A series of analyses of the history, theories, techniques, and results of propaganda in society, with special focus on the relationships between integration (sociological) propaganda and communication in our increasingly technological society; case studies will be drawn from public relations, commercial advertising, social movements, and the mass media.

Texts
Jacques Ellul, *Propaganda* (Vintage)
Stuart Ewen, *Captains of Consciousness* (McGraw-Hill)
Jib Fowles, *Advertising and Popular Culture* (Sage)
Erik Barnouw, *Documentary* (Oxford)
Richard Slotkin, *Gunfighter Nation* (Atheneum)

Operation
This course attempts to provide you with some background into various concepts of propaganda and selected methods for identifying and analyzing propaganda techniques. These concepts and techniques will be explicated and applied through a series of case studies into various campaigns to sell a product, an idea, or a behavior. The burden of inquiring will be shared by the instructor and the students.

Requirements:
1. Prompt and regular attendance; more than 2 absences will affect your grade.
3. An individual case study.
5. Read all the assigned texts.

Evaluation
I shall, of course, reach my own conclusions about your work for this course. I do think that it is appropriate that my evaluation not influence your own thinking in a negative manner. I should like to encourage you to do your own thinking and not spend time trying to guess what the professor wants in a paper or response.

1. If you miss not more than two sessions, write a comparison, complete an individual case study, and write a response to “Clementine,” you may give yourself any grade you wish.

2. If you miss not more than two sessions, compete an individual case study, and write the comparison or response to “Clementine,” you may give yourself any grade, but not higher than “B”.

3. If you miss not more than two sessions and compete an individual case study or write a comparison and response to “Clementine,” you may give yourself any grade but not higher than “C”.

1 This is a sample syllabus only. Syllabi vary among instructors and are subject to change.
All of the above conditions will operate provided that your papers are turned in on schedule and meet my minimum standards for acceptability as graduate-level work. This means that they should be written in a clear, organized way using standard English and approved college-level style for grammar and usage (including pagination) according to some style manual (which you must cite in your paper). They must be being typed (double-spaced) and fastened with a staple or paper clip at the upper left-hand corner; do not use binders or folders.

If any materials need to be included, please place them in an envelope and attach it to the paper.

4. If you fail to fit into any of the above categories, you will need to see me, since I will assume the burden of grading such students. This includes submitting all papers on time. All late papers will be graded by me.

5. I reserve the privilege of awarding a plus (+) or minus (-) to any grade you choose.

Assignments and Due Dates

1. Write a comparison of Ewen and Fowles in essay form by responding to the following points:

I. Do not summarize the books for me but do make reference to specific pages. If you quote, do so briefly. But be as specific as possible.

II. Respond to these questions:

A. 1. What are the main premises, arguments, theses, conclusions, etc. of each book?
2. About which of these do the two books agree? How? Why?
3. About which of these do the two books disagree? How? Why?

B. How do you account for the differences? (Use only the categories you think are relevant.)

1. Basic assumptions underlying each book.
2. Data used.
3. Methodologies used for gathering and analyzing the data.
4. Other possible causes.

2. How does Ellul relate to these books? Which view is more compatible with Ellul’s? In what ways?

3. What do you think about the arguments put forth by these books? Which premises, arguments, theses, conclusions, etc. seem more valid to you? Why? What criteria are you using for your evaluation?

**DUE:** February 27th (suggested length: 5-7 typewritten pages)

2. Case study: Conduct a propaganda analysis of some campaign (other than those analyzed in class) designed to sell a product, promote an idea, encourage or deter social behavior. You should gather as much data as possible (advertisements, brochures, posters, letters, handouts, transcripts or descriptions of radio/television commercials). You should choose some campaign that is directed toward integrating people into the social system or toward
influencing people for or against some behavior. You will be expected to refer to those parts of the assigned texts that relate to your topic.

Use a consistent method of analysis. Use the following as a guide to the sections that should be included: **Who is saving what to whom through what medium (or media) for what purpose(s) and with what effects?** What techniques of persuasion were employed? The sections therefore should be somewhat as follows:

a. **The propaganda maker or makers:** This should include manufacturers, advertising and public relation firms, consultants, etc.
b. **The messages being sent:** These may differ for different audiences, at different times, places, etc. Be as specific as possible.
c. **The target audience or audiences:** You should try to be as specific here as possible, although you may have to infer the audience on the basis of the messages.
d. **The desired goals:** What did the propaganda makers want the audience to think, to feel, to do?
e. **The medium (or media) used:** What media were used? How did the media use influence the message being sent? Did the messages change from one medium to another? What evidence is there of “orchestration”?
f. **The actual effects:** What were the actual results of the propaganda campaign? Did these results reflect the desired goals?
g. **The techniques used:** What propaganda techniques were used? Which techniques predominated? Which techniques were not used? You should use one of the models introduced in class to identify and describes these techniques.
h. **Your own thoughts on the campaign.**

**DUE:** April 10th (length: 5-7 pages)

3. **Response to “My Darling Clementine”:** Your task here is to respond to this film by analyzing it as an example of the myth of the frontier in twentieth century America.

Obviously, you are expected to use Slotkin’s *Gunfighter Nation* in your analysis. Focus on the central myths identified by Slotkin as they are relevant to this film. Use specific references to the film (shots, scenes, characters, dialogue, action, etc.)

**DUE:** May 1st.
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SPRING RECESS: MARCH 12-19

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