

Undergrad Research - COMM 4994

Analyzing protest news framing

Dr. Megan Duncan

Meetings 1:15 p.m. Wednesday

148 Shanks Hall

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Final Paper due: 7 p.m. Friday, Dec. 13

Welcome to Undergrad Research!

This course enables students to explore and refine research skills while developing expertise on protest news framing. This course is about learning about the role the news media play in creating public perceptions of protests and social movements, the norms and journalistic practices across cultures, and the systematic analysis of those differences. It is designed to meet the requirements of the Department of Communication and the Capstone requirement of an Asian Studies minor. The course objectives are as follows:

Course Objectives

1. Define key terms in the sociological study of protests and social movements
2. Identify common frames used in news coverage of protests and social movements
3. Use sociological theory to explain the patterns of protests and social movements
4. Explain the differences in news framing about protests and social movements in the United States, Hong Kong and the Chinese mainland.
5. Explain the process of a rigorous framing analysis
6. Clearly communicate in writing the results of a framing analysis

Course structure

We have chosen a one-on-one learning environment. Each week the student will complete either a reading reflection or an assignment to make progress toward the final research project, in alternating order. We will meet every other week in person for about 1 hour to discuss the reading reflection and the research assignment conducted in the past two weeks. During the meetings, the student should be prepared to speak with me about questions from the readings, challenges with the research assignment, and connections between the two. A successful meeting will be a conversation that demonstrates the student has thought about the readings, research, and is prepared to learn more about the topic.

Reading reflections

Every other week, the student will be assigned journal readings, popular press articles, or book chapters. The student is to thoroughly read the material and produce a 1- to 2-page reflection that briefly summarizes the text, addresses what was surprising or new to the student, thinks critically about the implications, and draws connections between the readings and other course material. These reflections are due by 11:59 p.m. Sunday on the weeks they are assigned.

Research assignments

On alternating weeks, the student will be assigned a research task in preparation for the final research project. These assignments may include short readings about how to conduct research and clearly communicate research in writing. These research assignments are due by 11:59 p.m. Sunday on the weeks they are assigned.

Final research project

The final product of this course is a full-length research manuscript, which incorporates literature on news frames, journalistic differences between Eastern and Western cultures, analyzes news framing in a sample of newspaper stories, and discusses the implications. The manuscript, which should be at least 12 double-spaced pages in length excluding figures and references should follow APA style and show an understanding of how to properly cite the works of others. A rubric for the final manuscript will be provided. A draft is due during the final discussion meeting, and the student will be expected to revise the manuscript based on feedback.

Grades

The grade for this course will be determined by the timeliness and quality of the reading reflections, research assignments, discussion meetings and final research project. The final grade will be calculated by:

- Reading reflections (7) - 25%
- Research assignments (7) - 25%
- Discussion meetings - 25%
- Final research project draft - 5%
- Final research project manuscript - 20%

Course schedule

Initial meeting - Aug. 26

Week 1 (Reading) - East Asian news media

- Swati Maheshwari (2014) Media freedom and control: Hong Kong on the edge, *Media Asia*, 41:3, 190-198, DOI: 10.1080/01296612.2014.11690014
- Lee, F. L., & Chan, J. M. (2008). Professionalism, political orientation, and perceived self-censorship: A survey study of Hong Kong journalists. *Issues & Studies*, 44(1), 205-238.
- Jaros, K., & Pan, J. (2018). China's Newsmakers: Official Media Coverage and Political Shifts in the Xi Jinping Era. *The China Quarterly*, 233, 111-136.
- The reading reflection should address:
 - A brief summary of the texts
 - What you learned from these texts
 - What questions were sparked by the texts
 - Compare and contrast conceptualizations of news media in Hong Kong and the Chinese mainland
 - Connections and differences between what you've learned in your coursework and what you read here

1:15 p.m. Sept. 4 Meeting 1

Week 2 (Research) - Answer the why

- Talk with Steven (Yidong) Wang, a Ph.D. student at the University of Wisconsin-Madison who studies news coverage of social movements in Hong Kong. Send an email to schedule the 20-minute chat to wang797@wisc.edu. Prepare for your chat by reading his [biography](#) and writing a list of questions you'd like to ask.
- Write for me a 1-page reflection that addresses:
 - What you think you can learn from the readings assigned in this course to apply to the current situation in Hong Kong.
 - Why this topic matters
 - What you learned from Steven Wang about research

Week 3 (Reading) - The complicated history of Hong Kong and Chinese mainland

- How Hong Kong's history with China explains its current crisis with China. National Geographic. <https://www.nationalgeographic.com/culture/topics/reference/hong-kong-history-explain-relationships-china/>
- Hong Kong Students Protest over Vanishing Freedoms. Radio Free Asia <https://www.rfa.org/english/news/china/hongkong-protest-11152018125541.html>
- China is Waging a Disinformation War Against Hong Kong Protesters. New York Times. <https://www.nytimes.com/2019/08/13/world/asia/hong-kong-protests-china.html>
- Hong Kong Protests Explained. GQ. <https://www.gq.com/story/hong-kong-protests-explained>
- Additional readings may be added if current events evolve.
- The reading reflections should address:
 - A brief summary of the texts
 - What you learned and questions from the texts
 - Connections to what you learned in Week 1's readings
 - How U.S. and Western publications frame the history of Hong Kong and China
 - What you think Western audiences miss or don't understand about the history of Hong Kong/China as a result of news media framing

Week 4 (Research) - The ethics of cross-cultural research

- Chapters 1 and 2 in - Liamputtong, P. (2008). Doing research in a cross-cultural context: Methodological and ethical challenges. In *Doing cross-cultural research* (pp. 3-20). Springer, Dordrecht.
- Zhong, B. (2008). Thinking along the cultural line: A cross-cultural inquiry of ethical decision making among US and Chinese journalism students. *Journalism & Mass Communication Educator*, 63(2), 110-126.
- Write a 1 page reflection that addresses:
 - A brief summary of the texts
 - Common ethical concerns of U.S. researchers studying East Asian cultures
 - Ways do you plan to be introspective about the ethics of your cross-cultural research

1:15 p.m. Sept. 25 Meeting 2

Week 5 (Reading) -- The Umbrella Movement

- Tam, W. (2018). Political Participation by Political Bloggers in Hong Kong: A Case Study of the 2014 Umbrella Movement. *Journal of Current Chinese Affairs*, 47(1), 143-166.
- Partaken, J. (2019). Listening to students about the Umbrella Movement of Hong Kong. *Educational Philosophy and Theory*, 51(2), 212-222.
- Media and Protest Logics in the Digital Era: The Umbrella Movement in Hong Kong Francis L.F. Lee and Joseph M. Chan
- The reading reflections should address:
 - A brief summary of the texts
 - What you learned and questions from the texts
 - Connections to what you learned in Week 1 & 3's readings
 - The connections between the Umbrella Movement and the 2019 protests

Week 6 (Research) -- Context

- Drawing from the readings in Weeks 1, 3 & 5, write a section for your final research paper that addresses the context of your project. This section, which will be part of your literature review, should orient U.S. audiences toward the understanding the current events of your analysis. This section should cover the history of the relationship between Hong Kong and Chinese mainland, the state of the news media, and the history of the Umbrella movement.
- You may draw on additional readings
- Use APA style and include a works cited page
- https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_overview_and_workshop.html
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1:15 p.m. Oct. 9 Meeting 3

Week 7 (Readings) -- News frames

- Andrews, K. T., & Caren, N. (2010). Making the news: Movement organizations, media attention, and the public agenda. *American Sociological Review*, 75(6), 841-866.
- Snow, D. A., & Benford, R. D. (1992). Master frames and cycles of protest. *Frontiers in social movement theory*, 133, 155.
- De Vreese, C. H. (2005). News framing: Theory and typology. *Information Design Journal & Document Design*, 13(1).

- The reading reflection should address:
 - A brief summary of the texts
 - What you learned from these texts
 - What questions were sparked by the texts
 - Anecdotal evidence of any of the frames discussed in the text used in current news coverage

Week 8 (Research) -- Framing

- Use the texts from Week 7 and any additional text necessary to write a section for your literature review that defines framing and identifies the common types of frames used in protest and social movement coverage
- Include a works cited section

1:15 p.m. Oct. 23 Meeting 4

Week 9 (Readings) -- Effects of news frames

- McLeod, D. M., & Hertog, J. K. (1992). The manufacture of public opinion by reporters: informal cues for public perceptions of protest groups. *Discourse & Society*, 3(3), 259-275.
- Wanta, W., Golan, G., & Lee, C. (2004). Agenda setting and international news: Media influence on public perceptions of foreign nations. *Journalism & Mass Communication Quarterly*, 81(2), 364-377.
- Hertog, J. K., & McLeod, D. M. (2001). A multiperspectival approach to framing analysis: A field guide. In *Framing public life* (pp. 157-178). Routledge. Available here: https://books.google.com/books?hl=en&lr=&id=LhaQAgAAQBAJ&oi=fnd&pg=PA141&ots=92TY_BVBYN&sig=WFB6kRx49PpKODytrOO99gW8r8#v=onepage&q&f=false
- Scheufele, D. A. (1999). Framing as a theory of media effects. *Journal of communication*, 49(1), 103-122.

Week 10 (Research) -- Frame typology proposal

- Write a proposal about how you plan to conduct the study including:
 - Research questions or hypotheses
 - Where you will get the news sample
 - The boundaries of the sample:
 - Dates
 - Publications
 - Language of text
 - Keywords included or excluded
 - A typology of the frames you plan to use.
- A revised version of this will become the methods section of your final project.
- Include a works cited

1:15 p.m. Nov. 6 Meeting 5

Week 11 (Reading) -- Comparing frames across contexts

- Su, Y., & Borah, P. (2019). Framing overseas Chinese students: A comparative analysis of newspaper coverage in mainland China, US, and Hong Kong. *International Communication Gazette*, 1748048519853765.
- Du, Y. Roselyn, Lingzi Zhu, and Fan Yang. "A Movement of Varying Faces: How "Occupy Central" Was Framed In the News in Hong Kong, Taiwan, Mainland China, the UK, and the US." *International Journal of Communication* 12 (2018): 22.
- Zhou, X. (2008). Cultural dimensions and framing the internet in China: A cross-cultural study of newspapers' coverage in Hong Kong, Singapore, the US and the UK. *International Communication Gazette*, 70(2), 117-136.
- The reading reflections should address:
 - A brief summary of the texts
 - What you learned and questions from the texts
 - Connections to what you learned in previous readings
 - What you learned here that you could apply to the 2019 protests

Week 12 (Research)

- Gather the corpus of text you will analyze
- Write a paragraph for your methods section that documents what you did and what issues you ran into.

1:15 p.m. Nov. 20 Meeting 6

Weeks 13, 14 & 15

- Analyze your text corpus using the methodology developed in the proposal.
- Write your results section
- Write your introduction
- Edit and finalize the literature review and methods sections
- Turn in a draft, complete with a works cited by **11:59 p.m. Dec. 8**

1:15 p.m. Dec. 4 Meeting 7

Final exam: Turn in a revised manuscript with an added Discussion section by **7 p.m. Dec. 13**.

Grade calculation

	A 92.5-100	A- 90.0-92.49
B+ 87.0-89.99	B 83.0-86.99	B- 80.0-82.99
C+ 77.0-79.99	C 73.0-76.99	C- 70.0-82.99
D+ 67.0-69.99	D 63.0-63.99	D- 60.0-62.99
F lower than 60.0		

Virginia Tech Honor Code:

The Undergraduate Honor Code pledge that each member of the university community agrees to abide by states:

“As a Hokie, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Students enrolled in this course are responsible for abiding by the Honor Code. A student who has doubts about how the Honor Code applies to any assignment is responsible for obtaining specific guidance from the course instructor before submitting the assignment for evaluation. Ignorance of the rules does not exclude any member of the University community from the requirements and expectations of the Honor Code. For additional information about the Honor Code, please visit: <https://www.honorsystem.vt.edu/>

*** Any suspected Honor Code violations will be reported to the Honor System.***

Your written assignments may be reviewed through the University's plagiarism prevention and detection software called Turnitin- Feedback Studio, which is a resource designed to detect and prevent plagiarism. This software is a tool that works by cross-referencing submitted materials with journals, essays, newspaper articles, papers, books, the internet, and other literary works. Turnitin-Feedback Studio does not identify all forms of plagiarism. The software also does not replace my judgement regarding what constitutes plagiarism.

All assignments submitted shall be considered "graded work" and all aspects of your coursework are covered by the Honor Code. All projects and homework assignments are to be completed individually unless otherwise specified.

Commission of any of the following acts shall constitute academic misconduct. This listing is not, however, exclusive of other acts that may reasonably be said to constitute academic misconduct. Clarification is provided for each definition with some examples of prohibited behaviors in the Undergraduate Honor Code Manual located at <https://www.honorsystem.vt.edu/>

A. CHEATING

Cheating includes the intentional use of unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise, or attempts thereof.

B. PLAGIARISM

Plagiarism includes the copying of the language, structure, programming, computer code, ideas, and/or thoughts of another and passing off the same as one's own original work, or attempts thereof.

C. FALSIFICATION

Falsification includes the statement of any untruth, either verbally or in writing, with respect to any element of one's academic work, or attempts thereof.

D. FABRICATION

Fabrication includes making up data and results, and recording or reporting them, or submitting fabricated documents, or attempts thereof.

E. MULTIPLE SUBMISSION

Multiple submission involves the submission for credit—without authorization of the instructor receiving the work—of substantial portions of any work (including oral reports) previously submitted for credit at any academic institution, or attempts thereof.

F. COMPLICITY

Complicity includes intentionally helping another to engage in an act of academic misconduct, or attempts thereof.

G. VIOLATION OF UNIVERSITY, COLLEGE, DEPARTMENTAL, PROGRAM, COURSE, OR FACULTY RULES

The violation of any University, College, Departmental, Program, Course, or Faculty Rules relating to academic matters that may lead to an unfair academic advantage by the student violating the rule(s).

If you have questions or are unclear about what constitutes academic misconduct on an assignment, please speak with me. I take the Honor Code very seriously in this course. The normal sanction I will recommend for a violation of the Honor Code is an **F*** sanction as your final course grade. The F represents failure in the course. The “*” is intended to identify a student who has failed to uphold the values of academic integrity at Virginia Tech. A student who receives a sanction of **F*** as their final course grade shall have it documented on their transcript with the notation “FAILURE DUE TO ACADEMIC HONOR CODE VIOLATION.” You would be required to complete an education program administered by the Honor System in order to have the “*” and notation “FAILURE DUE TO ACADEMIC HONOR CODE VIOLATION” removed from your transcript. The “F” however would be permanently on your transcript.

Accommodations:

Accommodation recommendations from the Dean’s office for ANY documented learning need (the Dean’s office supplies such paperwork) will be honored. Please notify me in person by the second week of class to discuss how I can ensure that you have a comfortable and reasonable learning environment.

Any student who has been confirmed by the University as having accommodations for learning must notify me in person by the second week of class so that we can work together to ensure your learning needs are met. For more information about accommodations, please go to the **Services for Students with Disabilities** office website: <http://www.ssd.vt.edu/>

Academic Support Services:

Any student needing academic support should investigate the University’s services at <http://www.studentsuccess.vt.edu/index.html>

For complete information on student services at Virginia Tech, please see: <http://www.dsa.vt.edu>.