

The Graduate School of Political Management

THE GEORGE WASHINGTON UNIVERSITY

**M.P.S. in Political Management
Fall, 2017**

Using Humor Strategically
6490.10, CRN 87659, 3 Credits

Thursdays, 7:10pm – 9:40pm
1776 G St., NW, C-103
August 31 – December 7

BASIC INFORMATION AND RESOURCES

Instructor

Dr. Todd L. Belt

Todd L. Belt is John W. Kluge Fellow in Digital Studies at the Library of Congress and is Professor of Political Science at the University of Hawai'i at Hilo (on leave). His research areas include the mass media, public opinion, the presidency, campaigns and elections. He is the co-author of four books, over a dozen chapters in edited scholarly books, and over two dozen articles appearing in academic journals.

Dr. Belt received his B.A. in Economics and Political Science and the University of California, Irvine, and his M.A. and Ph.D. in Political Science at the University of Southern California. He has worked as a research consultant for political campaigns, interest groups, think tanks, and media corporations. Professor Belt has taught at numerous universities and has held visiting positions at Wellesley College and at Kyungpook University (Daegu, South Korea). He is a frequent contributor to media reporting on politics and is the recipient of two teaching awards.

Contact Information

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Email: tbelt@hawaii.edu

Communication

I prefer in-person communication before or after class so that I can answer all of your questions fully and gauge your understanding of my comments (you may also email to schedule appointments). For brief questions, e-mail is fine, and I will try to respond within 24 hours. In case of emergency you may reach me by phone.

Blackboard Site

A Blackboard website has been set up for this course. Each student is expected to use the site to access readings, submit papers, and obtain their grades. In short, Blackboard will be the primary venue for outside classroom communications. Students can access the site at <https://blackboard.gwu.edu>. Tech support is available at 202-994-4948 or <http://helpdesk.gwu.edu>.

Academic Integrity

All members of the university community are expected to exhibit honesty and competence in their academic work. Students have a special responsibility to acquaint themselves with, and make use of, all proper procedures for doing research, writing papers, and taking exams. Members of the community will be presumed to be familiar with the proper academic procedures and will be held responsible for applying them. Deliberate failure to act in accordance with such procedures will be considered academic dishonesty. Academic dishonesty is defined as “cheating of any kind, including misrepresenting one’s own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” Acts of academic dishonesty are a legal, moral, and intellectual offense against the community and will be prosecuted through the proper university channels. The University Code of Academic Integrity can be found at <http://studentconduct.gwu.edu/code-academic-integrity>.

Support for Students with Disabilities

George Washington University’s Disability Support Services (DSS) provides and coordinates accommodations and other services for students with a wide variety of disabilities, as well as those temporarily disabled by injury or illness. Accommodations are available through DSS. Please also be sure to notify me of your disability, should you require accommodations. Additional information is available at www.gwu.edu/~dss.

In the Event of an Emergency or Crisis During Class

If we experience some an emergency during class time, we will try to stay at this location until we hear that we can move about safely. If we must leave here, we will meet at the lobby level of the Media & Public Affairs Building (805 21st Street, NW) to account for everyone and to make certain that everyone is safe. Please refer to Campus Advisories for the latest information on the University’s operating status: <http://www.campusadvisories.gwu.edu>.

Attendance Policy

Attending class is required. Should you find yourself with a scheduling conflict, please contact me as soon as you are aware of the issue to let me know that you will absent, otherwise, it will be considered an unexcused absence and it will negatively count against your participation grade. Simply put, you must attend class to participate. Three or more class absences during the spring semester (1/5 of the classes) will result in a failing class participation grade.

Course Evaluation

At the end of the semester, students will be given the opportunity to evaluate the course through GW’s online course evaluation system. It is very important that you take the time to complete an evaluation. Students are also encouraged to provide feedback throughout the course of the semester by contacting any of the following:

Dr. Michael Cohen
Interim Director, Political Management Program
michaeldcohen@gwu.edu | 202-994-5512

Suzanne Farrand
Director of Academic Administration, GSPM
sfarrand@gwu.edu | 202-994-9309

Dr. Jack Prostko
Associate Dean for Learning and Faculty Development
College of Professional Studies
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PROGRAM OBJECTIVES AND GSPM EXPECTATIONS

Political Management Program Objectives

A Political Management degree prepares students to win campaigns for elective office and policy positions, and to do so in a manner that benefits democracy and society as well as their organization and clients.

In completing the degree, students will be able to:

1. Assess a political environment, develop a strategy to achieve specified goals, and execute that strategy;
2. Draw upon a repertoire of effective campaign communication skills;
3. Collect, evaluate, and incorporate empirical evidence to shape and optimize the strategy;
4. Find, engage, and motivate the right leaders, professionals, and citizens;
5. Recognize and work through recurring political dilemmas in a manner that upholds ethical standards and professional conduct.

Graduate School Expectations

Students enrolled in a graduate program should take their academic responsibilities seriously and be prepared to meet the following expectations:

1. Utilize effective time management skills to complete and submit their assignments on their required due dates and times.
2. Have attained a mastery of written communication skills including proper sentence structure, grammar, spelling, and word usage.
3. Understand how to properly format in-text citations and references for resources and information integrated into their written assignments.

GSPM prepares students for careers in the professional political world. In politics, words and deadlines matter. Excellent written communication skills are essential for success. Every word used, whether it is in a television or radio ad, direct mail piece, social media, or a press release, will be scrutinized. Similarly, deadlines are important. Election Day does not get postponed because a candidate and their campaign are not prepared. There are no “do-overs” because a direct mail piece did not arrive to its intended recipients until after the election was concluded. Students will be best positioned for success in the practical political world if they have developed and exercise excellent written communication and time management skills.

THE COURSE

Course Description and Overview

This course explores the role of humor in politics and how it can be employed to make campaigns more effective. In doing so, we borrow Harold Lasswell's (1948) communication model: "Who, says what, in what channel, to whom, with what effect" to structure our course by analyzing the communicator, the message (including the target), the medium, the audience, and the effect of political humor. Students will draw upon lessons gleaned from course material in order to create humorous campaign media materials ("deliverables" below) and to develop a "humor campaign strategy memo." Because humor is culturally-specific, our readings will focus on US-based political humor. However, you are encouraged to create and explain your deliverables within another political/cultural context.

Course Learning Objectives

By the end of the course, the students will be able to:

1. Explain how the impact of political humor varies based upon the characteristics of the communicator, the message, the medium, and the audience.
2. Evaluate differing types of impacts of political humor, including knowledge acquisition, partisan reinforcement, behavioral stimulation, and opinion persuasion.
3. Interpret the different approaches to political humor used by liberals and conservatives.
4. Explain the relative advantages and drawbacks of different media as they pertain to political humor, specifically text, audio, visual, and audiovisual media.
5. Evaluate how humor interacts with individuals' pre-existing ideologies, partisanship, morals, values, emotions, identities, and knowledge bases.
6. Produce effective humorous political media.
7. Develop a "humor campaign strategy memo" that, based upon research and course material, details a plan for a candidate to employ and respond to political humor.

Additional Note: Class Content Disclaimer and Expected and Decorum

This class deals with political humor, and the line between offensive and funny varies for each individual. Be warned: We will be analyzing humor that may be considered sexist, racist, ageist, homophobic, or otherwise objectionable to many people. What one person finds humorous another may find offensive (or vice-versa). You may also find other students' interpretations of humor to be distasteful. An important aspect of this class is for you to find out where this line is for yourself. How much is too much? How far are you willing to go and to let others go? However, this content is not an invitation to poor behavior in the class. I expect students to conduct themselves with civility towards one another. Any student directing an offensive comment towards another will be asked to leave.

Course Requirements

Students will receive a letter grade for each requirement. Descriptions detailing the expectations for the four deliverables and memo, as well as a grading rubric, are provided below. Final course grades will be calculated by weighing assignment grade by the percentage weight for the following components:

<u>Component</u>	<u>Percent</u>	<u>Notes</u>
Reading Group Assignments	20%	Due throughout, description below
Text Deliverable	10%	Due Week 4, Individually produced
Visual Deliverable	10%	Due Week 6, Individually produced
Audio Deliverable	10%	Due Week 8, Team produced
Audiovisual Deliverable	20%	Due Week 12, Group produced
Campaign Strategy Memo	20%	Due Week 14, Individually produced
Participation	10%	Contributions to class discussion throughout

Grade scale:

<i>Grade</i>	<i>Points</i>	<i>Grade Points</i>	<i>Grading Standard</i>
A	94-100	4.00	Your work is outstanding and ready for submission in a professional environment. Your material, effort, research, and writing demonstrate superior work.
A-	90-93	3.67	Represents solid work with minor errors. Overall, excellent work.
B+	87-89	3.33	Very good. Represents well-written material, research, and presentation, but needs some minor work.
B	83-96	3.00	Satisfactory work, but needs reworking and more effort. Note that although not a failing grade, at the graduate level, anything below a "B" is viewed as unacceptable.
B-	80-82	2.67	You've completed the assignment, but you are not meeting all the requirements.
C+	77-79	2.33	Needs improvement in content and in effort. Shows some motivation and concern.
C	73-76	2.00	Needs reworking, improved effort, and additional research. Shows minimal motivation and concern.
C- (lowest grade to pass)	70-72	2.67	Poor performance. Major errors, too many misspellings, problems with accuracy, etc.
F	< 70	0.00	Unacceptable performance, or inability to submit the assignment.

Assignments are due at the time of the course meeting. If your assignment is not ready by the beginning of the course meeting, you will be penalized a full course grade for each course period it is late. Extensions will not be given except in cases of a verified emergency.

Reading Groups

For each assigned week, you will be tasked with one of four reading group roles. You are to type or handwrite your comments on hard-copy *before* you arrive (not after you arrive). If you do not show up with your *completed* comments, you will be asked to leave class until discussion is over and your assignment will be treated as late (see above). If you have not thought-out and written-out your comments, you are not prepared (you are not prepared if your comments are merely “in your head”). Comments will be collected at the end of discussion.

Discussion Director

You are the leader of your group, and it is your responsibility to begin the discussion, to keep it moving, and maintain a focus on the readings for the duration of the discussion. It is your job to elicit (make the other people in the group discuss) a brief summary of the assigned reading. Be prepared with a list of at least five (5) *questions* (at least one per reading) to elicit discussion in such a way as to get the most out of your conversation (don’t just ask: “What did you think about X?”). You are responsible for ensuring a polite and respectful conversation, and to ensure that everyone has a chance to speak and that no student dominates the conversation or is left out. Make sure everyone has a chance to share their prepared comments.

Methodologist

Your job is also to help turn the reading experience into something that will benefit you and your group as political analysts. Specifically, you must imagine yourself as the writer of the assigned reading, and identify at least five (5) *choices* (at least one per reading) you made in order to convince your audience of your thesis. The choices you imagine can deal with data and evidence (most important), examples, and logical arguments. You must cite the page and line numbers of the examples you’ve chosen to discuss (so that others can find it), and a brief explanation as to why you think the writer made the methodological choices s/he did.

Connector

Your job is to ensure that this continues to be a semester-long conversation that builds on prior knowledge. You must refer specifically to previous readings, and to specific passages in those readings, as they pertain to the current week’s readings. Identify at least five (5) *connections* (at least one per reading) between the current reading and previous readings, and cite them by author, page number, and line number. You don’t have to copy down the whole passage that “connects,” just the key words. You must construct a *question* to stimulate discussion regarding each connection (something more sophisticated than “what do you think of this?”).

Applier

You must integrate the course material by reference to real-world situations. You must develop a list of at least five (5) *applications* (at least one per reading) where the material from the reading applies to a political issue, current (preferably) or past, OR to a specific lesson on how to use humor in the context of a political campaign. You must explain why and how it applies. Be sure to reference where you found the applied material with a full citation. Your list of applications should be phrased in a way that stimulates discussion or even disagreement among your group.

Media Deliverables and Campaign Strategy Memo

Text Deliverable: Produce a funny piece of text one page long (such as a letter or speech) in support of or opposition to a candidate or issue. The author may “be” the candidate him/herself or someone else.

Visual Deliverable: Produce a funny cartoon, meme, sticker, t-shirt, or other visual still image in support of or opposition to a candidate or issue.

Audio Deliverable: You will team with another student to produce a funny 30-second audio file (radio ad or brief stump speech) in support of or opposition to a candidate or issue.

Audiovisual Deliverable: You will group together in a group of four to produce a funny 60-second audiovisual file (campaign ad) in support of or opposition to a candidate or issue.

The Campaign Strategy Memo is a five-page memo from yourself as communications director to the campaign manager of a political campaign (candidate or issue-based). You are to create, describe, and explain the use of humor in a political campaign through various media in support of a candidate/issue. You must create a memo that describes who, will be saying what, in what channel, to whom, with what effect.

Grading of Media Deliverables

Turn in all deliverables as a digital file to me via email. We will view/listen and discuss each of them as a group. Each student, team, or group will be asked what material from class was incorporated into the deliverable. Peer evaluations on team and group projects may be used as part of the instructor’s evaluation process, which will be guided by the following rubric:

<i>Category</i>	<i>Excellent (A to A-)</i>	<i>Good to Acceptable (B+ to B-)</i>	<i>Needs Work (C to C-)</i>	<i>Incomplete (F)</i>	<i>Weight (percent)</i>
Production Quality	No or very minor flaws ready for broadcast.	Some minor fixable flaws, almost ready for broadcast.	Completed but flaws not easily fixed, not ready for broadcast.	Not completed.	20
Issues/ Character	Individuals’ character and/or issues identifiable and prominent.	Individuals’ character and/or issues portrayed, but not easily identifiable.	Individuals’ character and/or issues are confusing.	Not completed.	20
Connection	Easy to connect political message to content of media.	Connection between political message and content exists but connection is strained.	Connection between message and content is confusing or ambiguous.	Not completed.	20
Impact	Media has punch, is effective, funny, and memorable.	Media is lacking a quality of punch, effectiveness, or humor.	Media is lacking more than one quality of punch, effectiveness, or humor.	Not completed.	20
Discussion/ Q&A	Several specific applications made of course content, and all questions answered fully and satisfactorily.	One or two specific applications made of course content, questions answered satisfactorily.	One or no applications made of course content, questions not answered satisfactorily.	Not completed.	20

Grading of Campaign Strategy Memo

You are to submit your memo to me via email prior to the last class. Grading will be based upon the following rubric:

<i>Category</i>	<i>Excellent (A to A-)</i>	<i>Good to Acceptable (B+ to B-)</i>	<i>Needs Work (C to C-)</i>	<i>Incomplete (F)</i>	<i>Weight (percent)</i>
Who	Speaker(s) is/are justified as being appropriate individual(s) to deliver message(s).	Either speaker(s) is/are not appropriate or justification(s) is/are not adequate.	Neither speaker(s) nor justification(s) is/are appropriate.	Not completed.	10
Says What	Content has punch, is effective, funny, and memorable. Issues/character are obvious and well connected to political message.	Content is lacking a quality of punch, effectiveness, humor, or memorability. Connections between issues/character and political message exist but are strained.	Media is lacking more than one quality of punch, effectiveness, humor, or memorability. Connections between issues/character and political message are confusing.	Not completed.	30
In what channel	Suggested media usage is appropriate and well- defended.	Suggested media usage may not be appropriate and/or is not well-defended.	Suggested media usage is neither appropriate nor well-defended.	Not completed.	10
To whom	Suggested audience targeting is appropriate and well-defended.	Suggested audience targeting may not be appropriate and/or is not well-defended.	Suggested audience targeting is neither appropriate nor well-defended.	Not completed.	25
With what effect	Several specific effects are anticipated and well-defended based upon specific literature.	One or two specific effects are anticipated and defended adequately based upon literature.	One or no specific effects are anticipated or defense is not adequately based upon literature.	Not completed.	25

Learning Materials

We will be reading approximately 75 pages of material per week which may be supplemented by other media. These materials will include book chapters and articles (roughly three per week, supplied on Blackboard) as well as web media content (linked on Blackboard). I reserve the right to update media materials one week before class in order to keep content current.

Tentative Course Calendar

The instructor reserves the right to alter course content, include guest speakers, and/or adjust the pace to accommodate class progress. Students are responsible for keeping up with all adjustments to the course calendar.

Aug. 31 – Week 1: Course Introduction

Readings: None.

- Discussion of course expectations
- A brief introduction to political humor and what it can do
- Examples of modern and historical humor
- Basic psychological approaches to understanding types of humor and taste in humor

Sep. 7 – Week 2: Recognizing and Using Different Types of Humor

Readings:

- Berger, Arthur Asa. 1993. *An Anatomy of Humor*, chs 1-2 (pp. 15-61). New Brunswick, NJ: Transaction.
- Goodman, Joel. 1983. "How to Get More Smilage Out of Your Life: Making Sense of Humor, Then Serving It.." In *Handbook of Humor research, Vol. 2: Applied Studies*, edited by Paul E. McGhee and Jeffrey H. Goldstein, 1-21. New York: Springer-Verlag.
- Mindess, Harvey, Carolyn Miller, Joy Turek, Amanda Bender, and Suzanne Corbin. 1985. *The Antioch Humor Test: Making Sense of Humor*, ch. 4 (33-47). New York: Avon Books.

Assignment: Reading Group #1

- Humor typologies
- Variances in preferences for humor
- Uses and gratifications of humor

Sep. 14 – Week 3: The Written Word

Readings:

- Bierce, Ambrose. 1906. *The Devil's Dictionary*, pp. 1-33.
- Pepicello, William J. and Robert W. Weisberg. 1983. "Linguistics and Humor." In *Handbook of Humor research, Vol. 1: Basic Issues*, edited by Paul E. McGhee and Jeffrey H. Goldstein, 59-83. New York: Springer-Verlag.
- Shatz, Mark, and Mel Helitzer. 2016. *Comedy Writing Secrets: The Best-Selling Guide to Writing Funny & Getting Paid For It*, 3d ed, ch. 12 (190-207). Cincinnati, OH: Writer's Digest Books.
- Twain, Mark. 1879. "A Presidential Candidate." Library of America.

Assignment: Reading Group #2

- Political Literary Humor
- Sloganeering
- Text on Social Media
- The creation of Meta-Narratives

Sep. 21 – Week 4: Performative Humor

Readings:

- Becker, Amy B., and Don J. Waisanen. 2017. "Laughing or Learning with the Chief Executive? The Impact of Exposure to Presidents' Jokes on Message Elaboration." *Humor* 30(1): 23-41.
- Day, Amber. 2011. *Satire and Dissent*, ch. 5 (145-85). Bloomington, IN: Indiana University Press.

Peifer, Jason T., and R. Lance Holbert. 2013. "Developing a Systematic Assessment of Humor in the Context of the 2012 U.S. Election Debates." *Argumentation and Advocacy* 49(4): 286-300.

Assignment: Text Deliverable Due

- Speeches
- Debates and "zingers"
- Real-time in-person response
- Sharing and analysis of text deliverables

Sep. 28 – Week 5: Visuals

Readings:

Baumgartner, Jody C. 2008. "Editorial Cartoons 2.0: The Effects of Digital Political Satire on Presidential Candidate Evaluations." *Presidential Studies Quarterly* 38(4): 735-58.

Nilsen, Alleen Pace, and Don L. F. Nilsen. 2008. "Political Cartoons: Zeitgeists and the Creation and Recycling of Satirical Images." In *Laughing Matters: Humor and American Politics in the Media Age*, edited by Jody C Baumgartner and Jonathan S. Morris, 67-79. New York: Routledge.

Selection of political cartoons, bumper stickers, t-shirts, internet memes, and still images.

Assignment: Reading Group #3

- Cartoons
- Stickers, Signs, Billboards, and T-Shirts
- Memes
- Still Image Manipulation

Oct. 5 – Week 6: Audio

Readings:

Barker, David and Kathleen Knight. 2000. "Political Talk Radio and Public Opinion." *Public Opinion Quarterly* 64(2): 149-70.

Cheang, Henry S., and Marc D. Pell. 2008. "The Sound of Sarcasm." *Speech Communication* 50(5): 366-81.

Searles, Kathleen, Erika Franklin Fowler, Travis N. Ridout, Patricia Strach, and Katherine Zuber. 2017. "The Effects of Men's and Women's Voices in Political Advertising." *Journal of Political Marketing*, 00(0): 1–29.

Assignment: Visual Deliverable Due

- Radio, including Talk-Radio
- Audio Advertising
- Sharing and analysis of visual deliverables

Oct. 12 – Week 7: Audiovisual I

Readings:

Osborne-Thompson, Heather. 2009. "Tracing the 'Fake' Candidate in American Television Comedy." In *Satire TV: Politics and Comedy in the Post-Network Era*, edited by Jonathan Gray, Jeffrey P. Jones, and Ethan Thompson, 64-82. Philadelphia, PA: Westview.

Postelnicu, Monica, and Lynda Lee Kaid. 2008. "Air Amusement versus Web Wit: Comparing the Use of Humor in 2004 Political Advertising on Television and the Internet." In *Laughing Matters: Humor and American Politics in the Media Age*, edited by Jody C Baumgartner and Jonathan S. Morris, 117-27. New York: Routledge.

Young, Dannagal G., Kathleen Hall Jamieson, Shannon Poulsen, and Abigail Goldring. 2017. "Fact-Checking Effectiveness as a Function of Format and Tone: Evaluating FactCheck.org and FlackCheck.org." *Journalism & Mass Communication Quarterly* 00(0): 1-27.

Assignment: Reading Group #4

- TV and Internet advertisements
- Movies
- Television Shows
- Fact-Checking

Oct. 19 – Week 8: Audiovisual II

Readings:

Jones, Jeffrey P. 2010. *Entertaining Politics: Satiric Television and Political Engagement*, ch. 6 (111-143). Bloomington, IN: Indiana University Press.

McClennen, Sophia A., and Remy M. Maisel. 2014. *Is Satire Saving Our Nation? Mockery and American Politics*, ch. 6 (129-153). Bloomington, IN: Indiana University Press.

Young, Dannagal Goldthwaite. 2008. "The Privileged Role of the Late-Night Joke: Exploring Humor's Role in Disrupting Argument Scrutiny." *Media Psychology* 11(1): 119-142.

Assignment: Audio Deliverable Due

- Talk Shows
- Late-Night TV
- Interviews
- Internet and Social Media
- Sharing and analysis of audio deliverables

Oct. 26 – Week 9: Speaker

Readings:

Bippus, Amy. 2007. "Factors Predicting the Perceived Effectiveness of Politicians' Use of Humor during a Debate." *HUMOR: International Journal of Humor Research* 20(2): 105-21.

Gruner, Charles R. 1985. "Advice to the Beginning Speaker on Using Humor—What the Research Tells Us." *Communication Education* 34(2): 142-7.

Nabi, Robin L., Emily Moyer-Gusé, and Sahara Byrne. 2007. "All Joking Aside: A Serious Investigation into the Persuasive Effect of Funny Social Issue Messages." *Communication Monographs* 74(1): 29-54.

Assignment: Reading Group #5

- Credibility
- Personal repercussions of using humor

Nov. 2 – Week 10: Message

Readings:

- Dagnes, Allison. 2012. *A Conservative Walks Into a Bar: The Politics of Political Humor*, ch. 5 (165-207). New York: Palgrave-MacMillan.
- Holbert, R. Lance, Jay Hmielowski, Parul Jain, Julie Lather, and Alyssa Morey. 2011. "Adding Nuance to the Study of Political Humor Effects: Experimental Research on Juvenalian Satire Versus Horatian Satire." *American Behavioral Scientist* 53(3): 187-211.
- Shatz, Mark, and Mel Helitzer. 2016. *Comedy Writing Secrets: The Best-Selling Guide to Writing Funny & Getting Paid For It*, 3d ed, ch. 3 (40-60). Cincinnati, OH: Writer's Digest Books.

Assignment: Reading Group #6

- What makes something funny?
- Delivery styles
- Punching up vs. punching down

Nov. 9 – Week 11: Audience

Readings:

- Becker, Amy B. 2014. "Humiliate My Enemies or Mock My Friends? Applying Disposition Theory of Humor to the Study of Political Parody Appreciation and Attitudes Toward Candidates." *Human Communication Research* 40(2): 137-60.
- Feldman, Lauren. 2013. "Learning about Politics From The Daily Show: The Role of Viewer Orientation and Processing Motivations." *Mass Communication and Society* 16(4): 586-607.
- Francia, Peter L. 2008. "A Culture War in TV Land? Viewing Habits of Bush and Kerry Voters." In *Laughing Matters: Humor and American Politics in the Media Age*, edited by Jody C Baumgartner and Jonathan S. Morris, 187-209. New York: Routledge.

Assignment: Reading Group #7

- Knowing the preferences of the audience
- Areas of common resonance
- Information requirements for types of humor to resonate
- Going too far

Nov. 16 – Week 12: Effects I: Psychological Effects and Ethics

Readings:

- Feldman, Lauren, Anthony Leiserowitz, and Edward Maibach. 2011. "The Science of Satire: *The Daily Show* and *The Colbert Report* as Sources of Public Attention to Science and the Environment." In *The Stewart/Colbert Effect: Essays on the Real Impacts of Fake News*, edited by Amarnath Amarasingam, 25-46. Jefferson, NC: McFarland.
- LaMarre, Heather L., and Whitney Walther. 2013. "Ability Matters: Testing the Differential Effects of Political News and Late-Night Political Comedy on Cognitive Responses and the Role of Ability in Micro-level Opinion Formation." *International Journal of Public Opinion Research* 25(3): 303-322.
- Morreall, John. 2009. *Comic Relief: A Comprehensive Philosophy of Humor*, chs. 5-6 (90-124). Malden, MA: Wiley-Blackwell.

Assignment: Audiovisual Deliverable Due

- Knowledge acquisition effects
- Opinion crystallization effects
- Partisan reinforcement effects

Nov. 23 – No Class (Holiday)

Nov. 30 – Week 13: Effects II: Evaluative and Behavioral Effects

Readings:

- Baumgartner, Jody C, Jonathan S. Morris, and Jeffrey Michael Coleman. 2015. "Did the 'Road to the White House Run Through' Letterman? Chris Christie, Letterman, and Other-Disparaging Versus Self-Deprecating Humor." *Journal of Political Marketing* 1-14.
- Brady, William J., Julian A. Wills, John T. Jost, Joshua A. Tucker, and Jay J. Van Bavel. 2017. "Emotion Shapes the Diffusion of Moralized Content in Social Networks." *Proceedings of the National Academy of Sciences* 114(28): 7313-18.
- Lichter, Robert S., Jody C Baumgartner, and Jonathan S. Morris. 2015. *Politics is a Joke! How TV Comedians are Remaking Political Life*, ch. 6 (141-75). Philadelphia, PA: Westview.

Assignment: Reading Group #8

- Persuasion effects
- Behavioral effects

Dec. 7 – Week 14: Putting It Into Action

Readings: None.

Assignment: Campaign Strategy Memo Due

- Wrap-up.
- Discussion of the future of political humor.

Copyright Statement

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