Academic year 2020 – 2021 (Hebrew year 5781)

Course / Module title: Communication, Culture and Politics

Lecturer: Dr. Bina Nir

Semester: A + B (year-long)

Course code: 23967

Format: Compulsory course

Number of hours: 4

Number of credits: 4

Course days and times: First semester: Mondays from: 10:15 to: 11:45

Second semester: Mondays from: 16:15 to: 17:15

Prerequisites: None

Reception days and times: Mondays from 13:00 to: 14:00

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**Background:**

This course reviews key ideas and images regarding the social and political community, and the modes of communication and the associations that are foundational to them. During the course, we will discuss the nature of a variety of political and cultural phenomena which are the basis for societal associations in Western culture in general and in the State of Israel in particular. We will look at the role of leadership and the “herd” phenomenon, and how the masses can be influenced through propaganda and political images. We will learn about the characteristics of a liberal society and examine the implications of the scientific and technological revolution on shaping the community. We will investigate the social responsibilities of intellectuals, whether individuals have the ability to choose to live together, and people’s escape mechanisms from the "herd".

**Course Objectives:**

1. Introduce students to basic traits of propaganda.
2. Introduce students to ideas about technological influences how they shape consciousness.
3. Provide students with a broad perspective on the nature of the political community.
4. Enable students to recognize and understand varying approaches to leadership research.
5. Enable students to recognize and understand critical approaches and the background against which the neo-Marxist critique, feminist critique, postmodern critique, and Black protest movement emerged.
6. Recognize and understand the existentialist conception as a form of protest and as a liberal conception based on human responsibility.

**Learning outputs:**

Upon successful completion of the course, the student will be able to:

1. Distinguish between principles for understanding a propaganda-oriented discourse.
2. Examine social and political questions using critical theories.
3. Understand personal and social responsibility in the context of current issues.
4. Analyze, from a critical approach, social issues in the contexts in which they occur.

**Teaching methods:**

The course will include frontal lectures and class discussions, watching videos, listening to podcasts, and a debate held in the TV studio as a class practice.

**Course requirements:**

1. Attendance in at least 80% of the classes, according to the college regulations.
2. Reading the assigned material prior to each session.
3. Completing a test at the end of the first semester.
4. Completing a test at the end of the second semester.
5. Active participation in the preparation of class assignments.

**Assessment**:

1. First semester test 45%
2. Second semester test 40%
3. Participation in class assignments 15%

**Course / Module topics:**

**First semester**

**Lesson 1: Introduction**

**Lesson 2: Communication and Politics in Dialogic Thought**

Required reading:

Plato. (1999). Polita 2, in *Plato's Writings, Vol. 2*. (Joseph C. Liebs, trans. from Greek) (pp. 224-338). Jerusalem: Schocken Publishing.

**Lesson 3-4: The One-Dimensional Man**

Required reading:

Marcuse, H. (1969). *The One-dimensional Man*. Merhavia and Tel Aviv: Poalim Library / Contemporary Opinion. Published by the National Group, Hashomer Hatzair. (Chapters 1 and 3.)

**Lesson 5: Politics and Culture of Images**

Required reading:

Kosiński, J. (1980). *Being There*. Tel Aviv: Modan Publishing.

Suggested reading:

Galili, O. (2004). The Transition to Image Politics. In *The Tel-politicians, New Political Leadership in the West and in Israel* (pp. 55-65). Ramot: Tel Aviv University.

**Lesson 6: Political and Cultural Narratives: The Israeli Case**

Required reading:

Gretz, N. (1996). *Captive of a Dream: National Myths in Israeli Culture*. (Pp. 13-66) Tel Aviv: Am Oved Publishing.

Suggested reading:

Mashiach, C. (2006). To Imagine an Enemy: Political Rivals in Children’s and Youth Weeklies Before and After the 1948 War. In Y. Dahan & R. Wasserman (Eds.), To Invent a Nation: An Anthology (pp. 217–260). Ra’anana: Open University Press.

Lebel, A. (2007). “Designers of the Past: Creating a Myth”: For the Redesign of Historical Simulations*.* In *The Road to the Pantheon: Etzel, Lehi and the Borders of Israeli Memory* (Chapter 18, pp. 425-447). Jerusalem: Carmel Publishing.

**Lesson 7-8: Communication, Technology and Totalitarianism**

Required reading:

Orwell, G. (1995). *1984*. (J. Ariuch, trans.). Tel Aviv: Am Oved Publishing.

**Lesson 9: Leadership**

Required reading:

Machiavelli, N. (1988). *The Prince* (pp. 71-74; 100-102; 105- 108). Tel Aviv: Zmora Bitan Publishing.

Sneh, A. (2002). The Secret of Leadership. In H. Amit (Ed.), *After Him: On Leadership and Leaders*. Ministry of Defense Publishing.

Zur, N. (2004). Leadership, Leaders and their Tools of Influence. In *Political Rhetoric: Israeli Leaders under Pressure.* Tel Aviv: Red Line - United Books Publishing. (Chapter 1, pp. 21-43).

Klein, B. (2002). *The Leader Who Allows a Thousand Flowers to Bloom*. Yedioth Ahronoth Hemed Books. (pp. 57-62).

**Lesson 10: Leadership and Communication (Studio Lesson)**

Suggested reading:

Shahar, R. (2001). *Leadership by Invitation: On Voters and Strategies of Political Marketing* (pp. 45-60). Tel Aviv: Yedioth Ahronoth Publishing.

**Lesson 11: Writing and Intellectual Responsibility**

Required reading:

# Chomsky, N. (2000). Writers and Intellectual Responsibility. In *Powers and Prospects: Reflections on Nature and the Social Order.* (Chapter 3) Orchard Publishing.

Camus, A. (2000). *Speech in Sweden*. (Pp. 21-29) Jerusalem: Carmel Publishing.

Suggested reading:

Sand, S. (2000). Between Truth and Power. In *Intellectuals, Truth and Power: From the Dreyfus Affair to the Gulf War* (pp. 11-48) Tel Aviv: Am Oved.

Said, A. (2010). *Representations of the Intellectual* (pp. 103-120) Tel Aviv: Reisling Publishing.

**Lesson 12: Writing and Intellectual Responsibility - The Israeli Case**

Required reading:

Keren, M. (1988). *Ben-Gurion and the Intellectuals: Opinion and Charisma* (pp. 112-143). Sde Boker: Ben-Gurion University of the Negev.

**Lesson 13: Racism and Communication**

Required reading:

Fanon, P. (2004). *Black Skin, White Masks*. (T. Kaplansky, trans.) (pp. 14-32) Tel Aviv: Maariv Library.

**Lesson 14: Communication and Liberalism**

Required reading:

Mill, J. S. (2006). On Freedom of Thought and Expression. In *On Liberty* (Chapter 2, pp. 62-120) The Attic Library, Yedioth Ahronoth and Hemed Books.

**Second semester**

**Lesson 1: Western Culture**

Required reading:

Huntington, S. (2003). *Clash of Civilizations and the Remaking of World Order*  (pp. 3-90). Jerusalem: Shalem Center.

**Lesson 2: The Spirit of Capitalism**

Required reading:

Weber, M. (1984). *The Protestant Ethic and the Spirit of Capitalism* (pp. 19-34). Tel Aviv: Am Oved Publishing.

**Lesson 3: Introduction to Existentialist Philosophy**

Required reading:

Golomb, J. (1990). *Introduction to the Philosophy of Existence - Existentialism* (pp. 34-74) Tel Aviv: Broadcast University, Ministry of Defense Publishing.

**Lesson 4: Jean-Paul Sartre**

Required reading:

Brinker, M. (1992). *Jean-Paul Sartre: The Ways of Liberty* (pp. 9-16). Tel Aviv: Broadcast University, Ministry of Defense Publishing.

**Lesson 5: Frankl – Man’s Search for Meaning**

Required reading:

Frankl, V. (2001). *Man’s Search for Meaning: An Introduction to Logotherapy* (pp. 117-146). Tel Aviv: Dvir Publishing Ltd.

**Lesson 6: The Feminist Revolution**

Required reading:

Bryson, V. (2001). The Background of Modern Feminism. In M. Keren (Ed.), *History of Political Thought. Volume II, Readings* (pp. 414-424). Ramat Aviv: The Open University.

**Lesson 7: Ideology and Propaganda**

Required reading:

Avishar, A. (1991). Documentation and Design of Historical Consciousness in Propaganda Films. *Zmanim: A Quarterly* of *History* 39/40, 38-47.

Leviathan, Y. (2007). War of the Minds: The Beginning of Modern Propaganda. *Ma’arachot*, December (416), 55-57.

Suggested reading:

Sternhell, Z. (1996). (Ed.). Manifesto of Futurism. In *Varieties of Fascist Ideology*. Tel Aviv: Am Oved / Ofakim Library.

Bacharach., Z. (1987). *Ideologies of the 20th Century*. Ministry of Defense Publishing.

**Lesson 8: The Principles of Propaganda - Goebbels**

Required reading:

Ozacky-Stern D. (2012). *Twilight of the Gods: Joseph Goebbels, Nazi Propaganda and the Destruction of the Jews during the Last Year of the Second World War* (pp. 29- 106). Tel Aviv: Mordechai Anielewicz Testimony House Heritage Publishing and Notebook Publishing.

**Lesson 9: Principles of Propaganda - Lenin**

Required reading:

Pipes, R., Hoffman, E., Shlonsky, A., & Block, A. (1988). Lenin's Tactics in the April Revolution. *Zmanim*: *A* *Quarterly of History,* 27/28, 133-129.

Arieli-Horowitz, D. (2008). Lenin and Art. In *Art and Tyranny: The Avant-garde and Art Enlisted for Use by Totalitarian Regimes* (pp. 151-168). Tel Aviv University: Publishing.

**Lesson 9: Nationalism and the Worship of Fallen Soldiers**

Required reading:

Mosse, G. (1993). *Fallen Soldiers: Reshaping of the Memory of the World Wars* (Chapters 5,7). Tel Aviv: Am Oved Publishing.

**Lesson 10: Postmodernism**

Required reading:

Nir, B. (2016). Why genealogy? In *The Failure of Success: A Genealogy of 'Success' and 'Failure' in Western Culture* (pp. 18-24). Tel Aviv: Reisling Publishing.

Foucault, M. (1972). *Madness and Civilization: A History of Insanity in the Age of Reason* (pp. 11-37). Jerusalem: Keter Publishing.

Foucault, M. (2003). *History of Sexuality, Vol. 1 - The Desire to Know* (pp. 7-14). "Frenchmen" series published by the United Kibbutz.

**Lesson 11: Postmodernism - Multiculturalism?**

Required reading:

Gurevitz, D. (1998). Postmodernism as a Critical Term. In *Postmodernism: Culture and Literature at the End of the 20th Century* (pp. 78-99). Dvir Publishing.

Rusink, S. (2004). Nietzsche: Between Genealogy and Criticism. In A. Tzemach (Ed.), *Iyun: A Philosophical Quarterly* (pp. 409-427). Jerusalem: The Hebrew University, Bergman Center for Philosophical Studies.

Suggested reading:

Geuss, R. (2002). Genealogy as Critique. *European Journal of Philosophy, 10* (2).

**Lesson 12: The Great Scientific Revolution and Its Cultural Influence**

Required reading:

Einstein, A. (2005). *Ideas and Opinions* (pp. 6-10). Jerusalem: The Magnes Press Publishing House, The Hebrew University.

Suggested reading:

Crease, R. (2008). *The Great Equations: Ten Breakthroughs in Human Thought* (pp. 161-185). Jerusalem: Keter Publishing.

**Lesson 13: Technological Revolutions and their Effect on the Perception of Time**

Required reading:

Nir, B. (2017). The Perception of Time in the Virtual Space: A Cultural-Philosophical Analysis. *Journal of Comparative Studies, 10*(39), 8-27.

**Lesson 14: The Growth of Spiritual Movements**

Required reading:

Stranger, K. (2010). *Me -- A Branding Project, Individuality and Meaning in the Global Age* (pp. 80-109). Kinneret, Zmora-Bitan.

Suggested reading:

Wexler, P. (2007). *Mystical Society: An Evolving Social Vision* (pp. 34-52) Jerusalem: Carmel Publishing.

Nir, B. (2015). From “In the Beginning God Created” to "Time is Money": The Nostalgia for Mystic Time in Western Culture. *Alternative Spirituality and Religion Review, 6*(2), 101-125.