

CA 590: Special Topics: Propaganda

Dr. Brett Lunceford

T: 6.00-8.30PM

UCOM 1263

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Course Description

This course will explore the theory and practice of propaganda. We will focus on both historical and contemporary artifacts, institutions, and practices of propaganda. This course has three major desired learning outcomes. At the end of this course, students will be able to:

- Understand theories of propaganda.
- Apply theories of propaganda to artifacts and institutions.
- Effectively analyze propaganda artifacts and/or institutions.

These goals will be assessed through a final paper that should be of sufficient quality for presentation at a scholarly conference. During in-class activities and discussion, students will have opportunities to explore theories of propaganda.

I expect that each student will come to class prepared to discuss the readings for the day. According to the University of South Alabama's Academic Policies and Procedures, "Each hour of lecture usually requires two hours of outside preparation. Thus, a student carrying sixteen semester hours should be prepared to spend at least 48 hours in class and study per week."

Required Texts

Bernays, Edward L. *Propaganda*. Brooklyn, NY: Ig Publishing, 2005.

Ellul, Jacques. *Propaganda: The Formation of Men's Attitudes*. Translated by Konrad Kellen and Jean Lerner. New York: Knopf, 1965.

Sproule, J. Michael. *Propaganda and Democracy: The American Experience of Media and Mass Persuasion*. Cambridge: Cambridge University Press, 2005.

Other required readings will be available through the library's online course reserves.

Class Climate

Respect for others in the class is an essential component of this class. Arguments should be made in a spirit of inquiry rather than as personal attacks. My primary goal is to maintain a class climate in which differing viewpoints can be safely expressed.

Attendance Policy

This is a graduate course, so I assume that by now you recognize the value of regular class attendance. This course relies heavily on in-class discussion. Excessive absences will negatively impact your grade in this course. If you are not present, you are not able to participate and it is impossible to make up the discussion. You get two absences free—no questions asked. However, after these absences, each absence will decrease your final grade by 10 points (a full letter grade), so use them wisely. This may seem harsh, but this course only meets 16 times, so every day is essential. In addition, there may be in-class activities that are impossible to make up. If you are absent, please do not email me asking, “What did I miss?” You missed two and a half hours of discussion and perhaps an assignment. Make friends with your classmates and get the notes from them and/or come to my office hours.

Academic Honesty

From the Student Academic Conduct Policies: “Any dishonesty related to academic work or records constitutes academic misconduct including, but not limited to, activities such as giving or receiving unauthorized aid in tests and examinations, improperly obtaining a copy of an examination, plagiarism, misrepresentation of information, or altering transcripts or university records. . . . Penalties may range from the loss of credit for a particular assignment to dismissal from the University” (*The Lowdown*, p. 249). In short, don’t do it. I don’t like to bust students for plagiarism or other forms of academic dishonesty but I will. It isn’t fair to others and it isn’t fair to yourself. If you have any questions on what constitutes plagiarism, see <http://www.southalabama.edu/univlib/sauer/plagiarismforstudents.html>.

Assignments

The main assignment in this course is a research paper. I would strongly encourage you to write a paper that would also serve as a chapter in your thesis, but this may not be possible for all students. Remember that in graduate school, the point is not simply to consume knowledge, but to create it. To help you structure your time, there will be two major milestones in writing your paper before it is due at the end of the course—the proposal and the context.

Paper Proposal: The final paper will be a research paper of your choosing, loosely confined within the framework of propaganda. Acceptable topics include, but are not limited to, studies of particular propaganda campaigns, freedom of the press, information warfare, theoretical discussions of propaganda, propaganda and the law, specific propaganda artifacts, and propaganda institutions. Explain in detail what you plan to study and how you plan to study it. This paper should serve as the introduction to your study and should run anywhere from 1-3 pages.

Context Paper: In textual and historical analysis, one must place the study within a particular context. This paper will consider the historical aspects of the object of study and review the extant literature surrounding your topic. However, this should go beyond a simple literature review. Acclimate the reader to your topic and use this paper as a means of justifying your study. What gaps in the literature can you identify that your study will remedy? Do you bring a fresh

way of looking at the object in question? This is the part of your study that comes right before you begin your analysis.

Final Paper: The completed paper should be of a quality such that it would be ready for presentation at a scholarly convention. I am less concerned about the length of the paper than I am about the quality of research, but the completed paper should be somewhere in the 15-25 page range. That said, I would rather read a well done, concise 15 page analysis than a 30 page rambling document that is little more than a literature review. The key to doing well on this paper is depth of analysis.

Participation: Participation is more than simply showing up. In order for you to succeed in this class it is imperative that you come prepared, having read the assignments for the day and ready to discuss them. You will also present your research on the last day of class as you would at a scholarly convention.

There will be no final exam in this course; the final paper will serve that purpose. Late work, if accepted, will receive half credit.

Grading Scale

There are a total of 100 points available in this course:

Paper Proposal: 10

Context Paper: 20

Final Paper: 40

Participation: 30

A=90-100; B=80-89.99; C=70-79.99; D=60-69.99; F=below 60

Statement Regarding Students with Disabilities

In accordance with the Americans with Disabilities Act, students with bona fide disabilities will be afforded reasonable accommodation. The Office of Special Student Services will certify a disability and advise faculty members of reasonable accommodations. If you will need special accommodations please talk to me as soon as possible.

A Note on my Teaching Philosophy

I believe that every student in my class has the ability to succeed in this course. My goal is to create a comfortable environment in which you can explore and improve your ability to think critically and skillfully present your ideas to an audience. I do not “give” grades; students earn grades—no one is entitled to get an “A” in a class unless they earn it. I cannot grade on effort—I must grade what you actually do. My job is to push students to do their best and to then exceed that standard. I recognize that this is futile unless I also provide the support and assistance that each student needs to excel. Therefore, I provide office hours and expect students to use them and am generally available through email. I assume that attaining a university degree is your first

priority. If this is not the case, it is less likely that you will excel. As graduate students, I see you less as students and more as potential future colleagues. There is really only one way to master the material such that you can be said to have truly earned a master's degree, and that is to seriously grapple with the material and consume and absorb as much of it as possible. The readings in this class are not simply academic hazing; my goal is to provide you with the tools that you will need to become an effective scholar and educator. Bottom line—you do your part to excel and I will be there to help you reach that goal.

Reading Schedule

8/18 Introduction to the Course

Burke, Kenneth. "Definition of Man." In *Language as Symbolic Action*, 3-24. Berkeley, CA: University of California Press, 1966.

Herman, Edward S., and Noam Chomsky. "A Propaganda Model." In *Manufacturing Consent: The Political Economy of the Mass Media*, 1-35. New York: Pantheon Books, 1988.

8/25 Rhetorical Theory Overview

Black, Edwin. "The Second Persona." *Quarterly Journal of Speech* 56 (1970): 109-19.

Charland, Maurice. "Constitutive Rhetoric: The Case of the *Peuple Quebecois*." *Quarterly Journal of Speech* 73, no. 2 (1987): 133-50.

McGee, Michael Calvin. "Text, Context, and the Fragmentation of Contemporary Culture." *Western Journal of Communication* 54, no. 3 (1990): 274-89.

McGee, Michael Calvin. "The 'Ideograph': A Link between Rhetoric and Ideology." *Quarterly Journal of Speech* 66, no. 1 (1980): 1-16.

9/1 Introduction to Textual Analysis

Paper Proposals Due

Burke, Kenneth. "The Rhetoric of Hitler's 'Battle.'" In *The Philosophy of Literary Form: Studies in Symbolic Action*, 191-220. Berkeley: University of California Press, 1973.

Leff, Michael. "Things Made by Words: Reflections on Textual Criticism." *Quarterly Journal of Speech* 78 (1992): 223-31.

Sinnreich, Helene. "Reading the Writing on the Wall: A Textual Analysis of Łódz Graffiti." *Religion, State & Society* 32, no. 1 (2004): 53-58.

9/8 Introduction to Propaganda

Black, Jay. "Semantics and Ethics of Propaganda." *Journal of Mass Media Ethics* 16, no. 2/3 (2001): 121-37.

Curnalia, Rebecca M. L. "A Retrospective on Early Studies of Propaganda and Suggestions for Reviving the Paradigm." *Review of Communication* 5, no. 4 (2005): 237-57.

Parry-Giles, Shawn J. "Rhetorical Experimentation and the Cold War, 1947-1953: The Development of an Internationalist Approach to Propaganda." *Quarterly Journal of Speech* 80, no. 4 (1994): 448-67.

Sproule, J. Michael. "Propaganda Studies in American Social Science: The Rise and Fall of the Critical Paradigm." *Quarterly Journal of Speech* 73, no. 1 (1987): 60-78.

9/15 Social Science Touchstones

Context Papers Due

Davison, W. Phillips. "The Third-Person Effect in Communication." *Public Opinion Quarterly* 47, no. 1 (1983): 1-15.

Scheufele, Dietram A., and David Tewksbury. "Framing, Agenda Setting, and Priming: The Evolution of Three Media Effects Models." *Journal of Communication* 57, no. 1 (2007): 9-20.

9/22 The Father of PR: Edward Bernays

Bernays, Edward L. *Propaganda*. Brooklyn, NY: Ig Publishing, 2005.

9/29 The Problem of Technique Part I

Ellul, Jacques. *Propaganda: The Formation of Men's Attitudes*. Translated by Konrad Kellen and Jean Lerner. 1st American ed. New York: Knopf, 1965, pp. 3-160.

10/6 The Problem of Technique Part II

Ellul, Jacques. *Propaganda: The Formation of Men's Attitudes*. Translated by Konrad Kellen and Jean Lerner. 1st American ed. New York: Knopf, 1965, pp. 161-302.

10/13 Propaganda and Democracy? Part I

Sproule, J. Michael. *Propaganda and Democracy: The American Experience of Media and Mass Persuasion*. Cambridge: Cambridge University Press, 1997, pp. 1-128.

10/20 Propaganda and Democracy? Part II

Sproule, J. Michael. *Propaganda and Democracy: The American Experience of Media and Mass Persuasion*. Cambridge: Cambridge University Press, 1997, pp. 129-271.

10/27 World War II Propaganda

Doob, Leonard W. "The Strategies of Psychological Warfare." *Public Opinion Quarterly* 13, no. 4 (1949): 635-44.

Ekstein, R. "Ideologies in Psychological Warfare." *Journal of Abnormal and Social Psychology* 37, no. 3 (1942): 369-87.

Lomas, Charles W. "The Rhetoric of Japanese War Propaganda." *Quarterly Journal of Speech* 35, no. 1 (1949): 30-35.

Scanlan, Ross. "The Nazi Rhetorician." *Quarterly Journal of Speech* 37, no. 4 (1951): 430-40.

Speier, Hans. "The Future of Psychological Warfare." *Public Opinion Quarterly* 12, no. 1 (1948): 5-18.

Story, Dale. "Army Psychological Warfare Training." *Public Opinion Quarterly* 15, no. 3 (1951): 595-96.

Watkins, J. G. "Offensive Psychological Warfare." *Journal of Consulting Psychology* 6, no. 3 (1942): 117-22.

11/3 Film Showings: *Triumph of the Will* and *Bugs Bunny Nips the Nips*

Raiti, Gerard C. "The Disappearance of Disney Animated Propaganda: A Globalization Perspective." *Animation* 2, no. 2 (2007): 153-69.

11/10 World War II Propaganda

Herf, Jeffrey. "The "Jewish War": Goebbels and the Antisemitic Campaigns of the Nazi Propaganda Ministry." *Holocaust and Genocide Studies* 19, no. 1 (2005): 51-80.

Spiller, James. "This Is War! Network Radio and World War II Propaganda in America." *Journal of Radio Studies* 11, no. 1 (2004): 55-72.

Young, Dannagal Goldthwaite. "Sacrifice, Consumption, and the American Way of Life: Advertising and Domestic Propaganda During World War II." *Communication Review* 8, no. 1 (2005): 27-52.

Young, Robert G. “‘Not This Way Please!’ Regulating the Press in Nazi Germany.” *Journalism Quarterly* 64, no. 4 (1987): 787-92.

11/17 Recent Propaganda

Baker, Sherry. “Commentary 2: A Case of Covert Persuasion.” *Journal of Mass Media Ethics* 22, no. 2/3 (2007): 221-25.

Conway, Mike, Maria Elizabeth Grabe, and Kevin Grieves. “Villains, Victims and the Virtuous in Bill O’Reilly’s ‘No-Spin Zone’: Revisiting World War Propaganda Techniques.” *Journalism Studies* 8, no. 2 (2007): 197-223.

Snow, Nancy, and Philip M. Taylor. “The Revival of the Propaganda State: US Propaganda at Home and Abroad since 9/11.” *International Communication Gazette* 68, no. 5-6 (2006): 389-407.

Kumar, Deepa. “Media, War, and Propaganda: Strategies of Information Management During the 2003 Iraq War.” *Communication & Critical/Cultural Studies* 3, no. 1 (2006): 48-69.

Plaisance, Patrick Lee. “The Propaganda War on Terrorism: An Analysis of the United States’ ‘Shared Values’ Public-Diplomacy Campaign after September 11, 2001.” *Journal of Mass Media Ethics* 20, no. 4 (2005): 250-68.

Wasburn, Philo C., and Philo Washburn. “The Counter-Propaganda of Radio RSA: The Voice of South Africa.” *Journal of Broadcasting & Electronic Media* 33, no. 2 (1989): 117-38.

11/24 Information Warfare

Rajiva, Lila. “Prometheus: The Emergence of the Police State in America.” *CR: The New Centennial Review* 6, no. 1 (2006): 133-69.

Rawnsley, Gary D. “Old Wine in New Bottles: China-Taiwan Computer-Based ‘Information Warfare’ and Propaganda.” *International Affairs* 81, no. 5 (2005): 1061-78.

Zhang, Juyan, and Glen T. Cameron. “The Structural Transformation of China’s Propaganda: An Ellulian Perspective.” *Journal of Communication Management* 8, no. 3 (2004): 307-21.

12/1 Last Day of Class: Presentation of Papers

Regarding Changes in Course Requirements

Since all classes do not progress at the same rate, the instructor may wish to modify the above requirements or their timing as circumstances dictate. For example, the instructor may wish to change the number and frequency of exams, or the number and sequence of assignments. However, the students must be given adequate notification. Moreover, there may be non-typical classes for which these requirements are not strictly applicable in each instance and may need modification. If such modification is needed, it must be in writing and conform to the spirit of this policy statement.