

Course Information

Course Number: COMM 438 (section 900), Fall 2022
Course Title: PROPAGANDA
Time: T/TH 09:35 am-10:50 am
Location: Blocker 135
Credit Hours: 3

Instructor Details

Instructor: Dr. Jennifer Mercieca
Office: ~~209 F Bolton Hall~~ meet via zoom
E-Mail: mercieca@tamu.edu
Office Hours: 12:45-1:45 & by appointment, T/TH (via zoom)

Join Zoom Meeting

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Course Description

We will examine issues relevant to the public sphere, citizenship, and democracy by examining propaganda in American political discourse. Our readings and discussions will focus on four topics: 1) understanding propaganda; 2) propaganda message creation and analysis; 3) propaganda circulation and amplification; and, 4) whether or not it is possible to debunk propaganda. Our course readings, class discussions, and written work will examine propaganda in American political discourse.

This course may contain disturbing content, although I've tried to limit it as much as possible. Propaganda often relies on fear appeals and its effects can be gruesome. I have tried to select historical and current examples from all sides of the political spectrum because propaganda is used everywhere and by everyone (even by you).

Course Prerequisites

None.

Course Learning Outcomes

- Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- Communication Skills – to include effective development, interpretation and expression of ideas through written, oral and visual communication.
- Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- Personal Responsibility – to include the ability to connect choices, actions and consequences to ethical decision-making.
- Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Textbook and/or Resource Materials

All course materials are available as pdf files on Canvas. You will need the Adobe Acrobat Reader, which is available through any on-campus computer. We will discuss each reading in class on the day that it appears on the calendar. You may also need a Composition Book (or similar), if you choose to handwrite your Commonplace Book.

Grading Policy

Your work in this class will be graded carefully and strictly. I assume that you are capable of writing mature, upper division-level essays. Plagiarism (including cutting and pasting from the internet without citing the original source) will not be tolerated. Because this is a writing intensive course, students cannot pass this course without passing the writing assignments. Your work will be graded according to the following scale:

Every paper you turn in will be graded according to the quality of your Prose, Intellectual Content, and Argument.

Prose: writing that shows both advanced academic writing and no grammatical errors.

Intellectual Content: insightful analysis, not mere summary.

Argument: you have made a clear argument and supported it with solid evidence.

A = Exceptionally Strong Work that demonstrates excellence in all three of the above categories.

B = solid, strong work that misses one category while still achieving excellence in two categories.

C = work that addresses the criteria of the assignment while exhibiting serious flaws in one or more categories.

D = work that is poorly written and is structurally flawed. Such work requires, at the very least, immediate office consultation with me.

Assignments:

1. Propaganda Show & Tell (5 points) SIGN UP FOR DATE

Short in-class online presentation in which you lead the class in a discussion of some piece of propaganda (either current or historical). Create a presentation in which you describe the propaganda. Who has produced it? What messaging techniques do you see being used? How does it circulate? How is it amplified? Can it be debunked? Think of these as practice for your “analysis” section of your final paper. You may not repeat anyone else’s topic, so pay attention to which topics have already been covered. You will present your Show & Tell to the class on-line by “sharing your screen” on our Zoom chat.

2. Daily Commonplace (25 points, 1 point daily when there is a reading/watching assignment. See calendar below.)

Bring your Commonplace Book (see Appendix A) to class each day and be prepared to read your Commonplace entries for each assigned reading/video to the class. Be prepared to explain why you thought that quotation was interesting/thought provoking/confusing and how it might relate to your Propaganda Analysis Paper.

3. Propaganda Analysis Paper: Topic Declaration/Statement of the Research Problem (5 points) DUE: September 15

You will turn in a typed Topic Declaration and Statement of the Research Problem for your end of the semester Propaganda Analysis Paper. In this short paper (less than 1 double spaced page) you will describe what propaganda topic you will study and what your initial research question will be. This will

allow me to give you feedback on your project at its inception, which will help you to think about your research strategies. Turn your paper in via the turnitin link on Canvas by the end of class.

4. Propaganda Analysis Paper: Previous Research (10 points) DUE: October 6

You will turn in a typed review of the previous research on your topic, minimum 5 academic sources (retrieved from the library), 3-5 double spaced pages, annotated bibliography style (summarize each source in 3-5 sentences). The previous research may come from communication scholars, sociology, history, economics, psychology or any other related field. This paper will give you the opportunity to learn what other scholars have written about your propaganda topic, which will both help you to better understand the propaganda and to formulate your own argument. Turn your paper in via the turnitin link on Canvas by the end of class.

5. Propaganda Analysis Paper: Research Method Plan (5 points) October 20

Turn in a 1-2 page typed double spaced paper in which you answer the following questions:

1. What primary source propaganda texts will you study? (this is the actual propaganda)
2. Where are these propaganda texts located, do you have access to them?
3. What kind of analysis will you use to understand your propaganda?
4. How will your research strategy help you to answer your research question?

This paper will help you to develop the structure necessary to effectively complete your research paper. Turn your paper in via the turnitin link on Canvas by the end of class.

6. Propaganda Analysis Paper: Primary Source Analysis (10 points) DUE: November 15

Turn in a 3-5 page typed, double spaced propaganda analysis. Apply the research strategies that you developed in your Research Method Paper and report your results and conclusions. You should describe the propaganda (message, circulation, amplification, debunking), analyze that propaganda, and judge the effectiveness or appropriateness of the propaganda for achieving the propagandist's goals. Which messaging strategies do you see used? How/where does the propaganda circulate? How/where is it amplified? This paper will help you to develop your argument about the propaganda and will help you to answer your research question. Include a works cited page. Turn in via turnitin link on Canvas.

7. Propaganda Analysis Final Paper (40 points) DUE: December 9, 2:30 PM

Your final paper will draw from the previous papers, but IS NOT merely cutting and pasting the old papers together into a new paper. Your paper should have a section for each of the previous papers (statement of the problem/research question, previous research, method/texts, and analysis) in addition to an introduction and a conclusion. Your paper will be 8-10 double spaced pages in length, free from punctuation and spelling errors, and will clearly identify your research question and make an argument based upon previous scholarly research and your own analysis. Turn your paper in via the turnitin link on Canvas.

Required Paper Sections:

1. Introduction (with research question)
2. Previous Research (summarize Annotated Bibliography paper into one paragraph)
3. Method (how did you conduct your propaganda research & analysis and how does this method answer your research question)
4. Analysis (describe your propaganda texts and explain the features of the propagandistic appeals)
5. Conclusion (can this propaganda be debunked? What was the answer to your research question)
6. Works Cited (can be APA or MLA or Chicago)

Writing Instruction: this is a writing intensive class, which means that you have to pass the writing assignments in order to pass the class. We will talk about your writing assignments daily. At the beginning of each class we will discuss the upcoming writing assignment (as listed in your course calendar) so that the expectations for the assignment are very clear and so that I can answer any questions that might arise as you work on your assignment ahead of the due date. You will have the opportunity to revise and resubmit any writing assignment that you do, responding to my feedback. You will also respond to my feedback on your previous papers when you complete your final research paper. At the beginning of the semester we will discuss how to write your research paper, including commonplacings, topic selection, research methods, previous research, and analysis. We will examine many examples of propaganda analysis over the course of the semester.

Good citizenship:

1. You are in class on time every day
2. You are ready to discuss readings
3. You are prepared for classwork.

Points will be assigned as follows:

Propaganda Show & Tell	5
Commonplace Book	25
Topic Declaration Paper	5
Previous Research Paper	10
Research Method Paper	5
Analysis Paper	10
Propaganda Analysis Final	40

Total possible points = 100

Grading Scale:

90-100: A; 80-89: B; 70-79: C; 60-69: D; 59 and below: F

Attendance Policy

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments.

Please refer to [Student Rule 7](#) in its entirety for information about excused absences, including definitions, and related documentation and timelines.

To help protect Aggieland and stop the spread of COVID-19, Texas A&M University urges students to be vaccinated and to wear masks in classrooms and all other academic facilities on campus, including labs. Doing so exemplifies the Aggie Core Values of respect, leadership, integrity, and selfless service by putting community concerns above individual preferences. COVID-19 vaccines and masking — regardless of vaccination status — have been shown to be safe and effective at reducing spread to others, infection, hospitalization, and death.

Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor" ([Student Rule 7, Section 7.4.1](#)).

"The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence" ([Student Rule 7, Section 7.4.2](#)).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See [Student Rule 24](#).)

Academic Integrity Statement and Policy

"An Aggie does not lie, cheat or steal, or tolerate those who do."

"Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case" ([Section 20.1.2.3, Student Rule 20](#)).

Texas A&M at College Station

You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at aggiehonor.tamu.edu.

Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Disability Resources office on your campus (resources listed below). Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

Texas A&M at College Station

Disability Resources is located in the Student Services Building or at (979) 845-1637 or visit disability.tamu.edu.

Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](#)):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, a person who is subjected to the alleged conduct will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University's goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Texas A&M at College Station

Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with [Counseling and Psychological Services \(CAPS\)](#).

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University's [Title IX webpage](#).

Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student's academic success and overall wellbeing. Students are encouraged to engage in healthy self-care by utilizing available resources and services on your campus

Texas A&M College Station

Students who need someone to talk to can contact Counseling & Psychological Services (CAPS) or call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at suicidepreventionlifeline.org.

Course Schedule

DATE	READ/WATCH	DUE	PROPAGANDA SHOW & TELL
TH Aug 25	Course Introduction & syllabus.	Read the syllabus.	NONE
TU Aug 30	<p>Writing Instruction: Commonplace Book Discussion and Creation (bring your Commonplace book to class daily)</p> <p>Read: Jacobs, "'Commonplace Books': The Tumblers of an Earlier Era," (1 page)</p>	See discussion of "commonplacing" in Appendix A below and begin your Commonplace book. Choose a form (paper or electronic), style, categories.	NONE
TH Sep 1	<p>Writing Instruction: Resources for Studying Propaganda (archives, techniques)</p> <p>Read: browse the resources folder to see what kinds of propaganda sources are available to study or find your own project elsewhere.</p>	Examine the resources available in your Canvas folder (or, anywhere else). What interests you? Find two possible projects and bring your ideas to class to discuss.	NONE
TU Sep 6	<p>Overview 1: How do we know what we think we know?</p> <p>Read: Plato, "Allegory of the Cave," 1-6.</p> <p>Watch: "Return to the Source Philosophy and the Matrix," (60 minutes)</p>	Commonplace two quotations from each assigned reading/video. Be prepared to share with the class.	



DATE	READ/WATCH	DUE	PROPAGANDA SHOW & TELL
TH Sep 8	<p>Overview 2: Propaganda for Propaganda</p> <p>Read: Edward Bernays, <i>Propaganda</i>, 19-31.</p> <p>Watch: Edward Bernays, "Torches of Freedom." (6:30)</p>	Commonplace two quotations from each assigned reading/video. Be prepared to share with the class.	
TU Sep 13	<p>Overview 3: Kinds of Propaganda</p> <p>Read: Jacques Ellul, "Categories of Propaganda," 61-87.</p> <p>Watch: "George Creel, The Salesman" (1:37) and "Frank Capra's 'Why We Fight' Propaganda Films" (4:39)</p>	Commonplace two quotations from each assigned reading/video. Be prepared to share with the class.	
TH Sep 15	<p>Overview 4: Outrage Industry</p> <p>Read: Berry & Sobieraj, "The Outrage Industry," 3-26.</p> <p>Watch: "Outrage Culture Explained." (8:20)</p>	Commonplace two quotations from each assigned reading/video. Be prepared to share with the class.	
TU Sep 20	<p>Overview 5: Propaganda is Fascist</p> <p>Read: Jason Stanley, "Propaganda," <i>How Fascism Works</i>, 24-35.</p> <p>Watch: Jason Stanley, "If you're not scared about fascism in the U.S., you should be." NYT. (5:02)</p>	Commonplace two quotations from each assigned reading/video. Be prepared to share with the class.	

DATE	READ/WATCH	DUE	PROPAGANDA SHOW & TELL
TH Sep 22	<p>Overview 6: We are all Propagandists Now</p> <p>Read:</p> <ol style="list-style-type: none"> 1) Mercieca, "Preaching Civility Won't Save American Democracy," 1-6. 2) Rangappa & Mercieca, "The Ancient Greeks' Guide to Rejecting Propaganda and Disinformation," 1-4. <p>Watch: "Who are the Public? Public Sphere, Opinions, Moods & History." (10:00)</p>	<p>Commonplace two quotations from each assigned reading/video.</p> <p>CLASS WILL NOT MEET TODAY. FIND LECTURE VIDEO & NOTES ON CANVAS</p>	NONE
TU Sep 27	<p>Message Creation 1: Hitler's Rhetorical Strategies</p> <p>Read:</p> <ol style="list-style-type: none"> 1) Excerpts from Hitler, <i>Mein Kampf</i>, 1-4. 2) Burke, "The Rhetoric of Hitler's Battle," 1-14. 3) Snyder, "How Hitler Pioneered 'Fake News'," 1-9. <p>Watch: "Don't be a Sucker," (17:25)</p>	<p>Commonplace two quotations from each assigned reading/video. Be prepared to share with the class.</p>	
TH Sep 29	<p>Message Creation 2: On Framing & the "Overton Window."</p> <p>Read:</p> <ol style="list-style-type: none"> 1) Russell, "An Introduction to the Overton Window of Political Possibilities," 1-6. 2) Lakoff and Duran, "Trump has turned words into weapons. And he's winning the linguistic war." 1-10. <p>Watch: Vox, "How Trump makes extreme things look normal." (7:24)</p>	<p>Commonplace two quotations from each assigned reading/video. Be prepared to share with the class.</p>	

DATE	READ/WATCH	DUE	PROPAGANDA SHOW & TELL
TU Oct 4	<p>Message Creation 3: Hypnosis and Wizardry</p> <p>Read:</p> <ol style="list-style-type: none"> 1) Cavna, "Donald Trump will win in a landslide. The mind behind 'Dilbert' explains why." <i>Washington Post</i>, 1-9. 2) Antsand, "How To Be A Wizard – Lessons From Master Persuader Scott Adams," 1-12. <p>Watch: "Dilbert Creator Scott Adams on Trump's 'linguistic kill shots'." (7:49)</p>	<p>Commonplace two quotations from each assigned reading/video. Be prepared to share with the class.</p>	
TH Oct 6	<p>Message Creation 4: Disinformation Techniques</p> <p>Read:</p> <ol style="list-style-type: none"> 1) Rand, "The Russian "Firehose of Falsehood" Propaganda Model," 1-15. 2) "Disinformation for Hire: How A New Breed of PR Firms is Selling Lies Online," 1-13. <p>Watch: "The war on truth happening all around us," (13:14)</p>	<p>Commonplace two quotations from each assigned reading/video. Be prepared to share with the class.</p> <p>Previous Research Paper DUE</p>	
TU Oct 11	NO CLASS: FALL BREAK	NONE	NONE
TH Oct 13	<p>Message Circulation 1: Rallies & Meetings</p> <p>Read:</p> <ol style="list-style-type: none"> 1) Bytwerk, "The Rhetorical Aspects of a Nazi Meeting," 307-318. 2) Bosmajian, "The Nazi Speaker's Rhetoric," 365-371. <p>Watch: "A Night at the Garden" (7:04)</p>	<p>Commonplace two quotations from each assigned reading/video. Be prepared to share with the class.</p>	

DATE	READ/WATCH	DUE	PROPAGANDA SHOW & TELL
TU Oct 18	<p>Message Circulation 2: Radio, TV & Film</p> <p>Read: Chomsky, "Media Control," 5-58.</p> <p>Watch: "The 5 Filters of the Mass Media Machine" (4:46)</p>	<p>Commonplace two quotations from each assigned reading/video. Be prepared to share with the class.</p>	
TH Oct 20	<p>Message Circulation 3: New Media spaces</p> <p>Read: Farkas and Neumayor "Disguised Propaganda from Digital to Social Media," 1-25.</p> <p>Watch: "Fake News Stories Thriving on Social Media" (3:05) and "Here's How Fake News Works" (2:49)</p>	<p>Commonplace two quotations from each assigned reading/video.</p> <p>Research Plan DUE</p>	
TU Oct 25	<p>Message Circulation 4: Education</p> <p>Read: Giroux, "Educational Leadership and the Crisis of Democratic Government," 4-11.</p> <p>Watch: "How Southern socialites rewrote Civil War history" (6:55)</p>	<p>Commonplace two quotations from each assigned reading/video. Be prepared to share with the class.</p> <p>CLASS WILL NOT MEET TODAY. FIND LECTURE VIDEO & NOTES ON CANVAS</p>	NONE

DATE	READ/WATCH	DUE	PROPAGANDA SHOW & TELL
TH Oct 27	<p>Message Circulation 5: Images/Memes</p> <p>Read:</p> <ol style="list-style-type: none"> 1) Giese, "It's Time to Embrace Memetic Warfare," 1-8. 2) Boyd, "Truth is a Virus: Meme Warfare and the Billionaires for Bush (or Gore)," 1-8. 3) Watts, "How Every Campaign Will Have a Troll Farm of Its Own," 1-9. <p>Watch: "Tracing a Meme from the Internet's Fringe to a Republican Slogan," (interactive)</p>	Commonplace two quotations from each assigned reading/video. Be prepared to share with the class.	
TU Nov 1	<p>Message Circulation 6: Secret Spaces</p> <p>Read:</p> <ol style="list-style-type: none"> 1) Collins, "QAnon falsehoods move to text message chains," 1-3. 2) D'Anastasio. "A Game Livestreaming Site Has Become an Extremist Haven," 1-3. 3) Tufekci, "YouTube, the Great Radicalizer," 1-4. <p>Watch: "How Russian Trolls Collected Americans Personal Information" (5:39)</p>	Commonplace two quotations from each assigned reading/video. Be prepared to share with the class.	
TH Nov 3	<p>Message Amplification 1: The War for Your Attention</p> <p>Read:</p> <p>Rose-Stockwell, "This is how your fear and outrage are being sold for profit," 1-31.</p> <p>Watch: Tristan Harris, "Social Media's Dark Side" (9:20)</p>	Commonplace two quotations from each assigned reading/video. Be prepared to share with the class.	



DATE	READ/WATCH	DUE	PROPAGANDA SHOW & TELL
TU Nov 8	<p>Message Amplification 2: Russian Trolls</p> <p>Read:</p> <ol style="list-style-type: none">1) Thompson and Lapowsky, "How Russian Trolls Used Meme Warfare to Divide America," 1-14.2) Chen, "The Agency," 1-16. <p>Watch: "How Russian Bots Invade our Elections" (5:03) and "A Former Russian Troll Explains how to Spread Fake News" (5:49)</p>	Commonplace two quotations from each assigned reading/video. Be prepared to share with the class.	
TH Nov 10	<p>Message Amplification 3: Influencers</p> <p>Read:</p> <ol style="list-style-type: none">1) Martineau, "The WIRED Guide to Influencers," 1-9.2) Smith, "We Worked Together on the Internet. Last Week, He Stormed the Capitol," 1-3. <p>Watch: "World's Greatest Internet Troll Explains His Craft." (8:06)</p>	Commonplace two quotations from each assigned reading/video. Be prepared to share with the class.	
TU Nov 15	<p>Message Amplification 4: Conspiracy</p> <p>Read:</p> <ol style="list-style-type: none">1) Muirhead and Rosenblum, "The New Conspiracists," 1-9.2) Grassegger, "The Unbelievable Story of The Plot Against George Soros," 1-11. <p>Watch: "We, the paranoid: A history of U.S. conspiracy theories" (14:48)</p>	Commonplace two quotations from each assigned reading/video. Be prepared to share with the class. Primary Source Analysis DUE .	

DATE	READ/WATCH	DUE	PROPAGANDA SHOW & TELL
TH Nov 17	<p>Message Debunking 1: Recognition.</p> <p>Read:</p> <ol style="list-style-type: none"> 1) Institute for Propaganda Analysis, "How to Detect Propaganda," 49-55. 2) Media Manipulation Casebook Definitions (interactive) <p>Watch: "The Worldwide War on Truth" (17:27)</p>	Commonplace two quotations from each assigned reading/video. Be prepared to share with the class.	
TU Nov 22	<p>Message Debunking 2: Is it actually possible to debunk propaganda?</p> <p>Read:</p> <ol style="list-style-type: none"> 1) First Draft, "The psychology of misinformation: Why we're vulnerable," 1-5. 2) MIT, "On Twitter, False News Travels Faster than True Stories," 1-4. 3) Dale, "Donald Trump voters: We like the president's lies," 1-6. 4) Heffernan, "Social Media Makes Us Soldiers in the War Against Ourselves," 1-4. <p>Watch: "Why You Think You're Right, Even If You're Wrong," (11:37)</p>	Commonplace two quotations from each assigned reading/video. Be prepared to share with the class.	
TH Nov 24	NO CLASS: THANKSGIVING	NONE	NONE

DATE	READ/WATCH	DUE	PROPAGANDA SHOW & TELL
TU Nov 29	<p>Message Debunking 3: Media Literacy</p> <p>Read:</p> <p>1. Danah Boyd, "You Think You Want Media Literacy... Do You?" 1-22.</p> <p>Watch: "12 Cognitive Biases Explained - How to Think Better and More Logically Removing Bias," (10:07)</p>	Commonplace two quotations from each assigned reading/video. Be prepared to share with the class.	
TH Dec 1	<p>Message Debunking 4: The Games They Play</p> <p>Read:</p> <p>Adrian Hon, "The Rise of Gamification," 9-31.</p> <p>Watch: "The science of illusion," (12:18)</p>	Commonplace two quotations from each assigned reading/video. Be prepared to share with the class.	
TU Dec 6	<p>Summary: Propaganda is Weaponized Communication</p> <p>Read:</p> <p>Mercieca, "Dangerous Demagogues and Weaponized Communication," 264-279.</p> <p>Watch: "Did You Know Democrats Met To Censor Conservatives & That Alex Jones Crashed The Event?" (three versions are posted on Canvas)</p>	Commonplace two quotations from each assigned reading/video. Be prepared to share with the class.	
Final Exam December 9, 12:30- 2:30	FINAL PAPER DUE	Final Paper DUE 2:30 PM (submit via Canvas)	

Appendix A: On Commonplacing

You must come to class with TWO new entries in your Commonplace Book for each day's assigned "reading" and "watching." You will be asked to share at least one of your entries with the class (read out loud) and tell us why you chose to commonplace that quotation each day as well as submit your daily commonplaces on Canvas.

According to historian Joseph Adelman, "commonplacing was a common practice during the seventeenth and eighteenth centuries in both the North American colonies and England in which an individual would create a book of quotations that they found meaningful in their reading. Creators of such books used them to copy down (by hand, of course) passages that they found enlightening, enriching, and occasionally confounding. Commonplacers then typically offered their own commentary about what they had read, reacting to texts, creating a conversation, or explaining why they had chosen it. Commonplace books frequently also included indexes so that their creators could easily locate quotations relating to common themes or issues."

What to commonplace? Copy passages that are interesting to you for some reason: they make a clear claim, state the author's central thesis, use evocative language, state an eternal truth, or even state something confusing or something with which you disagree.