Department of Media, Culture, and Communication

E59.1014
Mass Persuasion and Propaganda

This course will analyze the development, principles, techniques, and results of mass persuasion from its beginnings in ancient civilizations through its development in classical civilizations, its further evolution in early modern Europe to its transformation in the modern global technological society. We will study mass persuasion and propaganda in war and peace, including advertising. Through readings, viewings of films and videotapes, examination of graphic and print materials, and class discussions, we will consider the roles of mass persuasion and propaganda in the past and present, and consider their implications for the future.

Required Texts (on order at the NYU Book Center)
* Other required readings will be assigned in class.

Statement of Course Objectives

This course is intended both to increase students’ knowledge about the history and development of mass persuasion and propaganda and to improve their analytical and critical thinking skills as they relate to propaganda.

1. The following objectives lie in the domain of knowledge about the history and development of mass persuasion and propaganda. At the end of the course, students should be able to:

   a. Trace the history of mass persuasion from ancient civilization to today’s global technological society.

   b. Identify major media of communication used for mass persuasion dissemination in different societies at different times.

   c. Identify basic principles of and techniques used for mass persuasion in different societies at different times.

   d. Identify some models used to analyze persuasion and propaganda.

   e. Discuss the relationships among mass persuasion, mass media, and mass society.
2. The following objectives lie in the domain of practice in improved analytical and critical thinking skills. At the end of the course, students shall be able to:

a. Define and give examples of such major terms as mass persuasion, mass media, mass society, propaganda.

b. Conduct an analysis of a mass persuasion campaign by employing one or more of the models of propaganda analysis introduced in the course, using Lasswell’s basic question: Who/says what/in what channel/to whom/with what effects?

Course Outline

I. Mass Persuasion and Mass Society: A perspective for examining the role of persuasion in social integration and motivation in large societies.

1. The need for mass persuasion in a mass society.
2. Definitions of key terms: persuasion and mass persuasion, society and mass society, civilization, media and mass media, propaganda, the global technological society.
3. Principles and techniques used in mass persuasion.
4. Media of communication used in mass persuasion. These include: buildings, sculpture, paintings, events, oracles and myths, coins, speech, writing, print (books pamphlets, handbills, posters, newspapers, and magazines), photography and motion pictures, radio and television.
5. Models used in the analysis of communication and propaganda.

II. Propaganda Through the Ages

1. Tribal Man and the Rise of Civilization
2. Imperial Rome
3. The Rise of Christianity and the Crusades
4. The Reformation and Counter Reformation
5. The American Revolution
6. The French Revolution and Napoleon
7. The Nineteenth Century

III. Propaganda Institutionalized

1. The New Audience
2. The Emergence of Mass Society
3. The New Media

IV. Propaganda and Psychological Warfare

1. World War I
2. The Interwar Years 1920-1939
3. World War II
4. The Cold War, 1945-1988
5. The Gulf War and the Kosovo Crisis
6. The Global War on Terror
V. Advertising and Mass Persuasion

1. The Rise of Advertising in America
2. Politics and Campaigning
3. Advertising and Social Values
4. Global Advertising

IV. The Role of Propaganda in a Global Technological Society: Future Challenges

Requirements and Grading

I. For each of the following listed below, you will write a five (5) page analysis of the methods of persuasion used by answering the following questions which are based on standard propaganda methods discussed in class. You must use and properly cite the assigned readings and the lectures/class presentations. Answer each question in one paragraph in the order given.

1. What is the context for this case study? (Time, place, circumstances, etc.)
2. Who are the persuaders? (Names the main ones. Use the Aristotle Model.)
3. What are the central messages sent? (Be specific. Use the Mythic or Maslow method)
4. Who were the target audiences? (Be specific. Use the Aristotle Model.)
5. What were the persuaders’ goals? (Be specific.)
6. What medium (media) of communication was (were) used to convey the messages? (Use oral-aural, visual, ritual, writing, printing, graphics, electronic, cybernetic, etc.)
7. What were the results of the persuasion? (Provide specifics.)
8. Were the expected goals achieved?
9. Identify some special techniques used by the persuaders. (Use one of the models discussed in class: Mythic, Aristotle, Maslow.
10. What is your own response to this propaganda? (How is this propaganda related to other propaganda we have studied? How is it related to propaganda today?)

DUE

A. Ancient Egypt or Imperial Rome......................................................9/29
B. The Rise of Christianity, the Crusades, or the Reformation and Counter Reformation..............................................................10/13
C. American or French Revolution.....................................................10/27
D. The Modern World, War: The Nazis or World War II.......................11/18
F. Advertising: One Campaign.............................................................12/8
OPTION FOR FINAL PAPER (in lieu of an advertising campaign): Write a conceptual paper comparing propaganda through the ages. Identify the variables that changed the least and the most. What do you expect the future of propaganda to be like? Why? (Use the questions assigned for the case studies.) Use your own case studies as your main sources, supplemented by the assigned readings, my lectures, and other sources you wish.

All papers must be typed, double-spaced, paginated, scholarly-cited, and conform in style to the MLA Handbook, 4th edition. Grade: 15 points for each item. Total 90 points.

II. Prompt and regular attendance is required of all students. You are allowed three (3) absences. After the third absence, each absence will result in a minimum deduction of two (2) points. Assignments turned in late will be penalized two (2) points.

III. Participation in class discussion is encouraged. You are expected to come to class prepared, having read the assignments and ready to contribute your views on the subjects under discussion. The time we spend together in class is critical to the amount of knowledge we share with each other. This participation is worth 10 points.
## Schedule of Classes and Readings

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>1</td>
<td>W 9/8</td>
<td>Introduction and Orientation</td>
<td>Mass Persuasion and Society Jowett and O’Donnell, Chap. 1</td>
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<tr>
<td>2</td>
<td>M 9/13</td>
<td>Definitions and Models Used In Propaganda Analysis</td>
<td>Definitions and Models Used In Propaganda Analysis Jowett and O’Donnell, Chaps. 6 and 8</td>
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<tr>
<td>W 9/15</td>
<td>Propaganda in Ancient Times</td>
<td>Lecture</td>
<td>Propaganda in Ancient Times</td>
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<td>3</td>
<td>M 9/20</td>
<td>Ancient Egypt</td>
<td>J. Wilson, “Egyptian Civilization”</td>
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<td>4</td>
<td>M 9/27</td>
<td>Rise of Christianity and the Crusades</td>
<td>Jowett and O’Donnell, pp 60 – 66</td>
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<td>5</td>
<td>M 10/4</td>
<td>American Revolution</td>
<td>Jowett and O’Donnell, pp 75 – 84</td>
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<td>W 10/6</td>
<td>French Revolution and Napoleon</td>
<td>Jowett and O’Donnell, pp 84-92</td>
<td>French Revolution and Napoleon Jowett and O’Donnell, pp 84-92</td>
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<td>M 10/11</td>
<td>Columbus Holiday</td>
<td>Jowett and O’Donnell, pp 84-92</td>
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<tr>
<td>W 10/10</td>
<td>Class Discussion: Revolution</td>
<td>Jowett and O’Donnell, pp 84-92</td>
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<td>7</td>
<td>M 10/18</td>
<td>Propaganda and War</td>
<td>Jowett and O’Donnell, Chap. 5 (201-229)</td>
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<td>8</td>
<td>M 10/25</td>
<td>Nazi Propaganda</td>
<td>Film – “Triumph des Willens”</td>
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<td>W 10/27</td>
<td>Nazi Propaganda</td>
<td>Film – “Der Ewige Jude”</td>
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<td>9</td>
<td>M 11/1</td>
<td>World War II</td>
<td>Jowett and O’Donnell, pp. 241-245</td>
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<td>W 11/3</td>
<td>The Cold War and Beyond</td>
<td>Jowett and O’Donnell, pp. 245-268</td>
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<td>10</td>
<td>M 11/8</td>
<td>Electing the President, 1789 – 1948</td>
<td>Jamieson, Chap. 1</td>
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<td>W 11/10</td>
<td>Television and Politics: Ike in 1952 and JFK in 1960</td>
<td>Jamieson, Chaps. 2 and 4 Video</td>
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<td>11</td>
<td>M 11/15</td>
<td>Nixon in 1968</td>
<td>Jamieson, Chap. 6 Video</td>
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<td>12</td>
<td>M 11/22</td>
<td>The 2008 Campaign</td>
<td>Discussion/Internet</td>
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<td>W 11/24</td>
<td>The Role of Advertising</td>
<td>“Sell and Spin”</td>
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<td>13</td>
<td>M 11/29</td>
<td>Case Studies in Advertising Print</td>
<td>“Sell and Spin”</td>
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<td>W 12/1</td>
<td>Case Studies in Advertising: America</td>
<td>“Barbie”</td>
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<td>14</td>
<td>M 12/6</td>
<td>Global Advertising: Case Studies</td>
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<td>W 12/8</td>
<td>Propaganda and Communication</td>
<td>Discussion</td>
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<td>15</td>
<td>M 12/13</td>
<td>Propaganda Today and Tomorrow</td>
<td>Discussion</td>
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**Recommended Readings**

I. **Mass Persuasion and Mass Society**


II. **Mass Persuasion in Early Civilizations**


1. **Mesopotamia**


2. **Egypt of the Pharaohs**


3. **India**

   Sharma, R.S. “Indian Civilization,” in Lasswell et al., pp. 175-219.

4. **China**

III. Classical Civilizations: Greece and Rome


Selections from the following:

IV. Religion and Mass Persuasion


The Middle Ages

1. Ottoman Empire


2. Europe

V. The Modern World

1. War in America (General)


a. World War I


b. World War II


c. Korea, Vietnam and The Gulf War


d. The Persian Gulf War

e. The Global War on Terror

2. Peace


3. Advertising as Mass Persuasion
