

POLS 4551E: Propaganda and American Politics

- Dr. Audrey A. Haynes
- ShortsessionONLINE Asynchronous (limited real-time interaction)
- Classroom: Wherever you are!
- Office: Suite 103 Baldwin
- Student Support Hours: by appointment via email; zooming is an option.
- Email: polaah@uga.edu



Overview:

In this course we will explore the world of propaganda within politics and surrounding societal spaces. We begin with the definitions and comparisons with other forms of communication - in particular, we will compare and contrast propaganda with persuasion and information. We will examine theories of propaganda (as well as those relating to persuasion, attitudes, beliefs, etc.) and utilize the tools to analyze it, deconstruct it, and determine its effects. In addition, we will examine propaganda's history from ancient Rome to modern America and see how its use has developed and evolved over time.

Course Goals for students:

- 1. Develop an understanding of propaganda;** be able to compare propaganda with persuasive and informative communication.
 - Objectives include:
 - *knowing the definitions of communication, information, persuasion and propaganda.*
 - *Understanding their different roles and distinctive natures and how they may overlap at times.*
- 2. Be aware of the origins and development of propaganda** over the course of history, with an emphasis on the major points of change in technique, delivery tools, audience, or source.
 - Objectives include:
 - *identifying the difference between the emergence of non-systematic propaganda in ancient cultures (Egypt, etc.) and systematically applied propaganda focused on ideas and ideology (Greeks and Romans).*
 - *Being able to explain major turning points in the development of propaganda in history relating to politics.*
 - *Connection of leaders to propaganda usage, specifically Alexander the Great, Caesar, Napoleon, etc.*
 - *Connection of the use of propaganda and the growth of religions and its use in religious wars (the Crusades, for example)*
 - *The impact of technology through history: printing press and Martin Luther, radio and Father Coughlin, television, and political advertising (Daisy Ad example)*
 - *The changing nature of tactics as governance and control of power changed: from tribal leaders with multiple gods, Rulers seen as Gods,*

sons of Gods (Alexander the Great) divinely anointed Kings (divine right), the everyman King, to the log cabin myth in American politics.

3. Be able to **critique dominant theories of propaganda** with the view to understand models of propaganda and how we might expand upon them.

Objectives include:

- *Ability to draw out discuss the CMM model of propaganda and how it works.*
- *Familiarity with the Herman and Chomsky Propaganda Model of Media Control and its five filters. The five filters are: (1) ownership; (2) advertising; (3) official sources; (4) flak; and (5) marginalizing dissent.*
- *Ability to understand models of consumer and political behavior through the prism of propaganda. Demonstrate this by creating one's own propaganda model.*

4. **Understand the psychology** that underlies our understanding of persuasion and propaganda.

Objectives include:

- *Becoming fluent with a working vocabulary propaganda and persuasion related terms: attitude, belief, value, resonance, intensity, framing, priming, agenda setting, group norms, psychographics, OCEAN model of personality, conspiracy theory, cognitive dissonance, selective exposure, echo chambers, hyper-sociability, and more.*
- *Describe how tactics and technology is harnessed by propagandists to use our brain's routines to manipulate us, for example, the use of bots in social media spaces.*

5. **Deconstruct political ads**, as well as other advertising and propaganda messages, into the components of propaganda.

Objectives include:

- *Name and apply the 10-step propaganda analysis created by Jowett and O'Donnell.*

6. **Understand how various propaganda tactics work** and how they interact in politics and policy arenas.

Objectives include:

- *Name and describe the original post WW2 Institute for Propaganda Analysis techniques or devices. The Institute identified seven basic propaganda devices: Name-Calling, Glittering Generality, Transfer, Testimonial, Plain Folks, Card Stacking, and Band Wagon. Be able to match them with their definitions, provide an example of the device, and explain how it works and why.*

7. **Develop self-learning skills** by working through content in an asynchronous learning environment.

Objectives include:

- *Meet two major deadlines for the course while pacing self and avoiding binge work.*
- *Do independent research on specific examples of propaganda.*
- *Find examples of propaganda and break them down for peers.*

Required Reading:

You will be reading selected chapters, articles, and watching media sources, available within our eLC course, from a variety of other books and articles. All of these materials are provided within the course.

Assessments:

You will be assessed on a range of assignments that are designed to align with our course goals and objectives. Most of them will take the form of short reading, viewing or applied concept quizzes. Most of them will be weighted equally. There will be a number of more involved and thus, weighted more heavily, assessments. The objectives of the assessments are to encourage careful reading/viewing of and thinking about the material we engage with. Some of these assessments will be auto-graded, while others will require the professor to assess. These assignments will always be found in each module's checklist. You may work at your own pace, however, there are checkpoints for resolution of work. In other words, there are due dates. They are set in the calendar as well as listed in the checklists for each module.

Assessment Percentage Weights for POLS 4551E

Quizzes	30
Exams	40
Discussions	15
Case Outline	15

+/- Scale with A = 93.000 or higher.

Make-Up Policy

If you are called to jury duty or have a verified medical illness or emergency, that will count as an excused absence from the e-course. If you have to be offline for a while, make sure you communicate the situation so we can figure out a workaround, if possible. This class is generally self-paced, but you must make progress in some consistent manner AND you must meet the major deadlines set for you.

Attendance Policy

There is no set attendance policy, however I will check and see if you are logging into the course. Students who do not log in for 5 days will receive an email reminder. Not logging in for an extended period is grounds for dropping a student for non-attendance, particularly if you are not completing any of the work.

University Honor Code and Academic Honesty Policy:

All academic work must meet the standards contained in "A Culture of Honesty." All students are responsible to inform themselves about those standards before performing any academic work.

<https://ovpi.uga.edu/academic-honesty/academic-honesty-policy/student-honor-code>

Students with Disabilities

Students with disabilities who require reasonable accommodations in order to participate

in course activities or meet course requirements should contact the instructor or designate during regular office hours or by appointment.

NOTE: *The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*