COMS 361 - Propaganda
Section EC
Fall 2026

This syllabus is subject to change and any changes will be posted in the Announcements section of your eConcordia portal.

Disclaimer: In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

About the Course

Instructor:

The instructor for this course is**: Dr. Christiana Abraham**

Department of Communication Studies

Contact Information:

Instructor email: coms361_ec@concordia.ca

Teaching Assistants contact information is available on the Contact Page on the Course Home tab of the COMS 361 EC course website.

Please allow for a 24-48 hour response time during the week (Monday-Friday). Teaching Assistants check their messages once over the 48 hour weekend period and are not available on statutory or university holidays.

Course Description:

This course in propaganda is designed to address propaganda as a phenomenon and as a technique. Propaganda can be thought of as forms of mass persuasion that influence and shape public discourse and action. The course surveys a selected history of propaganda; investigates the impact of propaganda on individuals and citizens in general and the role we as recipients of propaganda play in the overall structure of information dissemination and cohesion. The course examines the relationship between nationalism and propaganda. It establishes the simultaneous interdependence and distinction of concepts such as propaganda, culture, education, and messages. It also comes to grips with digital and other forms of mediated information and its impact on how we see the world. Propaganda is understood to be a global inescapable lived phenomenon over time and across cultures in the past, present and future. This course explores

critical tools to enable an engagement with the many facets of propaganda in media, politics entertainment and consumer culture.

Course Material

- **Website:** The COMS 361 course website includes readings, videos, discussion board and other course material. The course website can be accessed at econcordia.com. Your eConcordia account will be valid until the end of the term for which you are registered.
- **Readings:** This course comprises an eclectic list of seminal readings from a range of authors. All readings are listed on the course portal and can be accessed through the Concordia Library Ecourse Reserves. Links to journal and other articles are also available through the library's extensive data base collections. Students are expected to download and print all articles related to the lesson they are studying. Additional reading materials may be provided throughout the course.
- Assigned book chapters and articles, will be available electronically via the course website or course reserves.

Assessments

Graded Assessments:

Graded Components	Percentage
One (1) Response Paper	10%
Mid-Term Paper (to be submitted online)	30%
One (1) Propaganda Journal/Commentary	20%
Interactive Wall Discussion	5%
Final Paper (to be submitted online)	35%

Description of Graded Assessments:

Response Paper (10% of final grade)

The response paper assignment can be thought of as a practice argument, if you like, for the midterm and final paper. This assignment is a way for you to build up your argumentation through constructive feedback provided during the course of the term. It should be clear that you have not gone ahead in the course and utilized course material for future lessons, but rather that you have a clear grasp of the content at hand in the given lessons that are being evaluated.

For this in-course response there is a schedule that must be adhered to. The response question will be posted at the beginning of the week it is due. You will have one week to submit your response. Instructions and marking rubrics will be provided with each question.

Check the course agenda below and the Calendar tab on the course website for due dates.

Mid-Term Paper (30% of final grade)

The mid-term examination question will assess your understanding and ability to apply the material from the first half of the course. The mid-term will be a written, essay-style response to question(s) that will be available on the course website Assessments tab one-two weeks prior to the mid-term due date. All guidelines, mid-term expectations, word limit, specific instructions, marking rubric and due date will be included in the mid-term question instructions.

Propaganda Journal/Commentary (20% of final grade)

Students develop a Media Journal/Commentary comprising a selection of media examples that they encounter **during the course of the semester.**

This assignment is designed to develop and apply your knowledge of propaganda acquired throughout this course. It also allows you to apply the theories and examples from the course to the media that you encounter in your daily life.

For this semester our focus will be on the three (3) following **themes:**

1. **Quebec 2026 provincial election:** This theme relates to examples of media coverage of the Quebec 2026 provincial elections. In all examples used you should be able to identify media coverage of this election that you believe can be read as propaganda. Discuss your chosen examples in relation to the course. All examples should be from this semester (Sept-Nov 2026)

2. **Social media Influencers, public discourse and propaganda**

This theme examines how celebrities and social media influencers shape public discourse and behaviour through their posts, endorsements, and public appearances. Consider how their involvement in public debate, social and political issues function as propaganda. Use examples from this semester (Sept- Nov. 2026).

3. Canada's continued response to US trade tariffs

Canada has been locked in an ongoing series of trade tariffs (referred to as the US/Canada trade tariff war) over the past 18 months. Beginning in February 2025, the United States levied a range of trade tariffs on Canadian goods entering the US - ranging from Iron steel, aluminum among a long list of others. Canada has retaliated with own range of counter-tariffs, targeting specific US exports including alcohol. Media examples using this theme can include news coverage, memes, PSAs, Ads, cartoons, songs or other forms of media that speak to this issue. All examples should be from this semester (Sept-Nov, 2026)

Select one (1) of these above themes as your semester's choice and relate current media that you encounter during the course of this semester (September - December 2026) to your **theme.** Your media examples should be based on your growing understanding of 'what is propaganda'.

There is a minimum of four (4) entries. **Use one (1) media example for each entry: (4 entries = 4 examples)**. Each entry should be in response to a **different lesson** that you have encountered from the course. For example, entry 1 could refer to Lesson 2, entry 2 could refer to Lesson 4). Examples can include Memes, Ads, PSAs, News, Headlines, street and other forms of public messaging.

All media examples should have been encountered during the course of this semester (dates and sources of media examples should be noted).

Further Description of Assignment: Select four (4) media examples of propaganda based on the various lessons that you encounter during the course. All examples should relate to one (1) selected theme above. For each media example, develop an informed 300-word discussion that

shows your application and understanding of core themes from one of the lessons to your example. Relate the example to a lesson in an informed, critical way. Your response may use any of these guiding questions as ways to focus your analysis:

- How can your example be read through a selected lesson?
- What does your example say about propaganda?
- Show how your learning of propaganda informs your reading of this media example.

Format: The journal/commentary will be in the format of a submitted Word document (using the upload feature, similar to the other assignments for this course such as the response paper and mid-term exam). Students will be able to include pictures and/or links (no embedded videos). For this assignment, it is suggested that you develop a complimentary word document throughout the semester and upload the completed assignment onto the course website by the **due date (check the course agenda or the Calendar tab on the course website)**.

Assignment Guidelines: Minimum entries: Four (4). Identify your example. Sources for each example should be noted. All examples should be current and experienced/seen during the current semester.

Grading: Identify your chosen theme and the lesson to which you are relating your example.

This assignment will be graded as follows:
1. The pertinence of your example in relation to propaganda;
2. The use of selected lessons and course themes in your discussion;
3. The quality of the discussion of your example.

Interactive Wall Discussion (5% of final grade)

This interactive wall discussion available in Lesson 11 asks for your feedback (akin to a class discussion on the lesson). This final lesson of the course requires you to share your ideas on challenging propaganda. You are encouraged to speak back, share your ideas on ways in which propaganda can be challenged.

Your interactions should be no longer than one paragraph (75 words) and could be in the form of an example or discussion. Approach this like a response to a class discussion.

Final Paper (35% of final grade)

The final paper will assess your understanding of the second part of the course. It will also touch on content in the course overall. The final paper will take the form of a take-home exam and will involve essay style responses to one (1) or two (2) question(s). Questions will be provided in advance of the due date on the Assessments page on the course website. All guidelines, exam expectations, word limit, specific instructions, marking rubric and due date will be included in the final paper question instructions.

As this is a take-home exam, you will have the time to consult course materials in formulating your answers. However, the exam will place a strong emphasis on application where you show how you can use and apply the course materials, not just repeat what is in the readings and on the course website.

Additional information about this exam will be provided during the second half of the course, including tips to assist you in preparing for the paper.

Participation in the Lesson Discussion Board Activities (ungraded)

Each of the lessons in this course has a discussion board activity where you can share you understanding of the elements of the lesson. Although ungraded, your participation in these discussions is encouraged in order to enhance your learning in the respective lessons. This activity requires you to engage with and discuss pertinent questions posed within each lesson. When choosing a discussion board question, please make sure to post in the respective week of the lesson. For example, participating in Lesson 4's discussions board must correspond to the week of Lesson 4 as outlined in the agenda. Please comment only when you have completed the respective lesson.

Please keep your posts to a few sentences at most (e.g., 75 words) to ensure for lively discussion, and make space for each other to post (e.g., keep your own posting to a level that encourages others to participate), where you can ask questions to other students' discussion posts and make observations from your own knowledge about the content of the lesson. This is a great space to share some of your thoughts on the course.

Please note, the discussion board will generally not be responded to by the TAs or the Professor, as this is a space for student-to-student interactivity. These will be open for the duration of the term, so keep coming back to them, with further thought(s) and reflection as needed, and to view the reflections of others.

Difference between the Lesson Discussion Board Activities and the Propaganda Journal/Commentary Assignment:

For the lesson discussion board activities, you are expected to respond to the posted questions/discussion points available on the course website within each Lesson. Whereas, for the propaganda journal/commentary you are expected to locate and generate the media example and discussion from your own everyday experiences.

Essay Writing

ALL students should download and read the **Essay Writing Guide:** https://library.concordia.ca/help/writing/research-paper.php

You are required to cite relevant bibliographic citations or sources. Wikipedia and other encyclopedia type resources will not be accepted as sources. You are expected to acknowledge each source that you use. Anything else may be considered plagiarism**,** a form of cheating. Please ensure that you are aware of Concordia's policy regarding plagiarism as outlined in **Concordia's Code of Conduct.** To reference your source please note only the author for the concept with which you are dealing, and page number when using inline citation. The final page of your paper, your bibliography, will list the work, the author, the publisher and year of publication.

You will be submitting your term papers by uploading them to the respective assignment submission available on the Assessments tab on the course website. All the information you need to properly submit your term papers will be included in the respective paper assignment instructions.

You can access the assignment instructions on the Assessments tab on the eConcordia course website.

In your papers and exam essays, you are expected to express yourself clearly and critically. To reference your sources, use APA, MLA or Chicago formats, or one of the other generally recognize citation styles. **Do not** use footnotes or endnotes within your term paper – use inline citation.

NB: PLEASE ENSURE THAT YOU READ THE COMS 361 ESSAY WRITING GUIDE AND THE POLICY ON EXTENSIONS AND LATE SUBMISSIONS.

Grades

To view your grades throughout the semester **after** the assessment has been fully graded and released to students, click on the Grades tab on the course website.

It is your responsibility to ensure your work has been submitted and received to your TA (to be verified as outlined in the respective assignment instructions). Students can contact their TA via e-mail for clarification if you have any questions concerning your grades.

Your final letter grade for the course will be posted in your MyConcordia Portal at the end of the term.

Virtual Office Hours

Virtual Zoom Meeting Room

Your professor and Teaching Assistants will be hosting two (2) online sessions throughout the term via Zoom.

The Zoom meeting dates, times, and links will be available in the Announcements on the Course Home tab of the course website.

Late Submissions and Extensions Policies

Any request for an extension must be received before the assignment deadline or it will not be accepted. In fairness to all students, there will not be any exceptions to this policy.

It is your responsibility to ensure that if you are unable to complete your work by the deadline or write an exam on the assigned date, you must request an extension beforehand via e-mail to the attention of your Teaching Assistant.

Extensions will be granted only to students who are able to provide a reasonable and verifiable medical note before the deadline. Medical notes must include dates within which you are excused from work/school.

In the case of emergencies, it is your responsibility to notify your Teaching Assistant via e-mail as soon as the issue arises in order to determine the course of action required for the matter at hand.

Organize your time effectively to ensure that you submit your work on time. Any work submitted after the deadline is considered late and will **NOT BE GRADED.**

Vacations and travel plans (work-related or otherwise) are not considered valid reasons for late submissions of or an inability to complete assignments, quizzes and exams.

Please note that you are responsible for the version of the work you upload to the course website. If you upload the incorrect version of your work to the website, you can resubmit the correct version prior to the deadline. If you fail to resubmit your correct work version before the deadline, the version of your work that is submitted on the course website is the version that will be graded.

In addition, please note that it is your responsibility to ensure that your assignment is submitted and received before the deadline. Should you be unable to submit your work on the course website, you must submit your work via email to your TA, with the course email address copied on the email, before the deadline. Please give yourself enough time for online submissions to send your assignments via email should a technical issue arise.

Important Information

Topic	Link
Academic Integrity	Academic Integrity
Educational Technology Guidelines	Concordia Educational Technology Guidelines for Faculty and Students (the "Guidelines")
Access Centre for Students with Disabilities	ACSD
Concordia Library Citation & Style Guides	How to cite...
Course Communication Tools	Communication
eConcordia Policies	Policies
Final Exams Information	Final Exams
Helpdesk/Support	FAQ
Refunds	Refunds
Technical Requirements	Technical Requirements
Tips for Studying Online	Studying Tips
Tips on how to reach online learning goals (learning modules)	How to Succeed @ eConcordia
How to install and use Zoom	Zoom Information

Department of Communication Studies

*Let's begin by acknowledging that Concordia University is located on unceded Indigenous lands. The Kanien'kehá:ka **[GAN-YEN-GEH-HA-GA]** Nation is recognized as the custodians of the lands and waters on which we gather today. Tiohtiá:ke **[JO-JAW-GAY]** or Montreal is historically known as a gathering place for many First Nations. Today, it is home to a diverse population of Indigenous and other peoples. We respect the continued connections with the past, present and future in our ongoing relationships with Indigenous and other peoples within the Montreal community. (Indigenous Directions Leadership Group, Feb. 16, 2017)*

Click here to learn more about Concordia's Territorial Acknowledgement and why it matters.

KEY UNIVERSITY POLICIES

E-MAIL COMMUNICATION: The university's official method for communicating with you is through your Concordia email account, accessed via Outlook, as outlined in the university's email policy. Students are **required** to use their Concordia email address when communicating with the university and should check it regularly, as important academic information and student updates are sent there.

EXTRAORDINARY CIRCUMSTANCES: In the event of extraordinary circumstances (including, for instance, bad weather or outbreaks of communicable disease) and pursuant to the Academic Regulations, the University may modify the delivery, content, structure, form, location and/or evaluation scheme of your course(s). In the event of such extraordinary circumstances, students will be informed of the changes at the earliest opportunity.

CONDUCT: All individuals participating in courses are expected to be professional and constructive throughout the course, including in their communications. Concordia students are subject to the Code of Rights and Responsibilities which applies both when students are physically and virtually engaged in any University activity, including classes, seminars, meetings, etc. Students engaged in University activities must respect this Code when engaging with any members of the Concordia community, including faculty, staff, and students, whether such interactions are verbal or in writing, face to face or online/virtual. Failing to comply with the Code may result in charges and sanctions, as outlined in the Code.

IP (INTELLECTUAL PROPERTY): Content belonging to instructors shared in online courses, including, but not limited to, online lectures, course notes, and video recordings of classes remain the intellectual property of the faculty member. It may not be distributed, published or broadcast, in whole or in part, without the express permission of the faculty member. Students are also forbidden to use their own means of recording any elements of an online class or lecture without express permission of the instructor. Any unauthorized sharing of course content may constitute a breach of the Academic Code of Conduct and/or the Code of Rights and Responsibilities. As specified in the Policy on Intellectual Property, the University does not claim any ownership of or interest in any student IP. All university members retain copyright over their work.

ACADEMIC INTEGRITY: "The Academic Code of Conduct sets out for students, instructors and administrators both the process and the expectations involved when a charge of academic misconduct occurs. The regulations are presented within the context of an academic community which seeks to support student learning at Concordia University." (From Article 1 of the

Academic Code of Conduct). Source: Academic Integrity Website.

PLAGIARISM: The most common offense under the Academic Code of Conduct is plagiarism, which the Code defines as "the presentation of the work of another person as one's own or without proper acknowledgement." This definition includes material copied word for word from books, journals, Internet sites, professor's course notes, generative AI tools (e.g. ChatGPT), etc., without identifying that these are not your words through quotations and proper acknowledgement (e.g. citation and referencing). It also refers to material that is paraphrased – or translated into English from another source – without acknowledgment. It also includes the work of a fellow student (or another individual other than the student), such as an answer on a quiz, data for a lab report, a written assignment completed by another student, or a text purchased or generated from any other source that is presented as the student's own writing**. Please note:** Plagiarism does not refer to words alone; it can refer to images, graphs, tables, or original ideas that are included in student work without proper acknowledgment. "Presentation" is not limited to written work. It also includes oral presentations, computer assignments, and artistic works**. In simple words: Do not copy, paraphrase or translate anything from anywhere without saying where you obtained it!** Source: Academic Integrity Website.

GENERATIVE AI: Concordia's Academic Code of Conduct also applies to texts, images, or other content produced using Generative AI programs (such as ChatGPT or Midjourney). Any content produced with the use of such software, without explicit authorization and acknowledgment, is at risk of being considered plagiarism. See: Academic Integrity Website.

DEPARTMENT POLICIES

Attendance and Participation: Students are expected to attend and actively participate in the classes, workshops, critiques, discussions, and labs associated with this course, and to complete all required course work according to deadlines and guidelines as assigned.

Respect, Civility, and 'Safe' Spaces in our Online and In-Person Classrooms: In order to create a classroom climate conducive to open and honest dialogue, and to encourage the broadest range of viewpoints, it is important for class participants to treat each other with respect, in person and online. Name-calling, accusations, verbal attacks, sarcasm, and other negative exchanges – including in the Zoom chat - are counter-productive to successful teaching and learning. The purpose of class discussions is to generate greater understanding about different topics. The expression of the broadest range of ideas, including dissenting views, helps to accomplish this goal. However, in expressing viewpoints, students should try to raise questions and comments in ways that will promote learning, rather than defensiveness and feelings of conflict in other students. Thus, questions and comments should be asked or stated in such a way that they will promote greater insight into the awareness of topics as opposed to anger and conflict. The purpose of dialogue and discussion is not to reach a consensus, nor to convince each other of different viewpoints. Rather, the purpose of dialogue in the classroom is to reach higher levels of learning by examining different viewpoints and opinions with respect and civility.

Disability and Accessibility: Our courses are intended to be inclusive, regardless of physical, mental, or cognitive disabilities, illness, injury or any other form of impairment that negatively affects students' equal access to education. If you have a disability and need class-related accommodations, please contact the Access Centre for Students with Disabilities (ACSD). After registering with the ACSD, you can discuss your needs directly with an ACSD advisor. They can help you create an accommodation plan and assist you in coordinating with internal and external

support services. If, at any point during the semester, you face barriers to fully accessing this course, including its online space, content, classroom interactions and overall structure, you are welcome (but not obliged) to contact your instructor via email or during their online office hours to discuss your access needs.

Course Grades: Course grades are not considered final until approved by the Department Chair.

DEPARTMENT OF COMMUNICATION STUDIES GRADING SCHEME

Numerical Grade	Letter Grade
94 - 100	A+
90 - 93	A
86 - 89	A-
82 - 85	B+
78 - 81	B
74 - 77	B-
70 - 73	C+
66 - 69	C
62 - 65	C-
58 - 61	D+
54 - 57	D
50 - 53	D-
0 - 49	F

Please note that individual instructors may elect to use numerical grades, letter grades or both for individual assignments, while all final marks for the course are given as letter grades at the university level. Course grades are not considered final until approved by the Department Chair.

A *Superior work in both content and presentation. This is a student who appears, even at an early stage, to be a potential honours student. The work answers all components of a question. It demonstrates clear and persuasive argument, a well-structured text that features solid introductory and concluding arguments, and examples to illustrate the argument. Few, if any presentation errors appear.*

B *Better than average in both content and presentation. This student has the potential for honours, though it is less evident than for the A student. Student's work is clear and well structured. Minor components of an answer might be missing, and there may be fewer illustrations for the argument. Some minor but noticeable errors in presentation may have interfered with the general quality of the work.*

C *Student demonstrates a satisfactory understanding of the material. Ideas are presented in a style that is at least somewhat coherent and orderly. Occasional examples are provided to support arguments. Presentation errors that affect the quality of the work are more apparent than in B work. Some components of a question may have been omitted in the response.*

D *Student has only a basic grasp of the material. Sense of organization and development is often not demonstrated in the response. Few, if any, examples are provided to illustrate argument. Major components of a question might have been neglected; and major presentation errors hamper the work.*

F *Shows an inadequate grasp of the material. Work has major errors of style; and provides no supporting illustration for argument. Ideas are not clear to the reader. Work lacks a sense of structure.*

Additional criteria, parameters and guidelines will be handed out in class when each assignment is introduced and discussed.

A Working List of Student Services and Useful Resources

1. Indigenous Educational Resources for Faculty and Students: https://www.concordia.ca/library/guides/indigenous-fac-res.html

2. COMSGuild – your student association: https://www.instagram.com/comsguild/?hl=en

3. Concordia Term Dates and Deadlines: https://www.concordia.ca/students/registration/term-dates-deadlines.html

4. Ms. Marcella Di Claudio, Undergraduate Program Assistant: ugradcoms@concordia.ca

5. Counselling and Psychological Services: https://www.concordia.ca/health/mental/counselling.html

6. Student Success Centre: https://www.concordia.ca/students/success.html

7. Medical Services: https://www.concordia.ca/health/medical.html

8. Financial Aid and Awards: https://www.concordia.ca/students/financial.html

9. HOJO (Off Campus Housing and Job Bank): https://www.csu.qc.ca/services/hojo

10. Academic Integrity: https://www.concordia.ca/conduct/academic-integrity.html

11. Access Centre for Students with Disabilities: https://www.concordia.ca/students/accessibility.html

12. CSU Advocacy Centre: https://csu.qc.ca/services/advocacy

13. Office of Student Life and Engagement: https://www.concordia.ca/students/life/engagement.html

14. International Students Office: https://www.concordia.ca/students/international.html

15. Student Hub: https://www.concordia.ca/students.html

16. Department of Communication Studies: https://www.concordia.ca/artsci/coms.html

17. BA Coms announcement list: To subscribe, compose an email to send to listserv@lists.concordia.ca. In the email body, simply write the following command: SUBscribe BACOMS Your Name. Don't write anything else in the body of your e-mail. You will receive an automated email shortly with a confirmation link. You must click on this link to complete the subscription. Once you have subscribed, save your correspondence for future reference as we cannot unsubscribe you! You can only unsubscribe from the email address you used to subscribe.

18. Announcements about internships and work opportunities for Department of Communication Studies students, along with guidelines and forms to apply for potential internships, are posted here: https://www.comsopps.net/ Note that BA students cannot take internships in their first two semesters.

19. Sexual Assault Resource Centre: https://www.concordia.ca/conduct/sexual-assault.html

20. Indigenous Directions Leadership Group: https://www.concordia.ca/indigenous.html

21. Concordia Library Citation and Style Guides: https://library.concordia.ca/help/citing/index.php

22. Short-term Absence Form: https://www.concordia.ca/students/absence-form.html

23. COVID information and updates: https://www.concordia.ca/coronavirus/dashboard.html

COMS 361 - Propaganda
Agenda
Fall 2026

All deadlines indicated are on the due date listed by 11:59 p.m. unless otherwise indicated.

Week 1: September 7 – September 13	
	Introduction: About this Course
	Review of the Course Outline and Agenda
	Lesson 1: What is Propaganda?
September 7	**Labour Day, University closed**
September 8	**Classes begin**
	PARTICIPATE IN WEEKLY DISCUSSIONS FOR LESSON 1
September 13	**DISCUSSIONS FOR LESSON 1: DEADLINE TO POST**
Week 2: September 14 – September 20	
	Lesson 2: Propaganda History and Theory
	PARTICIPATE IN WEEKLY DISCUSSIONS FOR LESSON 2
September 20	**DISCUSSIONS FOR LESSON 2: DEADLINE TO POST**
Week 3: September 21 – September 27	
	Lesson 3: Education, Persuasion, and Democracy
	PARTICIPATE IN WEEKLY DISCUSSIONS FOR LESSON 3
September 21	**Deadline to add Fall term courses**
September 21	**Deadline for withdrawal with tuition refund (DNE) from fall-term courses**
September 24	**Response Paper Question Posted by Noon**
September 27	**DISCUSSIONS FOR LESSON 3: DEADLINE TO POST**
Week 4: September 28 – October 4	
	Lesson 4: War and Propaganda
October 1	**Response Paper Due by 11:59PM**
	PARTICIPATE IN WEEKLY DISCUSSIONS FOR LESSON 4

October 4	**DISCUSSIONS FOR LESSON 4: DEADLINE TO POST**
Week 5: October 5 – October 11	
	Lesson 5: Propaganda's Beneficial Role: Functionality and Normativity
October 9	**Midterm Paper Question Posted by Noon**
	PARTICIPATE IN WEEKLY DISCUSSIONS FOR LESSON 5
October 10	**Reading week begins**
October 11	**DISCUSSIONS FOR LESSON 5: DEADLINE TO POST**
Mid-Term Break: October 12 – October 18	
October 12	**Thanksgiving Day, university closed**
October 16	**Reading week ends**
Week 6: October 19 – October 25	
	Lesson 6: Nationalistic Propaganda
	PARTICIPATE IN WEEKLY DISCUSSIONS FOR LESSON 6
October 23	**Midterm Paper Due by 11:59PM**
October 23	**Last day to submit required documentation to register with the Access Centre for Students with Disabilities and request exam accomodations for Fall 2026 final examination period**
October 25	**DISCUSSIONS FOR LESSON 6: DEADLINE TO POST**
Week 7: October 26 – November 1	
	Lesson 7: Advertising, Gender, and Mass Persuasion
	PARTICIPATE IN WEEKLY DISCUSSIONS FOR LESSON 7
November 1	**DISCUSSIONS FOR LESSON 7: DEADLINE TO POST**
Week 8: November 2 – November 8	
	Lesson 8: News, Popular Culture and Propaganda
November 6	**Propaganda Journal/Commentary Assignment Due by 11:59PM**
	PARTICIPATE IN WEEKLY DISCUSSIONS FOR LESSON 8
November 8	**DISCUSSIONS FOR LESSON 8: DEADLINE TO POST**
Week 9: November 9 – November 15	
	Lesson 9: Propaganda in a Technological and Digital World
	PARTICIPATE IN WEEKLY DISCUSSIONS FOR LESSON 9

November 15	**DISCUSSIONS FOR LESSON 9: DEADLINE TO POST**
Week 10: November 16 – November 22	
	Lesson 10: Classes and Objects
November 16	**Last day for academic withdrawal (DISC) from fall-term courses**
	PARTICIPATE IN WEEKLY DISCUSSIONS FOR LESSON 10
November 22	**DISCUSSIONS FOR LESSON 10: DEADLINE TO POST**
Week 11: November 23 – November 29	
	Lesson 11: Speaking Back: Challenging Propaganda
November 29	**Interactive Wall Discussion Due**
Week 12: November 30 – December 7	
	Wrap-Up/Course Overview
November 30	**Final Paper Instructions Posted by Noon**
November 30	**Last day for instructor-scheduled tests or examinations**
December 7	**Last day of classes, fall-term**
December 7	**Final Paper Due by 11:59PM**