

GERM 412:

Special Topic: Propaganda, War, Dinosaurs

Leon and Thea Koerner University Centre 103

Tuesday/Thursday 14:00 - 15:30

Please note that in accordance with UBC policy the first two weeks of class will be online.

Acknowledgement

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the x̣ẉməθḳẉəỵəm (Musqueam) people. Musqueam traditional sites exist throughout the area now occupied by UBC buildings. Please visit the UBC Vancouver Aboriginal Portal <https://aboriginal.ubc.ca/> to learn more about the history of Aboriginal presence on the locations of the Vancouver and Okanagan campuses and about the UBC programs and research that support Aboriginal communities and organizations.

Instructor: Prof. Geoffrey Winthrop-Young
Central, Eastern and Northern European Studies
winthrop@mail.ubc.ca

Office: Buchanan Tower 919 Office hours: T.b.a.

Reading Materials

In bookstore:

Jeremy Packer and Joshua Reeves, *Killer Apps: War, Media, Machine*. Duke UP: 2020

P. W. Singer and Emerson T. Brooking. *LikeWar. The Weaponization of Social Media*. Mariner, 2019.

Other texts either on Canvas or URL on syllabus (CWL Library catalogue access)

Course Overview

I Propaganda

Tuesday, 11 January	Course introduction
Thursday, 13 January	Propaganda: Hitler (I) <u>Read:</u> <i>Mein Kampf</i> , vol. 1, chapter VI
Tuesday, 18 January	Propaganda: Hitler (II) <u>Read:</u> <i>Mein Kampf</i> , vol. 2, chapter XI
Thursday, 20 January	Propaganda : Goebbels <u>Read:</u> Goebbels, “The Tasks of the Ministry of Propaganda” In: Rabinbach/Gilman. <i>The Third Reich Sourcebook</i> , pp. 455-457.
Tuesday, 25 January	Propaganda/Media/Environment: The Autobahn <u>Read:</u> (i) Short texts by Fritz Todt et al. In: Rabinbach/Gilman. <i>The Third Reich Sourcebook</i> , pp. 669-680 {Introduction, short papers by Bade, Engel, Todt, Tamms, anonymous, second text by Todt (“Foreword”) (ii) Friedrich Kittler. “Free ways”, in Kittler, <i>Operation Valhalla</i> , 53-61.
Thursday, 27 January	Propaganda/Media/Environment: Racial Rewilding and The De-Extinction of the Aurochs <u>View:</u> “Hitler’s Jurassic Park” https://vimeo.com/82397242

II War

Tuesday, 1 February

Introductory Case Study: The Modoc War 1872/73

Read:

Peter Palmquist, “Imagemakers of the Modoc War: Louis Heller and Eadweard Muybridge”

Recommended background view:

“The Modoc War”

<https://www.youtube.com/watch?v=lv3NSN-8b3o>

Thursday, 3 February

Case Study 2: Beyond the Stone Age of Command

Read:

Kittler, “Circuit Wars” (on Canvas)

Tuesday, 8 February

Packer/Reeves, *Killer Apps*

Thursday, 10 February

Packer/Reeves, *Killer Apps* (continued)

Tuesday, 15 February

Packer/Reeves, *Killer Apps* (continued)

Thursday, 17 February

In-class exam I

Take-home paper I on war due (topics see below)

21 – 25 February

Reading Break

Tuesday, 1 March

Introduction to Social Media Wars I

Read:

David Wallace and Shane R. Reeves

“The Law of Armed Conflict’s “Wicked” Problem: Levée en Masse in Cyber Warfare”

Audrey Kurth Cronin

“Cyber-mobilization: the new levee en masse”

Thursday, 3 March

Introduction to Social Media Wars II

Read:

Megan Boler and Elizabeth Davis, “The affective politics of the ‘post-truth’ era: Feeling rules and networked subjectivity”

Tuesday, 8 March	Singer and Brooking, <i>LikeWar</i>
Thursday, 10 March	Singer and Brooking, <i>LikeWar</i>
Tuesday, 15 March	Singer and Brooking, <i>LikeWar</i>
Thursday, 17 March	In-class exam II Take-home paper II on social media due (topics see below)

III Dinosaurs

Tuesday 22 March	A Media History of Dinosaurs: Paleo-Art? Reading TBA
Thursday, 24 March	Viewing Dinosaurs: Fossils and Photography Reading TBA
Tuesday, 29 March	Articulating Dinosaurs: Museums Reading TBA
Thursday, 31 March	Resurrecting Dinosaurs: <i>Jurassic Park</i> Reading TBA Students should be familiar with the movie
Tuesday, 5 April	student choice
Thursday, 7 April	student choice Take-home paper III on deep time-related topic due

Possible topics for final classes:

- (i) Dinosaurs in Creationist Museums
- (ii) Computing Dinosaurs: The Medial Apriori of Mass Extinction
- (iii) From Sue to Kennewick Man: Whose Bones?
- (iv) Discovering Catastrophes: On the Acceptance of Sudden Mass Extinction Events
- (v) your choice(s)

Final exam

Date t.b.a.

Evaluation

This course has a flexible marking scheme. You have to complete 100% chosen from the following:

In-class exam 1 **25%** **Date: 17 February**
In-class exam 2 **25%** **Date: 17 March**

Take-home paper 1 / Research **25%** **Due: 17 February**

Topic for paper I: Research-oriented. An analysis of the early media coverage of either the Crimean War or the American Civil War (along the lines of the in-class discussion of the Modoc War).

Length: No less than 2k and no more than 3k (bibliographical formalities -- notes and sources -- included).

Take-home paper 2 / Experience **25%** **Due: 17 March**

Topic for paper 2. More personal: Your analysis of what you consider to be the greatest social media scandal (single event or ongoing) you have experienced.

Length: No less than 2k and no more than 3k (notes etc. not necessary)

Take-home paper 3 / Research **25%** **Due: 7 April**

Free-style. Must be cleared with the instructor. Best medial representation of deep time (anything from the age of dinosaurs to early humans).

Length: No less than 2k and no more than 3k (proper formalities -- notes and sources -- included)

Final Exam **50%**

Term paper **50%**

Papers should be no less than 12 and no more than 15 double-spaced pages in length. If necessary, use MLA or Chicago citation guidelines (see <http://www.liunet.edu/cwis/cwp/library/workshop/citation.htm>). Students opting for the term paper must present the instructor with a three-page draft outlining methodology and the basic thesis as well as the main sources. The term paper is due on the date of the final exam (t.b.a.).

Students must propose a topic themselves, following these guidelines.

1. I do not provide topics. You must come up with your own.
2. The topic must be related to SCAN 335. You must focus one of more of the texts in class. You can add other material (Scandinavian or not), but the paper must at least in part deal with in-class material.
3. No pure history or social science research paper. No creative writing.
4. The topic must be original. No rehash of in-class discussions.
5. Can be an in-depth versions of a take-home paper.

There is no participation mark in this class. However, the instructor reserves the right to raise the overall grade in cases of superior in-class work.

ALL REQUESTS CONCERNING THE FINAL EXAM (E.G., RESCHEDULING DUE TO ILLNESS OR UNIVERSITY ACTIVITIES) MUST BE DIRECTED TO ACADEMIC ADVISING. ALL CASES OF PLAGIARISM (SEE <http://www.vpacademic.ubc.ca/integrity/policies.htm>) WILL BE FORWARDED TO THE DEAN'S OFFICE.

University and Course Policies

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what your work is. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidents of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the **UBC Calendar: Student Conduct and Discipline**.

<http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,0,0>

Academic Concessions

Under UBC's academic concession policy (<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0>), students seeking academic concession for any of three reasons: conflicting responsibilities; medical circumstances; and compassionate grounds, would take the following steps. If you miss marked coursework for the first time (assignment, exam, presentation, participation in class) and the course is still in-progress, please submit a Student Self-Declaration as soon as possible.

<https://www.arts.ubc.ca/wp-content/uploads/sites/24/2019/10/Student-Self-Declaration-Form-1.6-Arts.pdf>

If this is not the first time that you have requested concession or if classes are over, you are required to fill out the Arts Academic Advising's online academic concession form, so that an advisor can evaluate your concession case. For additional information you can consult this site:

If you are a student in a different Faculty, please consult your Faculty's webpage on academic concession, and then contact me where appropriate.

Academic Accommodation

Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the Centre for Accessibility (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance

with Policy LR7: Academic Accommodation for Students with Disabilities. Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

Class Preparedness

For every class you are expected to have required reading and/or due assignments completed, and are ready to participate in discussions. If you require additional audio/visual equipment for a presentation or project in class, please notify me through email at least 3 business days before the class so that I can reserve the equipment.

Respectful Classroom Environment

Effective learning depends on all of us being comfortable interacting informally with each other about subjects that can sometimes get heated. That makes what is important in every college classroom especially important for us: that the classroom should be a comfortable environment in which everyone feels welcome and respected. This means thinking about the things we say, not perpetuating stereotypes, and apologizing if we say something we didn't mean. It also means contacting me if something happens in our class discussions or on the Course Blog that makes you uncomfortable - or if you believe your own words or actions have made someone else in the class feel uncomfortable - so that we can talk about how to make things better.

Academic Freedom

The classroom is a place for the open discussion of ideas and issues. The points of view expressed by the instructor represent a professional perspective of media history, theory and contemporary issues, and you and your peers are expected to contribute. However, if at any time you wish to further discuss an issue taken up from class, or do not feel comfortable to engage, please feel free to contact the Instructor.

Early Alert

We participate in the Early Alert Program which helps me support students who are facing difficulties that are interfering with school. If you are feeling stressed, please notify the TA or one of the instructors and indicate that you would like assistance. While we are not trained to help with personal problems, we can get you help from people who can assist you. Any information that they receive from you or us is strictly confidential and is in the interest of your academic success and wellbeing. For more information, please visit EarlyAlert. Course Bibliography.

THIS SYLLABUS IS SUBJECT TO CHANGE AT THE DISCRETION OF THE INSTRUCTOR