New York University
The Steinhardt School of Culture, Education, and Human Development
Department of Media, Culture, and Communication
Communication and Persuasion: Sociological Propaganda

Professor Terence P. Moran
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Office Hours: Monday and Wednesday 2-4pm

MCC GE 2265.001
Communication and Persuasion:
Sociological Propaganda
Tuesday 2:00-4:10pm
Fall 2013

Course Description:

This course will examine the shift from traditional American sociological propaganda founded on Exceptionalism and the Myth of the Frontier to late 20th Century American and early 21st Century Global sociological propaganda founded on Technopoly, the surrender of all cultures to technology.

Learning Objective:

At the end of the course, students should be able to:

1. understand and use Elul’s approach to propaganda analysis as it relates to sociological propaganda;

2. analyze, critique, and apply the Myth of the Frontier in understanding American Sociological propaganda in the 20th Century;

3. conduct individual critical studies of Technopoly as sociological propaganda in American and Global media, culture, and communication by applying the concepts and models analyzed in this course.

1. REQUIRED TEXTS: (On order at the NYU Book Center):

Jacques Ellul, Propaganda (Vintage Books).
Eric Schmidt and Jared Cohen, The New Digital Age (Knopf 2013).

Requirements/Evaluations

A. Prompt and regular attendance (two excused absences) and participation in discussions.
For the assigned readings for each week, you will submit a typed one-page critical summary that identifies what you think are the key points being made and relates these points to the objectives of the course. Value = 25 points
B. Three Critical Thinking Papers:

1. A critical analysis of *The Searchers* as sociological propaganda, using Ellul’s and Slotkin’s themes of myth, ideology, and the hero as they relate to the Frontier Myth in American Exceptionalism. Due October 29. Value = 25 points.

2. A critical analysis of *Technopoly* as sociological propaganda in 2012-2013 America by examining one case study of American media, culture, and communication, using Ellul’s, Slotkin’s, and Postman’s themes of myth, ideology, and the hero as they relate to the concept of America as the First Technopoly. Use Chapters 6, 7, 8 and 9 of *Technopoly* as guides. Due November 19. Value = 25 points.

3. A critical analysis of *Technopoly* as sociological propaganda in early 21st Century global nations by examining one case study of global media, culture, and communication, using Ellul’s and Postman’s themes of myth, ideology, and the hero as they relate to the concept of Global Technopoly. Use Chapters 6, 7, 8 and 9 of *Technopoly* as guides as well as relevant sections of *The New Digital Age*. Due December 10. Value = 25 points.

Each of these two case studies should be 10-12 pages in length and organized as follows:

**Introduction:** Introduce your case study by proving its context in terms of media, culture, and communication. Explain your key question(s) and connect the question(s) to the assigned readings. Explain how and why you organized your case study as you did, the data you gathered, and how you analyzed your data.

**Development:** Analysis of your data according to your conceptual framework.

**Findings:** Describe your main findings.

**Conclusion:** What do your findings tell you about Technopoly and Sociological Propaganda in America and around the World? What implications do your findings have for understanding sociological propaganda and its analysis in 21st Century Global Media, Culture, and Communication?

**Evaluation Rubric**

**A = Excellent**

This work is comprehensive and detailed, integrating themes and concepts from discussions, lectures and readings. Writing is clear, analytical and organized. Arguments offer specific examples and concisely evaluate evidence. Students who earn this grade are prepared for class, synthesize course materials and contribute insightfully to class discussions.

**B = Good**

This work is complete and accurate, offering insights at general level of understanding. Writing is clear, uses examples properly and tends toward broad analysis. Classroom participation is consistent and thoughtful.

**C = Average**

This work is correct but is largely descriptive, lacking analysis. Writing is vague and at times tangential. Arguments are unorganized, without specific examples or analysis. Classroom participation is inarticulate.
D = Unsatisfactory
This work is incomplete, and evidences little understanding of the reading or discussions. Arguments demonstrate inattention to detail, misunderstand course material and overlook significant themes. Classroom participation is spotty, unprepared and off topic.

F = Failed
This grade indicates a failure to participate and/or incomplete assignments.

A = 91-100
A- = 89-90
B+ = 87-88
B = 84-86
B- = 80-83
C+ = 77-79
C = 74-76
C- = 70-73
D+ = 65-69
D = 60-64
F = 0-59

Course Policies
Absences and lateness
More than two unexcused absences will automatically result in a lower grade. Chronic lateness will also be reflected in your evaluation of participation. Regardless of the reason for your absence, you will be responsible for any missed work. Travel arrangements do not constitute a valid excuse for missing class. There are no extra credit assignments for this class.

Format
Please type and double-space your written work. Typing improves the clarity and readability of your work and double-spacing allows room for me to comment. Please also number and staple multiple pages. You are free to use your preferred citation style. Please identify and use it consistently throughout your writing. No email submissions will be accepted.

Grade Appeals
Please allow two days to pass before you submit a grade appeal. This gives you time to reflect on my assessment. If you still want to appeal your grade, please submit a short but considered paragraph detailing your concerns. Based on this paragraph I will review the question and either augment your grade or refine my explanation for the lost points.

General Decorum
Slipping in late or leaving early, sleeping, text messaging, surfing the Internet, doing homework in class, etc. are distracting and disrespectful to all participants in the course.

Academic Dishonesty and Plagiarism
The relationship between students and faculty is the keystone of the educational experience at New York University in the Steinhardt School of Culture, Education, and Human Development. This relationship takes an honor code for granted and mutual trust, respect, and responsibility as foundational requirements. Thus, how you learn is as important as what you learn. A university education aims not only to produce high-quality scholars, but to also cultivate honorable citizens.
Academic integrity is the guiding principles for all that you do, from taking examinations to making oral presentations to writing term papers. It requires that you recognize and acknowledge information derived from others and take credit only for ideas and work that are yours.

You violate the principle of academic integrity when you:
- cheat on an examination;
- submit the same work for two different courses without prior permission from your professors;
- receive help on papers that call for independent work; or
- plagiarize.

Plagiarism, one of the gravest forms of academic dishonesty in university life, whether intended or not, is academic fraud. In a community of scholars, whose members are teaching, learning, and discovering knowledge, plagiarism cannot be tolerated.

Plagiarism is failure to properly assign authorship to a paper, a document, and oral presentation, a musical score, and/or other materials that are not your original work. You plagiarize when, without proper attribution, you do any of the following:
- copy verbatim from a book, an article, or other media;
- download documents from the Internet;
- purchase documents;
- report from other’s oral work;
- paraphrase or restate someone else’s facts, analysis, and/or conclusions; or
- copy directly from a classmate or allow a classmate to copy from you.

The Steinhardt School of Culture, Education, and Human Development imposes heavy penalties for plagiarism in order to safeguard the degrees that the University grants. Cases of plagiarism are considered among the most serious of offenses.

Student Resources
- Students with physical or learning disabilities are required to register with the Moses Center for Students with Disabilities, 719 Broadway, 2nd Floor, (212-998-4980) and are required to present a letter from the Center to the instructor at the start of the semester in order to be considered for appropriate accommodation.

- Writing Center: 269 Mercer Street, Room 233. Schedule an appointment online at www.rich15.com/nyu/ or just walk-in.

Additional References
Each of the required texts has an extensive bibliography related to its particular topic. You will find a wealth of information in these sources.
# CLASS SCHEDULE

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