

COURSE DESCRIPTION (Group C)

Course code	Course group	Volume in ECTS credits	Course valid from	Course valid to
KOM5044	C	6	2020/2021	2022/2023

Course type (compulsory or optional)	Compulsory
Course level (study cycle)	Post-graduate
Semester the course is delivered	Autumn Semester
Face-to-face, distance or blended studies	Mixed mode (blended studies: lecture and workshop sessions combined with distance learning and self-study options)

Course title in Lithuanian

Strateginiai naratyvai potiesos epochoje

Course title in English

Strategic Narratives in a Post-Fact World

Short course annotation in Lithuanian (up to 500 characters)

Kursas nagrinėja tiesos, fakto, propagandos ir viešųjų ryšių santykį šiuolaikinėje žiniasklaidoje. Pirmiausiai yra aptariamos tiesos teorijos: patirtinės, koreliacijos, koherencijos, daugiausiai dėmesio skiriant tiesos ir vertybių bei valios galiai santykiui. Vėliau aptariama, kuo tampa vertybės ir tikėjimai post-tiesos atveju. Kurso metu aiškinsimės tiesos likimą propagandos amžiuje, interpretuosime propagandos istoriją, įvairias masinio įtikinėjimo ir manipuliacijos technologijas. Tarp didžiųjų propagandos meistrų aptarsime S. Eizenšteino, L. Riefenshtal, Ch. Chapino ir kitų režisierių kūrybą. Teorijoje nagrinėsime politinio mito, paraistorijos, konspiracijos teorijas, neapykantos reprodukcijos technologijas, totalinės socialinės inžinerijos, dalinės socialinės inžinerijos sampratą. Iš autorių aptarsime W. Lippmann, E. Bernays, J. Ellul, N. Chomsky, J. Lacano ir S. Žižeko teorinius saprotavimus. Taip pat aiškinsime potiesos būseną šiuolaikinių informacinių ir hibridinių karų kontekste.

Short course annotation in English (up to 500 characters)

The course examines relationships between truth, fact, propaganda and public relations in modern media. Theories of truth are discussed first focusing on the relationship between truth and value. It then discusses how values and beliefs are perceived in the times of post-truth. We will examine the fate of truth in the age of propaganda, explaining the history of propaganda, the various technologies of mass persuasion and manipulation. Among the great masters of propaganda, we will discuss the work of S. Eisenstein, L. Riefenshtal, Ch. Chaplin and other film directors. In our classes we will examine the theories of political myth, para-history, conspiracy, hate reproduction technologies, also concepts of total (deep) social engineering, partial social engineering. We will analyze the theoretical understandings of W. Lippmann, E. Bernays, J. Ellul, J. Lacan, N. Chomsky, M. Foucault and S. Žižek. We will also explain the state of post-truth in the context of modern information and hybrid wars.

Prerequisites for entering the course

Bachelor diploma, English language B2 level.

Course aim

Analyzing theories and cases of truth, conspiracy, propaganda, criticism of persuasion, hatred formation, and post-truth to gain knowledge and ability to critique lies and manipulation on their own.

Links among study program outcomes, course outcomes, content, study and assessment methods

Program outcomes	Course outcomes	Content (topics)	Study methods	Assessment methods
1. Conceptual and theoretical knowledge and competences: 1.1. To explore and analyze developmental	Students gain the ability and attitude to consider various theories of truth, not to confuse them with post-truth states in consumer	Aspects addressed in classes/workshops/readings: <ul style="list-style-type: none"> Propaganda: Wille zur Macht: K. Marx, F. Nietzsche and M. Foucault. Birth of industrial masses, 	Lectures, interactive workshops, self-study sessions	Opinion statements, essay writing, critical reflections

trends identified within contemporary journalism and emerging media and communications ecosystems; to review those in a broader transnational and political, economic, socio-cultural and historical perspective	media and propaganda, to consider the state of the media in a period of global information competition and hegemonic trends.	<p>industrial crowd politics and transformation of propaganda functions. The beginning of the era of propaganda.</p> <ul style="list-style-type: none"> • Emotions as the main means of propaganda. Emotions against truth and facts. Emotions and values. • The birth and development of propaganda music as an manipulation of emotions. Examples: R. Wagner, D. Shostakovich, Hanns Eisler, et al. • Art and Propaganda: Manipulations of Emotional Intelligence. What is emotional intelligence? Manipulation of the meaning of life and philosophy as a servant of propaganda. 		
1.2. To evaluate transformations of contemporary media and communications ecosystems in the context of accelerated globalization, digitalization and mediatization, analyzing content, audiences, technologies, organizations and media policies.	Understand the extent of the evil created by propaganda and the entropy of virtues in the post-truth period. Explain the mechanisms of mass management using various ritual, emotion management (music, video, cinema) tools, manipulation of historical facts and the use of political myths.	<ul style="list-style-type: none"> • What is the difference between propaganda and Public Relations, public diplomacy, cultural diplomacy, hybrid soft power? • Agitation as a means of persuasion. Interactions between agitation, mobilization and propaganda. Lenin on agitation. • Public Opinion and Propaganda: Consensus Engineering and Manufacturing: W. Lippmann, E. Bernays. Why the democracy of mass society needs propaganda? • Development of public relations technologies. • The history of propaganda before World War I. Religious Propaganda, American Revolution, Great French Revolution. 		
1.3. To understand the functions of journalism, as a structural element of the future media and communications ecosystems, and it's changing role and functions in a democratic – inclusive knowledge – society.				
2. Analytical and research-based competences: 2.1. To identify significant research questions in the field of journalism, media and communications, to initiate and manage scientific and applied research.	Students discuss masses, crowd reactions, conspiracy theories, examples of fake news, and ways to multiply hatred.	<ul style="list-style-type: none"> • The beginning of the production of forms of hatred and the development of conspiracy theories: the falsification of Protocols of the Elders of Zion. Basics of critique of conspiracy theories. Consensus on hate production. • The development of propaganda during World 	Lectures, interactive workshops, self-study sessions	Creative questioning, in-class discussions

2.3. To critically reflect on the research process and outcomes; to draw research-based conclusions and decisions.		War I. Evolution of forms of hatred and their mass application. Hate education.		
3. Professional competences and skills: 3.1. To demonstrate solid knowledge of systems of media regulation and self-regulation, cross-cultural differences and to pursue the principles of morality, social responsibility and human rights perspectives in journalism practice. 3.2. To apply techniques and methods of gathering, selecting, evaluating, writing and editing news, producing media products, while using different types and sources of information, given the media users and different channels.	Students learn to recognize, understand, and critique the mechanisms of belief and censorship in an authoritarian and democratic society, to devote to total, partial engineering and artistic, creative activities, and to critique propaganda.	<ul style="list-style-type: none"> • The October Revolution in Russia and the Civil War: The Evolution of Classical Hate, Mobilization, and the Birth of the Gulag. The Gulag as an extension and assurance of civil war. • Soviet propaganda art. S. Eisenstein, Dziga Vertov, M. Rome, M. Chiaureli • Propaganda and ritual: Mittings, demonstrations, mausoleums, funeral ceremonies. Lenin, Stalin's funeral. Analysis of other cases • Propaganda and agitation in the Spanish Civil War. G. Orwell. • Nazi propaganda and the idea of Volksgemeinschaft. L. Riefenstahl films. Total propaganda and total war. • Charlie Chaplin's Cinematography: The Beginning of the Civil War Against Propaganda. • Propaganda and the Court: New Challenges to International Justice (Nuremberg, Holocaust, Court of Communist Crimes, Court of Racism ...). • Political myths and para-history • Propaganda during the Cold Cat: Titoism, McCarthyism ...) • The Chinese Cultural Revolution: Ideology and Artifacts. The phenomenon of revolutionary ballet and opera. • Criticism of Propaganda: Alienation of Political Action and Repressive Desublimation (H. Marcuze) • N. Chomsky and the critique of the current consensus production: manipulation of invisible filters, ceilings and walls, invisible powers. • Cultural hegemony, dispositive, subaltern - as a 	Lectures, interactive workshops, self-study sessions	Essay writing, presentation, discussing
4. Social skills: 4.1. To apply effective communication skills in both, professional and personal areas. 4.2. To demonstrate social empathy, responsibility and professionalism in decision-making.	While learning, students prepare projects, present them, discuss them together, criticize, express their opinions, suggest subtopics, research examples, present research related to the issues of truth, truth and propaganda; critically evaluates the learning process and lessons learned.	<ul style="list-style-type: none"> • Propaganda during the Cold Cat: Titoism, McCarthyism ...) • The Chinese Cultural Revolution: Ideology and Artifacts. The phenomenon of revolutionary ballet and opera. • Criticism of Propaganda: Alienation of Political Action and Repressive Desublimation (H. Marcuze) • N. Chomsky and the critique of the current consensus production: manipulation of invisible filters, ceilings and walls, invisible powers. • Cultural hegemony, dispositive, subaltern - as a 	Lectures, interactive workshops, self-study sessions	Collaborative working, in-class discussions
5. Personal skills: 5.1. To demonstrate critical and analytical thinking	Students experience in practice how to shape journalistic	<ul style="list-style-type: none"> • Cultural hegemony, dispositive, subaltern - as a 	Lectures, interactive workshops, self-study	Collaborative working, in-class discussions

skills, news and media literacy competences.	discourse, how it creates, produces democratic and authoritarian opinions, serves or opposes authoritarian power, what new major public protests await, and what the importance of public alternatives is.	critique of invisible forms of obedience in the research of A. Gramsci, M. Foucault and H. Babaha. <ul style="list-style-type: none"> • Birth, development of the society of the performance, prevalence of self-performance. The genesis of the post-truth society. • Psychoanalytic Theories of Running from Truth: Expelled and Humiliated Truth. How entertainment became infortainment. Information dopamine generation. • Ecological and Anthropocene Information Wars and Critique of the Instrumental Mind. Will we go beyond the age of propaganda? 	sessions	
5.2. To apply creative writing, storytelling, innovative thinking, project management, team-building and life-long learning skills.	Students publicly discuss individual or group works created during the semester (written or otherwise designed products of propaganda, conspiracy theories, analysis of hate forms, and criticism).		Written works, research presentation. Public discussion	

Criteria of learning achievement evaluation

Analytical thinking, idea and research questions generation, authentic solutions, creative product design, in-class participation

Distribution of workload for students (contact and individual work hours)

Study forms	Hours in face-to-face studies	Hours in online (remote) studies
Lectures	15	15
Seminars	15	0
Laboratory work	0	0
Practical assignments	0	15
Consultations	0	10
Individual student work	0	90
Total:	160	

Structure of cumulative score and value of its constituent parts

Final Grade (FG, 100%) = HW1 (opinion piece, 10%) + HW2 (essay, 30%) + MT (reflection, 10%) + E (final paper 40% + reflection, 10%)

Recommended reference materials

No	Publication year	Authors and title of publication (e-source)	Number of copies in University libraries or link to e-source
Basic materials			
1.	2007	Scot Macdonald. <i>Propaganda and Information Warfare in the Twenty-First Century Altered Images and Deception Operations</i> . Oxon: Routledge.	Journal articles and electronic books, publications are accessible through online data base services (Sage, Taylor & Francis, Cambridge online, etc.) subscribed by the Vytautas Magnus University libraries; books and
2.	2002	Clark, M. <i>Nietzsche on truth and philosophy</i> . Cambridge: Cambridge university Press.	
3.	1998	Gadamer, Hans-Georg <i>Truth and method</i> . Bloomsbury Academic; Continuum.	
4.	1928 (and later editions 2005)	Edward Bernays. <i>Propaganda</i> . Ig Publishing	
5.	2003	Donskis, Leonidas. <i>Forms of Hatred: The Troubled</i>	

		Imagination in Modern Philosophy and Literature. Amsterdam & New York: Rodopi.	book chapters or specified materials (research studies and project reports) identified in the readings list are available in VMU library and reading rooms, and in the Department's teachers offices.
6.	2004	Manning, Martin J. <i>Historical dictionary of American propaganda</i> . London: Greenwood pres.	
7.	1991	Pratkanis, A.R., Aronson, E. <i>Age of Propaganda. The Everyday Use and Abuse of Persuasion</i> . W. H. Freeman and Company	
8.	2004	O'Shaughnessy N.J. <i>Politics and Propaganda</i> . Manchester University Press	
9.	1997	Clark, T. <i>Art and Propaganda in the Twentieth Century. Perspectives</i>	
10.	2010	Chomsky, N. ,Herman E., <i>Manufacturing Consent: The Political Economy of the Mass Media</i> . Random House	
11.	2000	Ellul, J. <i>Propaganda. The Formation of Men's Attitudes</i> . Vintage Books	
12.	1995	Balfour, M. <i>Propaganda in War 1939 – 1945</i> . Routledge	
13.	1998	Page, C. U.S. <i>Official Propaganda During the Vietnam War, 1965 – 1973</i> . Leicester University Press	
14.	2010	G. Mažeikis. <i>Propaganda ir simbolinis mąstymas</i> . VDU leidykla	
Supplementary materials			
An extensive list of additional readings and independent study support materials is provided in the designated course area on Moodle platform.			
Course description designed by			
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