J395: Framing Public Issues

Spring 2018 #07659 Wed. 12:00 to 3:00, BMC 3.378A

Instructor: Stephen D. Reese
Office: BMC 3.320, Wed. 3 to 4:30, or by appointment
Phone: 471-1966
Email: steve.reese@utexas.edu
Website: http://journalism.utexas.edu/faculty/reese/

Course Objectives

- To introduce the framing perspective and related research
- To provide opportunity for critical synthesis of this area of the field
- To carry out original research within the framing paradigm
- To investigate the application of framing perspectives to big data

As one of the communication field's most widely-invoked concepts, *framing* provides a valuable window into the political and cultural role of media. This remains true in spite of the hybrid and networked logics of the new media ecosystem. To previous concerns over legacy media influence have been added issues of political narratives and memes. Framing refers to the way events and issues are organized, and made sense of, especially by media, media professionals, and their audiences. Frames are *organizing principles that are socially shared and persistent over time, that work symbolically to meaningfully structure the social world*. This approach moves beyond simple media "bias" to consider the deeper message structure. And it makes connections between visual and verbal analysis, quantitative and qualitative, critical and social scientific, psychological and sociological, production and reception. Under this approach, issues are not unproblematic; labeling, classifying, and reducing them to a simple theme is not a straightforward task.

We will consider possibilities for both group and individual seminar research projects related to framing. As a result, the readings will be front-loaded in the term so as to prepare as quickly as possible for your own projects. Students will ideally have had some familiarity with communication theory and methods, although the seminar is available to other advanced students outside the School of Journalism. As a new addition to the seminar, we will explore the application of framing perspectives to big data techniques. This may help provide some empirical project possibilities for interested students.

Texts (Note: All instructor works also available on instructor's website above.)

Paul D'Angelo & Jim Kuypers (eds.). *Doing news framing analysis: Empirical and theoretical perspectives*. (New York: Routledge, 2010). Available in paper.

Also recommended (I'll make copies of key chapters available):

Stephen Reese, Oscar Gandy, and August Grant (eds.). *Framing Public Life: Perspectives on Media and our Understanding of the Social World.* (Mahwah, N.J.: Lawrence Erlbaum, 2001). Available in paper.

Other Required Readings (See Canvas)

Benford, R. & Snow, D. (2000). "Framing processes and social movements: An overview and assessment. *American Review of Sociology*, 26:611-39.

Benkler, Y., Roberts, H., Solow-Niederman, A. (2013). Social mobilization and the networked public sphere: Mapping the SOPA-PIPA debate. *Political Communication* 32:594-624.

Bennett, W. L., Lawrence, R., & Livingston, S. (2006). None dare call it torture: Indexing and the limits of press independence in the Abu Ghraib scandal. *journal of communication*, *56*(3), 467–485.

Cacciatore, Scheufele & Iyengar (2016). End of framing as we know it...and the future of media effects. *Mass communication & society* 19:1, 27-23.

Carragee, K., & Roefs, W. (2004). The neglect of power in recent framing research. *Journal of Communication, 54*(2), 214-233.

D'Angelo, P. (2002). News framing as a multiparadigmatic research program: A response to Entman. *Journal of Communication, 52*(4), 870-888.

Entman, R. (1993). Framing: toward clarification of a fractured paradigm. *Journal of Communication*, 43(4), 51-58.

Entman, R. M. (2003). Cascading activation: Contesting the White House's frame after 9/11. *Political communication*, *20*(4), 415–432.

Gamson, W. & Modigliani, A. (1989). Media discourse and public opinion on nuclear power: A constructionist approach. *American Journal of Sociology*, 95:1: 1-37.

Hertog, J. & McLeod, D. (2001). A multiperspectival approach to framing analysis: A field guide. In Reese, Gandy & Grant (eds.) *Framing public life*.

Kiousis, S. (2002). Interactivity: A concept explication. *New media & society*. 14:3, 355-383.

Kluver, R., Campbell, H., & Balfour, S. (2013). Language and the boundaries of research: Media monitoring technologies in international media research. *Journal of Broadcasting & electronic media*, 57:1, 4-19.

Matthes, J. (2009). What's in a frame? A content analysis of media framing studies in the world's leading communication journals, 1990-2005. *Journalism & mass communication quarterly*, 86:2, 349-367.

McLeod, J. & Pan, Z. (2005). Concept explication and theory construction. In Dunwoody, S., Becker, L, McLeod, D., & Kosicki, G. (eds.) *The evolution of key mass communication concepts: Honoring Jack McLeod*. Cresskill, NJ: Hampton Press.

Neuman, W., Guggenheim, L., Jang, S., & Bae, S. (2014). The dynamis of public attention: Agenda-setting theory meets big data. *Journal of communication* 64:193-214.

Nisbet, M. (2016). Framing research in science communication: Origins, theories, and applications. Background paper prepared for U.S. National Academies study, "Science of Science communication."

Pan, Z,. & Kosicki, G. (1993). Framing analysis: An approach to news discourse. *Political Communication*, 10, 55-75.

Reese, S. (2001). Prologue, from Reese, Gandy, Grant (eds.) *Framing public life*.

Reese, S. (2007). "The framing project: A bridging model for media research revisited." Forum commentary contribution for *Journal of Communication*, 57. special issue on Framing, Agenda-setting and Priming

Reese, S. (in press). Foreword. In D'Angelo, P. (ed.) *Doing news framing analysis 2: Empirical and theoretical perspectives*. New York: Routledge.

Reese, S. D., & Lewis, S. C. (2009). Framing the War on Terror: Internalization of policy by the U.S. press. *Journalism: Theory, Practice, Criticism*.

Scheufele, B. (2004). Framing-effects approach: A theoretical and methodological critique. *Communications: European Journal of Communications 29*(4), 401-428.

Scheufele, D. (1999). Framing as a theory of media effects. *Journal of communication*. 49(1): 103-122.

Snow, D., Benford, R., McCammon, H., Hewitt, L. & Fitzgerald, S. (2014). The emergence, development, and future of the framing perspective: 25 + years since "frame alignment." *Mobilization: An international quarterly* 19:1, 23-45.

Speer, I. (2017). Reframing the Iraq war: Official sources, dramatic events, and changes in media framing. *Journal of communication* 67:282-302.

Recommended

Edy, J. a., & Meirick, P. C. (2007). Wanted, Dead or Alive: Media Frames, Frame Adoption, and Support for the War in Afghanistan. *Journal of communication*, 57(1), 119–141.

Entman, R. & Rojecki, A. (1993). Freezing out the public: Elite and media framing of the U.S. anti-nuclear movement. *Political Communication*, 10(2), 151-167.

Iorio, S. & Huxman, S. (1996). Media coverage of political issues and the framing of personal concerns. *Journal of communication*. 46(4): 97-115.

Rowling, C. M., Jones, T. M., & Sheets, P. (2011). Some Dared Call It Torture: Cultural Resonance, Abu Ghraib, and a Selectively Echoing Press. *Journal of Communication*, *61*(6), 1043–1061.

Reese, S. (2004). "Militarized journalism: Framing dissent in the Persian Gulf wars," in Stuart Allan and Barbie Zelizer (eds) *Reporting War: Journalism in Wartime* (London and New York: Routledge, 2004). (instructor web site)

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Schedule   (Read and be prepared to discuss each week's readings)

Jan. 17   Introduction, student biographies and interests, major questions in framing paradigm, academic productivity

email before class a single-document combination of 1-page bio, professional and research interests, followed by CV—you can include recent seminar papers in your CV, which helps me see what you've been interested in up to now)

- Reese (in press) Foreword to D'Angelo's next framing volume
- D'Angelo, "Introduction and Conclusion" to Doing News Framing Analysis (DNFA)
- Matthes, J. (2009) "What's in a frame"

Issues of productivity, tools, and workflows
- "When productivity becomes hyperactivity" https://www.insidehighered.com/advice/2014/03/14/cautionary-words-about-academic-productivity-and-problem-hyperactivity-essay
- Reese essay "Digital craftsmanship" (Canvas. Also on my Academia.edu site) https://utexas.academia.edu/stephenreese

24   Synthesis overviews

- Reese, "Framing public life"
- Reese (2007) "Framing project"
- Entman, "Framing: Toward clarification of a fractured paradigm"
- D'Angelo (2017) "Media frames" Encyclopedia review

31   Empirical, content analytic

- Van Gorp, "Strategies to take subjectivity out…" (DNFA)

- Cooper, "Oppositional framing of bloggers" (DNFA)
- Pan & Kosicki (1993), "Framing analysis"
- Entman, "Framing media power" (DNFA)

Feb. 7   Effects and Receiver perspective

- Scheufele, D. (1999) "Framing as a theory of media effects"
- Scheufele & Scheufele, "Of spreading activation" (DNFA)
- Brewer & Gross, "Studying the effects…" (DNFA)
- Cacciatore, Scheufele & Iyengar (2016) End of framing…☹

14   Effects, and Receiver perspective, cont.

- Shah et al. "Specificity, complexity, and validity" (DNFA)
- DeVreese, "Framing the economy" (DNFA)
- Coleman, "Framing the pictures in our heads" (DNFA)

21   Political communication: Covering the GWOT

- Lawrence, "Researching political news framing" (DNFA)
- Entman (2003), "Cascading activation"
- Bennet et al. (2006), "None dared call it torture"
- Speer, I. (2017). Reframing the Iraq war

28   Sociological: Social movements and deliberative arenas

- Hertog & McLeod (2001) "A multiperspectival approach to framing analysis"
- Benford & Snow (2000), Framing processes and social movements
- Gamson & Modigliani (1989), Media discourse and public opinion
- Snow, Benford et al. (2014) Framing perspective at 25+

Mar. 7   **Critical and public policy**

- Carragee & Roefs "Neglect of power"
- Reese, "Finding frames in a web of culture" (DNFA)
- Reese & Lewis, "Framing the War on Terror"
- Nisbet, "Knowledge into action" (DNFA)
- Nisbet, M. (2016). Framing research in science communication

14   No class. Spring Break

21   Thinking conceptually

**Concept explication due and review in class

- McLeod & Pan, "Concept explication and theory construction"

28   Big data approaches

- Benkler et al. (2013). "Social mobilization and the networked public sphere"
- Kluver et al. (2013). "Language and the boundaries of research"
- Neuman et al. (2014) "The dynamics of public attention"

April 4   Review of recent literature (class member led)

11   Review of recent literature (class member led)

**preliminary research paper proposal due

18   Open, TBA

25   Individual paper presentations

May 2   Individual paper presentations

**Final papers due, Friday, May 6

Grading

The bulk of your performance will be based on your ability to contribute to and finish an original research project, suitable for conference presentation and/or publication. This obviously will depend on your ability to learn the relevant literature, synthesize those aspects relevant to your research, pose appropriate research questions and hypotheses, identify appropriate methods and materials for analysis, and writing up the results. Regular attendance is assumed, of course. The following tasks will be scheduled:

Discussion leading (10%): prepare handout for class based on class readings for a given day as assigned that helps identify key issues in theory and method and help lead discussion on those readings.

Concept explication (5%): Identify a key concept, other than "framing" (approved in advance by instructor) and provide a two-page explication, as discussed in McLeod & Pan (2005, p. 27): identify concept, search literature, examine empirical properties, develop conceptual definition, define it operationally. This will be good preparation for the research critique and final paper. A good example of this is found in the Kiousis (2002) article, found in your reading list.

Research critique presented in class (20%): Identify key research article relevant to project for critique and presentation in class (2-page write-up; make handouts to distribute in class). Discuss its relevance, theory, method, strengths and weaknesses, assumptions, etc. These articles will presumably be helpful in updating our class

readings and adding to the class bibliography. Be sure to provide full citation and PDF file to the instructor by Monday of the week in question to distribute to the class.

Research proposal (15%): Prepare 5 to 7-page double-spaced paper that identifies a key framing issue, reviews relevant literature, suggests appropriate data and ways to access them, and suggest analytic approaches for coding, categorization, etc. Include your bibliography.

Final paper (50%): Refine literature review, questions, analysis, and discussion for final research article based on project. Paper will be 15 to 20 pages (double-spaced, 1-inch margins, including references), have the usual sections and follow the norms of a research presentation in the field, suitable for submission to ICA or related conference. This may be collaborative with approval by the instructor.

See instructor's "Research paper organization guide" for elements to include:
https://www.academia.edu/1746961/Research_paper_organization_guide

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The Successful Academic: People who get things done and accomplish their goals often share these traits:

- Resilience: The ability to recover from setbacks and cope effectively with stress
- Grit: Perseverance and passion for challenging long-term goals
- Conscientiousness: A tendency to be orderly, self-controlled, industrious, responsible, and willing to delay gratification
- Creativity: The willingness to break with convention, challenge the status quo, and come up with new ideas
- Focus: The ability to zero in on one thing at a time, tune out distractions, and avoid multitasking
- Self-regulation: An awareness of what matters and the discipline to avoid temptations and see a task through

Katherine Mangan (Aug. 5, 2012). Traits of the 'Get It Done' Personality: Laser Focus, Resilience, and True Grit, *Chronicle of higher education.*