

Media Systems in the Post-Truth/Post-Factual Political Age

INTL 190 Section I00

Monday 1pm – 3:50pm

Syllabus

(***please note that this syllabus is subject to change based on the needs of the class and unfolding situation with coronavirus***)

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Preferred pronouns: she/her/hers
Office location: SEQ 203
Office hours: Monday from 4pm and by appointment
Email communication: respond within 24 hours; do not respond on weekends and holidays

“It has become deeply problematic for us, post-moderns, to forge a single overarching concept of Truth. As far as we can see, no new general answer to the question of what Truth is can be offered, not at least one that would outlast the year of its conception. Heidegger made a go at it, and he kept banging on the door of the prisonhouse of historicity.”

—Agnes Heller, “Is Truth Historical?”

Description

This senior seminar explores the new political age of “post-truth” that we live in today and the ways in which societies in different parts of the world respond to its challenges. In 2016, the Oxford Dictionaries chose “post-truth” the [word of the year](#). This adjective was defined as “relating to or denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief.” Spanish word “posverdad,” Chinese word “hòu zhēnxiàng,” Russian word “пост-правда,” German word “postfaktisch” captured the same meaning and became widespread within the discourses of the national public spheres.

We will begin the course by examining the concepts of the “post-truth” era and “post-factual” age. We unpack their key components, exploring the following questions in philosophy: Is there such a thing as truth? What is truth? What is fact? What is evidence? What is knowledge? How do I know that objective reality exists and it is not just a projection of my subjective consciousness? We will look closely at the emergence of “post-truth” and the role of ideology and lies in different political regimes (such as neo-liberal Western regimes, authoritarian regimes of Russia and China, and Latin American populist regimes). We will explore the “post-truth” implications in both politics and media in different parts of the world.

We will learn the concepts of communicative abundance, filter bubble, confirmation and cognitive biases, framing, belief, opinion and try to understand their relationships with the

concepts of fact, truth and evidence. Using case studies from the U.S., Europe, Russia, China, and Latin America, we will analyze how journalism has been reimagined in a “post-truth” world and how journalists within different media systems are dealing with the challenges of the post-factual age.

A number of authors of some of the case studies that we are going to read have preliminary agreed to join us during our Zoom seminar discussions. So, you might have a chance to talk to them about their books and their work, as well as ask them for some advice on your own research projects.

Requirements and Assignments

This course will be run as a seminar. Seminars work only when participants show up having done the reading, thought about the issues suggested by the text, and are prepared to discuss both the details and underlying arguments. Students are responsible for doing **all** of the reading on the syllabus and participating **actively** in discussion.

Participation: This class is a seminar, which means that the professor will NOT lecture for the most part, but rather will lead an active intellectual discussion. Thus, participation is key. Students should come to class prepared, having done the reading, and ready for intelligent exchange. A relaxed, yet vigorous atmosphere will be our goal. Attendance is mandatory. Class participation is 20% of the grade.

Presentation of reading: Each student is required to give one presentation on the assigned reading during the quarter. In those presentations, students are asked to introduce the reading with a summary of the main points contained in the reading, and initial questions for discussion. Every presentation must answer the following three questions: What is the author’s argument/thesis? How does the author try to prove his/her argument? Do you buy it? You may decide to focus merely on these three questions for your presentation, but you can also address any of the questions stated in the description above, and/or other issues that interest you. This assignment is 15% of the grade.

Discussion leading: Once during the quarter, each student will be responsible for helping lead seminar discussions on issues, themes, questions, and puzzles that you think are particularly interesting and important from that week’s assigned reading. Your job is not to tell us about the writing assigned for the week, but suggest the questions we should be asking about it. You will be leading the class discussion and should be prepared to ask your classmates direct questions. Discussion questions for the class (no less than 5 questions) must be emailed to the professor by 10am on the day of discussion leading. Discussion leader responsibilities will count for a total of 15% of the grade.

Research presentation: This is a research seminar for which each of you is required to choose a topic based on your particular interest. Your project must adhere to the concepts covered during the course. Depending on your personal research interests and goals, you will conduct a study of a case of your choice and produce a research paper based on your results. During weeks 7-10, you will also have the opportunity to present your research for feedback. Project presentations

serve at least five purposes: (1) they enable us to better understand each other's research interests; (2) we gain practice in presenting our research ideas; (3) they provide an opportunity for feedback prior to turning in final projects. Research presentations will count 15% of the final grade.

Final paper: Students are also responsible for writing one longer paper (15-20 pages, double-spaced) on the results of their case studies. The paper should deal with a minimum of three different texts covered in class, but need not involve any sources beyond those on the syllabus. Final paper is due 6/10 @11pm. It is 35% of the grade.

Grading

Grades will be based on the following:

Class participation - 20%
Presentation of reading - 15%
Discussion leading – 15%
Research presentation - 15%
Final paper - 35%

Student Support Resources

- Library Help, eReserves and research tools: <https://library.ucsd.edu/ask-us/triton-ed.html>
- Writing Hub: <https://commons.ucsd.edu/students/writing/index.html>
- Supplemental Instruction: <https://commons.ucsd.edu/students/supplemental/instruction/index.html>
- Tutoring: <https://commons.ucsd.edu/students/math-chemistry-tutoring/index.html>
- Mental Health Services: <https://caps.ucsd.edu>
- Community Centers: Learn about the different ways UC San Diego explores, supports, and celebrates the many cultures that make up our diverse community. <https://students.ucsd.edu/student-life/diversity/index.html>
- Accessibility: Students needing accommodations due to a disability should provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD), located in University Center 202 behind Center Hall. Please present AFA letters both to me and the OSD Liaison for International Studies as soon as possible so that accommodations may be arranged. OSD contact for further information: <https://disabilities.ucsd.edu/>; osd@ucsd.edu | 858. 534.4382

Inclusive Classroom

I am fully committed to creating a learning environment that supports diversity of thought, perspectives, experiences, and identities. I urge each of you to contribute your unique perspectives to seminar discussion each week so that we can learn from them, and from each other. If you should ever feel excluded, or unable to fully participate in class for any reason, please let me know.

Additional resources to support equity, diversity, and inclusion in our classroom, and beyond, may be found here: Office of Equity, Diversity, and Inclusion: 858.822.3542 | diversity@ucsd.edu | <https://diversity.ucsd.edu/> <https://students.ucsd.edu/student-life/diversity/index.html> <https://regents.universityofcalifornia.edu/governance/policies/4400.html>

UCSD Academic Regulations and Policies

Academic Integrity: Each student is expected to abide by UCSD's policy on Integrity of Scholarship (<https://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2>) and to excel with integrity in our course. Students are expected to do their own work, as outlined in the UCSD Policy on Academic Integrity and published in the UCSD General Catalog: <https://academicintegrity.ucsd.edu/excel-integrity/index.html>.

Academic Integrity is expected of everyone at UC San Diego. This means that you must be honest, fair, responsible, respectful, and trustworthy in all of your actions. Lying, cheating, or any other forms of dishonesty will not be tolerated because they undermine learning and the University's ability to certify students' knowledge and abilities. Thus, any attempt to get, or help another get, a grade by cheating, lying or dishonesty will be reported to the Academic Integrity Office and will result in sanctions. Sanctions can include an F in the class and suspension or dismissal from the University. So, think carefully before you act. Before you act, ask yourself the following questions: a) is my action honest, fair, respectful, responsible, and trustworthy, and b) is my action authorized by the instructor? If you are unsure, don't ask a friend, ask your instructor, instructional assistant, or the Academic Integrity Office. You can learn more about academic integrity at academicintegrity.ucsd.edu.

Violations will be subject to disciplinary measures as outlined by the University. If you have any questions regarding this policy, please let me know, or feel free to reach out to UCSD's Academic Integrity office directly: aio@ucsd.edu.

Finally, please also abide by UCSD's Principles of Community <https://ucsd.edu/about/principles.html> and the Student Code of Conduct: https://students.ucsd.edu/_files/student-conduct/ucsandiego-student-conduct-code_interim-revisions1-16-18.pdf to support equity, diversity, and inclusion in our classroom.

Course Texts:

All of the texts are available either online (the links are attached to the course schedule) or as PDF files uploaded on Canvas. If you experience difficulties accessing course readings, please email me, and I will email you PDF files assigned for a week.

Course Schedule – Reading Assignments and Due Dates

Week 1: 3/30 - Introduction: discussion of themes and aims of the course.

- Introduction + bio
- Students introductions and interests
- Seminar goals and assignments

- Discussion leader schedule for quarter
- Reading presentation schedule
- Sign-up: research presentations
- Discussion of the week 1 readings
- Discuss week 2 assignments (talk with week 2 discussion leaders at the end of class).

“When a thousand people believe some made-up story for one month, that’s fake news. When a billion people believe it for a thousand years, that’s a religion, and we are admonished not to call it fake news in order not to hurt the feelings of the faithful. . . .”—Yuval Harari, “Humans are a Post-Truth Species”

Very short readings are recommended before the first session:

- ❖ The post-truth world. Yes, I’d lie to you (September 2016). The Economist. <https://www.economist.com/briefing/2016/09/10/yes-id-lie-to-you>
- ❖ Yuval Harari, “Humans are a Post-Truth Species,” The Guardian (August 2018). <https://www.theguardian.com/culture/2018/aug/05/yuval-noah-harari-extract-fake-news-sapiens-homo-deus>

Key concepts: post-truth, truthfulness, “truthiness”

Week 2: 4/6 – Truth and kinds of truth

“[T]he modern political lies are so big that they require a complete rearrangement of the whole factual texture—the making of another reality, as it were, into which they will fit without seam, crack, or fissure, exactly as the facts fitted into their original context.”—Hannah Arendt, “Truth and Politics”

- ❖ Hannah Arendt, “Truth and Politics,” *Between Past and Future* (New York: Penguin Books, 2006): 223-259. <http://static1.squarespace.com/static/599112efcd39c3b3ad2118b0/t/5b7b685621c67c90e00da222/1534814316510> (scan from the book) <https://idanlandau.files.wordpress.com/2014/12/arendt-truth-and-politics.pdf> (copy from the New Yorker, 1967)
(These are the links to the same text. Read the version that is more comfortable for you to process.)
- ❖ Agnes Heller, A. (1991). Is Truth Historical? *Thesis Eleven*, 29(1), 14–32. <https://journals.sagepub.com/doi/pdf/10.1177/072551369102900103>
- ❖ Michel Foucault, Lectures One and Two: 7 and 14 January 1981, in *Subjectivity and Truth: Lectures at the Collège de France 1980-1981*, ed. Frédéric Gros, trans. Graham Burchell (London: Palgrave Macmillan, 2017). (pp. 1-45). <https://link.springer.com/content/pdf/10.1007%2F978-1-349-73900-4.pdf>

- ❖ Marci Shore (2017). “A Prehistory of Post-Truth, East and West” Eurozine and Public Seminar.
<https://www.eurozine.com/a-pre-history-of-post-truth-east-and-west/?pdf>
- Recommended:
Michel Foucault, Truth and Power. (pp. 109-134)
https://monoskop.org/images/5/5d/Foucault_Michel_Power_Knowledge_Selected_Interviews_and_Other_Writings_1972-1977.pdf

Key concepts: factual truth, ideological truth, experience, belief, opinion, objectivity, subjectivity, fact, knowledge

Week 3: 4/13 – Post-truth

“Even though there have always been liars, lies have usually been told with hesitation, a dash of anxiety, a bit of guilt, a little shame, at least some sheepishness. Now, clever people that we are, we have come up with rationales for tampering with truth so we can dissemble guilt-free. I call it post-truth. We live in a post-truth era. Post-truthfulness exists in an ethical twilight zone. It allows us to dissemble without considering ourselves dishonest.”—Ralph Keyes, *The Post-Truth Era*

- ❖ Ralph Keyes (2004). *The Post-Truth Era: Dishonesty and Deception in Contemporary Life*. (pp. 9-20; 40-48; 114-134). https://hadinur1969.files.wordpress.com/2018/10/ralph-keyes-the-post-truth-era_-dishonesty-and-deception-in-contemporary-life-st-martin_s-press-2004.pdf
- ❖ Peter Pomerantsev (2019). *This is Not Propaganda: Adventures in the War Against Reality*. New York: PublicAffairs. (pp. 1-29; 118-140)
- ❖ Scott Wilson (2019). “Pre-truth, Post-truth and the Present: Jacques Lacan and the Real Horror of Contemporary Knowledge” (Ch.8) in Rosemary Overell, Brett Nicholls *Post-truth and the mediation of reality: new conjunctures*. Palgrave Macmillan. (pp. 153-173). <https://link.springer.com/content/pdf/10.1007%2F978-3-030-25670-8.pdf>
(The book is available as an eBook through the Geisel Library.)
- ❖ Ann H. Kelly & Linsey McGoey (2018). “Facts, power and global evidence: a new empire of truth,” *Economy and Society*, 47:1, 1-26.
<https://www.tandfonline.com/doi/pdf/10.1080/03085147.2018.1457261?needAccess=true>
- ❖ Sander van der Linden and Ragnar E. Löfstedt (2019). *Risk and uncertainty in a post-truth society*. Abingdon, Oxon: Routledge. (pp. 1-21).
(You can also skim the rest of the chapters, if it might be the area of your interest and if you would like to use them as an example for your case study; it is a very short book.)

(The book is available as an eBook through the Geisel Library.)

- ❖ The importance of fact-checking in a post-truth world (2018)
<https://thehill.com/opinion/technology/405429-the-importance-of-fact-checking-in-a-post-truth-world>
- ❖ Post-truth politics and why the antidote isn't simply 'fact-checking' and truth (2018)
<http://theconversation.com/post-truth-politics-and-why-the-antidote-isnt-simply-fact-checking-and-truth-87364>

Key concepts: emotion, evidence, evidence-informed judgment, trust, trustworthiness, falsehood

Week 4: 4/20 - Post-factual politics: ideology and political regimes

“If the main pillar of the system is living a lie, then it is not surprising that the fundamental threat to it is living in truth.”—Václav Havel, *The Power of the Powerless*

- ❖ Václav Havel (1978). *The Power of the Powerless* (pp. 1-37). <https://www.nonviolent-conflict.org/wp-content/uploads/1979/01/the-power-of-the-powerless.pdf>
- ❖ Václav Havel, “Stories and Totalitarianism,” trans. Paul Wilson, *Index on Censorship* 3 (1988): 14-21. <https://journals.sagepub.com/doi/pdf/10.1080/03064228808534381>
- ❖ John B. Judis (2016). *The populist explosion: How the great recession transformed American and European politics*. New York: Columbia Global Reports. (Introduction – pp. 12-17; Ch. 2 – pp. 39-61; Ch. 4 – pp. 89-108).
<https://jmc.msu.edu/50th/download/populist-explosion.pdf>
- ❖ Jan-Werner Müller (2016). *What is populism?* Philadelphia: PENN, University of Pennsylvania Press. (pp. 1-6 and 101-103).
- ❖ Wendi Brown. (2015). *Undoing the demos: Neoliberalism's stealth revolution*. Cambridge, MA: The MIT Press. (pp. 17-45; 201-222).
<https://www.jstor.org/stable/j.ctt17kk9p8>
(The book is available as an eBook through the Geisel Library.)
- ❖ Ilan Zvi Baron (2018). *How to save politics in a post-truth era: thinking through difficult times*. Manchester University Press. (Introduction, pp. 1-19; 25-54 [recommended]; 190-198). <https://ebookcentral.proquest.com/lib/ucsd/reader.action?docID=5326185>
(The book is available as an eBook through the Geisel Library.)
- ❖ “Does Democracy Need Truth?: A Conversation with the Historian Sophia Rosenfeld” (January, 2019). *The New Yorker*. <https://www.newyorker.com/news/q-and-a/does-democracy-need-truth-a-conversation-with-the-historian-sophia-rosenfeld>

- Recommended:
Sophia Rosenfeld (2019). *Democracy and truth: a short history*. University of Pennsylvania Press.

Key concepts: ideology, hegemony, liberalism, neo-liberalism, liberal democracy, authoritarianism, totalitarianism, socialism, populism, hybrid regimes

Week 5: 4/27 – Media and journalism in the post-truth society

“Journalism has never been better, thanks to these last few decades of disruption. So why does it seem to matter so little? ... The media scandal of 2016 isn't so much about what reporters failed to tell the American public; it's about what they did report on, and the fact that it didn't seem to matter.”—Susan Glasser, “Covering politics in a “post-truth” America”

Editorials and op-eds:

- Susan Glasser (2016). “Covering politics in a “post-truth” America”.
<https://www.brookings.edu/essay/covering-politics-in-a-post-truth-america/>
- Eric Weiskott (December 2016). “Before 'Fake News' Came False Prophecy From medieval Britain to the present, fantastic stories speaking to readers' darkest fears have proven capable of altering reality.” *The Atlantic*.
<https://www.theatlantic.com/politics/archive/2016/12/before-fake-news-came-false-prophecy/511700/>
- Judith Donath (November 2016). “Why fake news stories thrive online”. *CNN Opinion*.
<https://www.cnn.com/2016/11/20/opinions/fake-news-stories-thrive-donath/index.html>
- Brian Feldman (March 2017). “Google's dangerous identity crisis.” *New York Magazine*.
<https://nymag.com/intelligencer/2017/03/googles-dangerous-identity-crisis.html>

Books:

- ❖ Croteau, D. & Hoynes, W. (2014). *Media/Society: Industries, Images, and Audiences* (5th Edition). Thousand Oaks, CA: Sage. (pp. 2-30; 123-139; 152-175; 224-259) **(SCAN!!!)**
- ❖ Ed Madison and Ben DeJarnette (2018). *Reimagining Journalism in a Post-Truth World: How Late-Night Comedians, Internet Trolls, and Savvy Reporters Are Transforming News*. Praeger. (pp. 1-47; 113-137)
<https://go.gale.com/ps/i.do?id=GALE%7C9781440854767&v=2.1&u=ucsandiego&it=etoc&p=GVRL&sw=w>
(The book is available as an eBook through the Geisel Library.)

- ❖ Salvador Jiménez Murguía (2019). *Trumping truth: essays on the destructive power of "alternative facts"*. McFarland & Company, Inc., Publishers. (pp. 39-48; 65-83; 179-189; recommended – to skim other champers' cases to start thinking about your own research). <https://ebookcentral.proquest.com/lib/ucsd/reader.action?docID=5811655>
(The book is available as an eBook through the Geisel Library.)
- ❖ Rosemary Overell, Brett Nicholls (2019). *Post-truth and the mediation of reality: new conjunctures*. Palgrave Macmillan. (Introduction, pp. 1-11; Ch. 5, 79-106; Ch. 9, pp. 177-197). <https://link.springer.com/content/pdf/10.1007%2F978-3-030-25670-8.pdf>
(The book is available as an eBook through the Geisel Library.)
- Recommended:
 - Jason Stanley (2015). *How Propaganda Works*. Princeton University Press. (pp. 125-177 - chapter 4: "Language as a Mechanism of Control"). (PDF)

Key concepts: communication in politics, propaganda, communicative abundance, filter bubble, confirmation and cognitive biases, fake news, framing, alternative facts, agenda-setting

Week 6: 5/4 - Media systems (**guest speaker - Dan Hallin**)

- ❖ Daniel Hallin and Paolo Mancini (2004). *Comparing Media Systems: Three Models of Press and Politics*. Cambridge University Press. (pp. 1-86)
<https://www.fulcrum.org/concern/monographs/x059c798d>
(The book is available as an eBook through the Geisel Library.)
- ❖ Daniel Hallin and Paolo Mancini (2012). *Comparing media systems beyond the Western world*. Cambridge, England: Cambridge University Press. (pp. 224-245; 246–277 [recommended]; 278-304). (PDF)
https://www.academia.edu/36813177/Daniel_C._Hallin_Paolo_Mancini_Comparing_Media_Systems_Beyond_the_Western_World_Cambridge_University_Press_2011
- ❖ Thomas Hanitzsch, Folker Hanusch, Jyotika Ramaprasad, and Arnold S. de Beer (2019). *Worlds of Journalism: Journalistic Cultures Around the Globe*. Columbia University Press. (pp. 1-15; 259-282 [recommended]; 283-308).
<https://www.jstor.org/stable/10.7312/hani18642>
(The book is available as an eBook through the Geisel Library.)

Key concepts: comparative analysis, polarized pluralist model, democratic corporatist model, liberal model, hybrid model, political parallelism, professionalization of journalism, norms, ethics, public service, journalistic culture

Week 7: 5/11 – Media in Latin America (**guest speaker – Robert Samet**)

- ❖ Hallin, D. C., & Mellado, C. (2018). Serving Consumers, Citizens, or Elites: Democratic Roles of Journalism in Chilean Newspapers and Television News. *The International Journal of Press/Politics*, 23(1), 24–43.
<https://journals.sagepub.com/doi/10.1177/1940161217736888>
- ❖ Robert Samet (2019). *Deadline: Populism and the Press in Venezuela*. The University of Chicago Press. (pp. 1-56, pp. 111-129).
- ❖ Robert Samet (2020). Channeling populism. *The Immanent Frame*.
<http://tif.ssrc.org/2020/03/18/channeling-populism>

Key concepts: Chilean media, watchdog role, infotainment, Venezuelan media, denouncers, crime beat

Week 8: 5/18 – Media in the U.S. and Europe (research presentations)

- ❖ Reece Peck (2019). *Fox Populism. Branding conservatism as working class*, Cambridge University Press. pp. 85-120; 125-133; 151-154; pp. 222-244 (Trumpian Populism)
<https://www.cambridge.org/core/books/fox-populism/59EFFD4A76BAAE514FDFA49B02EE6EDB>
(The textbook is available as an eBook through the Geisel Library.)
- ❖ Geoffrey Baym (2009). *From Cronkite to Colbert: The evolution of broadcast news*. Boulder: Paradigm Publishers. (pp. 1-13; 25-42; 123-143; 165-176). **(SCAN!!!)**
- ❖ Catherine Happer, Andrew Hoskins, William Merrin (2019). *Trump’s Media War*. Palgrave Macmillan. **(pp. # TBA)**. PDF. <https://link.springer.com/book/10.1007%2F978-3-319-94069-4>
(The textbook is available as an eBook through the Geisel Library.)
- ❖ Tobias Eberwein, Susanne Fengler and Matthia (2019). *Media accountability in the era of post-truth politics: European challenges and perspectives*. Routledge. (pp. 3-33; 55-112 [skim the four cases]). <https://www.taylorfrancis.com/books/e/9781351115780>
(The textbook is available as an eBook through the Geisel Library.)

Key concepts: media populism, anti-elitism, Trumpian Populism, European models, media regulation, case study, paradigms of the U.S. journalism, “real” news/“fake” news

Week 9: 5/25 – No class: Memorial Day observance

Week 10: 6/1 – Media in Russia and China (research presentations)

“It took a while for those working at RT to sense that something was not quite right, that the ‘Russian point of view’ could easily mean ‘the Kremlin point of

view,’ and that ‘there is no such thing as objective reporting’ meant the Kremlin had complete control over the truth.”—Peter Pomerantsev, *Nothing is True and Everything is Possible*

- ❖ Peter Pomerantsev (2014). *Nothing is True and Everything is Possible: The Surreal Heart of the New Russia*, New York: PublicAffairs. (pp. 3-77 - Act 1: “Reality Show Russia”; 228-238). PDF
<https://www.e-reading-lib.com/bookreader.php/1037451/nothing-is-true-and-everything-is-possible-the-surreal-heart-of.html>
- ❖ Natalia Roudakova (2017). *Losing Pravda: Ethics and the Press in Post-Truth Russia*. New York: Cambridge University Press. (pp. # TBA).
<https://www.cambridge.org/core/books/losing-pravda/CB114C1BEB94387D225D3207D187727D>
(The textbook is available as an eBook through the Geisel Library.)
- ❖ Maria Repnikova (2017). *Media Politics in China: Improvising Power Under Authoritarianism*. (pp. # TBA). New York: Cambridge University Press.
<https://www.cambridge.org/core/books/media-politics-in-china/31E0317361A6693682382711C6B5DCE9>
(The textbook is available as an eBook through the Geisel Library.)
- ❖ Bingchun Meng and Terhi Rantanen (2015) A Change of Lens: A Call to Compare the Media in China and Russia, *Critical Studies in Media Communication*, 32:1, 1-15.
<https://www.tandfonline.com/doi/full/10.1080/15295036.2014.997831?scroll=top&needAccess=true> (<http://dx.doi.org/10.1080/15295036.2014.997831>)
- Recommended:
Elena Vartanova (2012). “The Russian Media Model in the Context of Post-Soviet Dynamics” (Ch. 7) in D. Hallin & P. Mancini *Comparing media systems beyond the Western world*. Cambridge, England: Cambridge University Press. (pp. 119–142). (PDF)
https://www.academia.edu/36813177/Daniel_C._Hallin_Paolo_Mancini_Comparing_Media_Systems_Beyond_the_Western_World_Cambridge_University_Press_2011

Key concepts: media politics, authoritarian model, Russian media system, Chinese media system, critical journalism, propaganda

Final paper is due 6/10 @11pm.