Policy. Students are not allowed to download or distribute copyrighted materials over the NUS network by any means or methods.

Library Rules
http://libportal.nus.edu.sg/frontend/web/about-nus-libraries/library-rules/general-rules

NUS Libraries E-Resources Appropriate Use Policy
https://proxylogin.nus.edu.sg/libproxy1/public/aup.asp

Acceptable Use Policy for IT Resources
https://inetapps.nus.edu.sg/AUP/aup.htm

(Adapted from the Office of Student Affairs, NUS)

Online Etiquette Policy

This policy complements the University's Code of Student Conduct, which states (refer to articles 17 and 18):

Online Behaviour:
Students are expected to adhere to the same standards of behaviour online as they would in face-to-face interactions with other persons. They should also note that irresponsible usage of digital and social media, even if done in a personal capacity and/or off campus, may have a significant

detrimental effect on the interest or welfare of other members in the University community. When using digital and social media, students should be mindful that materials posted online can be copied freely and can continue to exist even if the original item is removed. They should therefore strive to be transparent and respectful; exercise good judgment before making any postings; and engage the community responsibly.

An increasing number of University subjects include some form of participation in online activities. Therefore, students need to be aware of the expected standards of behaviour online, as well as in a physical classroom environment. There are also statutory requirements for students to conform to University regulations regarding Acceptable Use Policy (AUP):
https://nusit.nus.edu.sg/services/it_security/acceptable-use-policy-aup/

Cyber-bullying

It is important to treat your fellow students and staff with courtesy and respect.
NUS students come from a diverse range of backgrounds, such as socio-economic, racial, religious and educational backgrounds. As such, fellow peers may have different feelings and opinions with regards to a wide range of topics.

It is okay to disagree with the views of others: we expect people to have lots of different views, and we encourage critical discussion and debate. However, the thoughts and opinions of others should not be rudely dismissed. Instead, communicating any disagreement should be done respectfully.

Posting derogatory comments or material (a) Clearly derogatory comments/material

It is unacceptable to make any derogatory or discriminatory comments in relation to gender, race, religion, sexual orientation and age.

The posting of sexually explicit material is also not permitted.

Posting derogatory comments or material (b) Trying to be funny

Engaging online differs from face-to-face interactions, in that there is an absence of visual clues (facial expression, body language), and audio cues (tone). Be careful when using humour - what is meant as a joke could accidentally offend someone else, and it may be difficult to pick up a sarcastic comment.

NOTE: The use of expletives in posting is strongly discouraged. If you are considering expressions which use expletives ('swear words'), then you should also review the content of that material as it's likely it breaches other parts of this policy (e.g. derogatory of others, offensive, or off-topic). If you are directly quoting other people's phrases that do use them, then you should put them in quotation marks and cite them appropriately to distance yourself from the original.

Breaching the Privacy of others

Do not identify your fellow students, tutors and lecturers by name – and do not attribute opinions to them without their permission. The personal information of other people such as phone numbers, email and home addresses should not be posted online. Likewise, sensitive information such as age, religious belief and the physical or mental health condition of another should not be disclosed.

Unrelated content : Always keep in mind the purpose of the online activity you are engaging in.

Plagiarism information

All students share the responsibility for upholding the academic standards and reputation of the University. Academic honesty is a prerequisite condition in the pursuit and acquisition of knowledge. Academic dishonesty is any misrepresentation with the intent to deceive or failure to acknowledge the source or falsification of information or inaccuracy of statements or cheating at examinations/tests or inappropriate use of resources. There are many forms of academic dishonesty and plagiarism is one of them. Plagiarism is generally defined as the practice of taking someone else's work or ideas and passing them off as one's own (The New Oxford Dictionary of English). The University does not condone plagiarism.

Students should adopt this rule - You have the obligation to make clear to the assessor which is your own work, and which is the work of others. Otherwise, your assessor is entitled to assume that everything being presented for assessment is being presented as entirely your own work. This is a minimum standard. In addition, the following guidelines will provide some assistance.

- When using the ideas, phrases, paragraphs and data of others in work presented for assessment, such materials should be appropriately credited and acknowledged, so that it is clear that the materials being presented is that of another person and not the student's own.
- The amount of detail required when referencing and acknowledging a source will vary according to the type of work and norms of the discipline. For instance,
  - Supervised examinations will require less detail in referencing and acknowledgement.
  - Papers written other than under examination conditions will require a full citation of all the sources utilised. While a particular style of citation is not prescribed, the citation should provide enough information for the reader to locate the sources cited.

- Research materials (including texts, graphics and data) obtained from the internet or other electronic resources should be treated in the same way as research materials obtained from traditional sources.

Any student found to have committed or aided and abetted the offence of plagiarism may be subject to disciplinary action. In addition, the student may receive a reduced grade (possibly even zero mark) for the relevant academic assignment, project, or thesis; and could receive a failed grade for the module. Any student caught plagiarising will be required to retain the plagiarised module as graded, and will not be allowed to exercise the S/U option for that module.

A student may not knowingly intend to plagiarise, but that should not be used as an excuse for plagiarism. Students should seek clarification from their instructors or supervisors if they are unsure whether or not they are plagiarising the work of another person. All students are also encouraged to:

- consult the resources compiled by the Centre for Development of Teaching and Learning (CDTL) on how to avoid plagiarism;
- use the service provided by the Centre for Instructional Technology (CIT) to help detect and prevent web-based plagiarism; and

More details here:

NUS Acceptance Record
http://www.nus.edu.sg/registrar/administrative-policies/acceptance-record.html

Plagiarism and How You can Avoid It, CDTL, NUS
http://www.cdtl.nus.edu.sg/success/sl7.htm

Assessment
100% CA:
Leading Discussion 30%
Attendance and Class Participation 10%
Final Paper (5,000 words) 50%
Final Presentation 10%

NM 6211 Political Communication
Semester 2, AY 2019-2020
Final Paper Presentation Guideline (10%)

Instruction

Each presentation will be allowed a <u>**maximum of 30 minutes for presentation and 20 minutes**</u> <u>**for Q&A**</u>. You may follow the presentation structure below as guide.

1. **Significance of study, Relevant literature and Theoretical framework(s), Research questions/Hypotheses/Models** – the bulk of the presentation, as many slides as necessary and as time permits.

2. **Method –** No more than 3 slides.
   a. Sample and sampling strategies.
   b. Data collection design and strategies.
   c. Conceptualization and operationalization of variables.
   d. Measurements, stimuli, coding schemes, and such.
   e. Reliability and validity of method(s) and measurements.

3. **Results** – About 3 to 4 slides.
   a. Highlights the findings for study's research questions and hypotheses.
   b. Shows the analytical procedures.

4. **Implications of findings** –About 2 to 3 slides.
   a. Highlights implications of findings – theoretical, practical, and so forth.
      i. Discussions are precise and touch on the actual and important contribution to knowledge. *(note: There can be many contributions and implications of a study's findings. The challenge is to highlight the actual ones that count in scholarship and practice.)*

5. **Conclusion –** No more than 2 slides.
   a. Loop the study and its findings back to the significance of the study as proposed in the introduction.
   b. Discusses the main limitation(s) and suggestions for future research.

M 6211 Political Communication
Semester 2, AY 2019-2020
Final Paper guideline (40%)

Page count: Maximum 30 pages (including references and appendix), Times New Roman 12pt, 1"
indentation all-around, and double-spaced.

Format: Latest APA style

Submission: Upload Soft Copy of Completed paper on LumiNUS files in folder titled "Final Paper
Submission"

Due: Week 14, April 26th, **Sunday**, 6pm

Section Guidelines
6. **Introduction**
    a. Describe the significance and/or importance of the topic
    b. Highlight specific contribution of the study in theory, field, practice, etc.
    c. Provide overarching question

7. **Literature review**
    a. Discuss the study's main and pertinent theoretical frameworks
    b. Synthesis of prior findings from relevant literature
    c. Discuss the positioning of the proposed study in current field/literature

8. **Research questions and/or Hypotheses**
    a. Provide proper and accurate research questions and hypothesis statements
    b. Provide proper analytical model *(if applicable)*

9. **Method(s)**
    a. Provide information about the variables, operational definitions,
       measurements, the particular type of research method employed, sampling
       methods, procedures, the subjects/respondents/participants, and examples
       of study materials. Second-hand data are allowed.

10. **Results**
    a. Report results and analyses done
    b. Ensure accurate report of relevant statistic results, if using quantitative methods
    c. Relevant figures and tables of results or SPSS output should be attached as appendix,
       f using quantitative methods

11. **Discussion**
    a. Interpret meaningfulness of study results.
    b. Discuss practical and theoretical implications of findings.

     c. Discuss limitations and challenges in study that had led to study results and outcomes.

     d. Discuss and propose improvements (particularly methodological) to the study

     e. Discuss the limitations and suggestions for future research.

12. Conclusion

     a. Briefly summarizes the whole study.

     b. Links the study back to its significance (as discussed in the Introduction) as a completion to the study.

13. References

     a. Consistent latest APA referencing style

Ample references from relevant field journals and scholarly so