

## *Course Syllabus*

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### **Studies in Propaganda HONS 3199.HN3 M 2:00-2:50, Spring 2021**

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#### **COURSE DESCRIPTION**

This course will examine the development of propaganda studies in theory and in practice, with particular focus on how propaganda is tied to the evolution of mass media in the twentieth century. Particular emphasis will be given to competing definitions of propaganda and attempts to classify, detect, and combat propaganda. The class will be organized around foundational readings in propaganda and how they demonstrate change over time.

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#### **STUDENT LEARNING OBJECTIVES/OUTCOMES**

- Students will gain an overall understanding of the historical development of propaganda studies.
  - Students will demonstrate their ability to interpret and analyze historical essays as well as primary source material within the context of propaganda studies.
  - Students will demonstrate their ability to process primary and secondary source material and make their own argument regarding the historical significance of that material.
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#### **REQUIRED READINGS**

All required readings are listed on the course schedule and will be accessible on the E-Reserves system through the McDermott Library. E-Reserves is available through E-Learning.

All assignments for this class are mandatory. Materials used in this course have been carefully selected for their scholarly value, but some audiences may take offense at topics of a sensitive nature. There will be no substitutions of readings, films, documents, presentations, and/or other course requirements to suit personal preferences and/or sensitivities.

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#### **ASSIGNMENTS & GRADING**

**Reaction Papers (50%):** Please prepare a reaction paper to each week's topics and readings. These papers should be approximately 1-2 pages typed. They should include 3 sections:

1. Author information: Research the background of the author and include some basic information about his/her expertise in the area of propaganda studies.
2. Summary of reading: Generally what is the argument and supporting evidence in the reading

3. Analysis: Give some of your thoughts regarding the reading and the author. In particular, you should think about how each week's readings form a narrative that demonstrates the development of ideas about propaganda over time.
4. Broader questions: What broad questions does the author seem to consider regarding propaganda, communications, public opinion, etc.? How do you see those questions evolve over time?

**Participation (50%):** Participation will be based partially on in-class discussions via Blackboard Collaborate and partially on E-Learning Discussion Board posts. Please post 2-3 discussion ideas and/or responses to classmates' posts each week (students participating asynchronously should aim to double the number of discussion board posts. The discussion board for each week will go live on Monday morning and will remain open until midnight on Friday.

#### **ACADEMIC CALENDAR:**

The following schedule outlines the topics and reading assignments for each class. Any changes made to the schedule and/or any other course requirements will be posted on E-Learning and/or will be communicated via campus email.

#### **January 25**

- Introduction to Course

#### **February 1**

- Erwin W. Fellows, "'Propaganda:' History of a Word," in *American Speech*, Vol. 34, No. 3 (Oct, 1959) pp. 182-189.
- Bruce Schneier, "Bots Are Destroying Political Discourse As We Know It," in *The Atlantic* (January 7, 2020)

#### **February 8**

- Harold D. Lasswell, Propaganda, in Edwin R. A. Seligman (ed.) *Encyclopedia of the Social Sciences*, 1<sup>st</sup> edition, vol. XII (New York: Macmillan, 1934) pp. 521-528.

#### **February 15**

- Robert Jackall and Janice M. Hirota, "America's First Propaganda Ministry: The committee on Public Information during the Great War," in Robert Jackall (ed.) *Propaganda: Main Trends of the Modern World* (NYU Press, 1994) pp. 137-173.

#### **February 22**

- Edward L. Bernays, "Manipulating Public Opinion: The Why and the How," *American Journal of Sociology*, Vol. 33, No. 6 (May 1928) pp. 958-971.

#### **March 1**

- Stuart Allan, “Journalism and Its Publics: The Lippmann-Dewey Debate,” in Steward Allan (ed) *The Routledge Companion to News and Journalism*, (Routledge: London and New York: 2010) pp. 60-70.

### **March 8**

- J. Michael Sproule, “Authorship and Origins of the Seven Propaganda Devices: A Research Note,” in *Rhetoric and Public Affairs*, Vol. 4, No. 1 (Spring 2001) pp. 135-143.
- “How to Detect Propaganda” in *Bulletin of the American Association of University Professors (1915-1955)*, Vol. 24, No. 1 (Jan. 1938) pp. 49-55.

### **March 15 – Spring Break**

### **March 22**

- Leonard W. Doob, “Goebbels’ Principles of Propaganda,” *The Public Opinion Quarterly*, Vol. 14, No. 3 (Autumn 1950) pp. 419-442.

### **March 29**

- C Wright Mills, “The Mass Society,” (Chapter 1) from *The Power Elite* (Oxford University Press)

### **April 5**

- Edward Herman & Noam Chomsky, “A Propaganda Model,” excerpt from *Manufacturing Consent* (1988) <https://chomsky.info/consent01/>

### **April 12**

- Jurgen Habermas, Sara Lennox, and Frank Lennox, “The Public Sphere: An Encyclopedia Article,” *New German Critique*, Autumn, 1974, No. 3. Pp. 49-55.

### **April 19**

- Marshall McLuhan, “The Medium is the Message,” in *Understanding Media: The Extensions of Man* (Routledge: London and New York, 1964 and 2001) pp. 7-23.

### **April 26**

- Paolo Freire and Myra Bergman Ramos, Chapter 2 from *Pedagogy of the Oppressed* (<https://www.jstor.org/stable/pdf/25595010.pdf?refreqid=excelsior%3A568438c3586e4e43dae91a2c2a65ca6d>)

### **May 3**

- Joseph S. Nye, Jr. “Public Diplomacy and Soft Power,” *The Annals of the American Academy of Political and Social Science*, Vol. 616, No. 1 (March 1, 2008) pp. 94-109.

### **UT Dallas Syllabus Policies and Procedures**

The information contained in the following link constitutes the University’s policies and procedures segment of the course syllabus. Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

*The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.*