



UNIVERSITAS DIPONEGORO
FAKULTAS ILMU SOSIAL DAN ILMU POLITIK
PROGRAM STUDI S1 ILMU KOMUNIKASI
Jl. Prof. Soedharto, Kampus Tembalang, Semarang
Telp. (024) 7465408

RENCANA PEMBELAJARAN SEMESTER (RPS)

EDISI REVISI KE - X

Mata Kuliah	Kode	Rumpun MK		Bobot (sks)	Semester	Tanggal Penyusunan/ Revisi
OPINI PUBLIK DAN PROPAGANDA		Ilmu Komunikasi		3	5	23 Agustus 2020
Otorisasi	Dosen Pengembang RPS		Koordinator RMK		Ka. Prodi	
	Dr. Lintang Ratri Rahmiaji Triyono Lukmantoro, M.Si		Dr. Lintang Ratri Rahmiaji		S.Rouli Manalu, PhD	
Capaian Pembelajaran (CP)	CPL – Prodi					
	<ul style="list-style-type: none">• A1, A2, A3, A4, A5, A6, A7, A8, A9, A10• PU1, PU2, PU3, PU5• PK1, PK4, PK6,PK8, PK9, PK10, PK11, PK12• K3, K6, K7					
	CP - MK					
	C1 Student understand Public Opinion in a Democracy C2 Student understand Studying Public Opinion Empirically C3 Student understand Mass Media and Social Media in Public Opinion C4 Student understand Ideology, Partisanship, and Polarization C5 Student understand Pluralistic Roots of Public Opinion (1): Personality, Self-Interest, Values, and History C6 Student understand Pluralistic Roots of Public Opinion (2): The Central Role of Groups C7 Student understand The Reasons for Studying Propaganda C8 Student understand History of Propaganda C9 Student understand Propaganda Techniques C10 Student understand Ethics and Propaganda					

Course Description		This course is structured to present knowledge, understanding, and analysis for students in the study of public opinion regarding the development of democracy, empirical forms of public opinion, the role of mass media and social media in shaping public opinion, ideology and polarization, individual and social values in public opinion, as well as the impact of public opinion on public policy. In addition, this course also discusses in depth about propaganda in terms of the definition and two theoretical points of view of propaganda, the history of propaganda, techniques in propaganda, and ethics in propaganda.					
1	2	3	4	5	6	7	
Minggu ke	Kemampuan Akhir tiap tahapan pembelajaran	Bahan Kajian/ Pokok Bahasan	Metode Pembelajaran	Waktu	Pengalaman Belajar Mahasiswa	Penilaian	
						Kriteria & Indikator	Bobot (%)
1	Public Opinion in a Democracy	<ul style="list-style-type: none"> Theories of Democracy What Is Public Opinion? Defining Key Concepts Empirical Assessments of Public Opinion 	<ul style="list-style-type: none"> lecturing discussng 	<ul style="list-style-type: none"> face to face (TM):3X50'' individual learning (BM):3x60'' 	<ul style="list-style-type: none"> Q and A reading 	Criteria : Class participation Indicator : Student participation in the discussion Ability to recall the material	5%
2	Studying Public Opinion Empirically	<ul style="list-style-type: none"> Public Opinion Surveys Experiments Interviews Focus Groups Content Analysis 	<ul style="list-style-type: none"> lecturing discussng 	<ul style="list-style-type: none"> face to face (TM):3X50'' individual learning (BM):3x60'' 	<ul style="list-style-type: none"> Q and A reading 	Criteria: Class participation Indicator : Student participation in the discussion Ability to recall the material	5%

3	Mass Media and Social Media in Public Opinion	<ul style="list-style-type: none"> • What Should Citizens Expect from the Mass Media in a Democracy? • What General Characteristics of the Mass Media Shape News Coverage? • What Specific Characteristics of the Traditional News • Media Shape the Reporting of Political Events? • Are Citizens Affected by the Mass Media? • Media Effects in a Changing Technological Environment 	<ul style="list-style-type: none"> • lecturing • discussng 	<ul style="list-style-type: none"> • face to face (TM):3X50'' • individual learning (BM):3x60'' 	<ul style="list-style-type: none"> • Q and A • reading 	Criteria : Class participation Indicator : Student participation in the discussion Ability to recall the material	5%
4	Ideology, Partisanship, and Polarization	<ul style="list-style-type: none"> • Converse's Claim: Ideological Innocence • Ideological Identification • Party Identification • Polarization 	<ul style="list-style-type: none"> • lecturing • discussng 	<ul style="list-style-type: none"> • face to face (TM):3X50'' • individual learning (BM):3x60'' 	<ul style="list-style-type: none"> • Q and A • reading 	Criteria : Class participation Indicator : Student participation in the discussion Ability to recall the material	5%

5	Pluralistic Roots of Public Opinion (1): Personality, Self-Interest, Values, and History	<ul style="list-style-type: none"> • Personality • Self-Interest • Values • Historical Events 	<ul style="list-style-type: none"> • lecturing • discussng 	<ul style="list-style-type: none"> • face to face (TM):3X50'' • individual learning (BM):3x60'' 	<ul style="list-style-type: none"> • Q and A • reading 	Criteria : Class participation Indicator : Student participation in the discussion Ability to recall the material	5%
6	Pluralistic Roots of Public Opinion (2): The Central Role of Groups	<ul style="list-style-type: none"> • Groups • Race and Public Opinion • Gender and Public Opinion 	<ul style="list-style-type: none"> • lecturing • discussng 	<ul style="list-style-type: none"> • face to face (TM):3X50'' • individual learning (BM):3x60'' 	<ul style="list-style-type: none"> • Q and A • reading 	Criteria : Class participation Indicator : Student participation in the discussion Ability to recall the material	5%
7	Impact of Public Opinion on Policy	<ul style="list-style-type: none"> • Should Public Opinion Influence Policy? • Is Public Opinion Related to Policy? • Do Politicians Follow or Lead the Public? • Public Opinion and Foreign Policy 	<ul style="list-style-type: none"> • lecturing • discussng 	<ul style="list-style-type: none"> • face to face (TM):3X50'' • individual learning (BM):3x60'' 	<ul style="list-style-type: none"> • Q and A • reading 	Criteria : Class participation Indicator : Student participation in the discussion Ability to recall the material	5%
8	Mid-semester exam						15%

9	The Reasons for Studying Propaganda	<ul style="list-style-type: none"> • Definition • Two Major Propaganda Theorists: George Orwell and Jacques Ellul 	<ul style="list-style-type: none"> • lecturing • discussng 	<ul style="list-style-type: none"> • face to face (TM):3X50'' • individual learning (BM):3x60'' 	<ul style="list-style-type: none"> • Q and A • reading 	Criteria : Class participation Indicator : Student participation in the discussion Ability to recall the material	
10	History of Propaganda (1)	<ul style="list-style-type: none"> • Introduction • Athens • Rome • The Early Christian Era • From the Middle Ages to the Enlightenment • The French Revolution and Its Aftermath • Later Nineteenth-Century Developments 	<ul style="list-style-type: none"> • Lecturing • discussng 	<ul style="list-style-type: none"> • face to face (TM):3X50'' • individual learning (BM):3x60'' 	<ul style="list-style-type: none"> • Q and A • reading 	Criteria : Class participation Indicator : Student participation in the discussion Ability to recall the material	5%
11	History of Propaganda (2)	<ul style="list-style-type: none"> • British Propaganda in World War • Leninist Propaganda • Nazi Propaganda • World War II to the Present Day, In Brief 	<ul style="list-style-type: none"> • lecturing • discussng 	<ul style="list-style-type: none"> • face to face (TM):3X50'' • individual learning (BM):3x60'' 	<ul style="list-style-type: none"> • Q and A • reading 	Criteria : Class participation Indicator : Student participation in the discussion Ability to recall the material	5%

12	Propaganda Technique: An Analysis (1)	<ul style="list-style-type: none"> • Introduction • Overview • Devices Involving Language Manipulation 	<ul style="list-style-type: none"> • Lecturing • discussng 	<ul style="list-style-type: none"> • face to face (TM):3X50'' • individual learning (BM):3x60'' 	<ul style="list-style-type: none"> • Q and A • reading 	Criteria : Class participation Indicator : Student participation in the discussion Ability to recall the material	5%
13	Propaganda Technique: An Analysis (2)	<ul style="list-style-type: none"> • Non-Verbal Techniques • Conclusion 	<ul style="list-style-type: none"> • lecturing • discussng 	<ul style="list-style-type: none"> • face to face (TM):3X50'' • individual learning (BM):3x60'' 	<ul style="list-style-type: none"> • Q and A • reading 	Criteria : Class participation Indicator : Student participation in the discussion Ability to recall the material	5%
14	Ethics and Propaganda (1)	<ul style="list-style-type: none"> • Introduction: What Is Ethics? • Ethical Theories • The Morality of Lying • Misleading without Actually Lying 	<ul style="list-style-type: none"> • lecturing • discussng 	<ul style="list-style-type: none"> • face to face (TM):3X50'' • individual learning (BM):3x60'' 	<ul style="list-style-type: none"> • Q and A • reading 	Criteria : Class participation Indicator : Student participation in the discussion Ability to recall the material	5%

15	Ethics and Propaganda (2)	<ul style="list-style-type: none"> • The Ethics of Communication • On the Ethics of Propaganda • Conclusion: Propaganda and Autonomy 178 	<ul style="list-style-type: none"> • Lecturing • discussng 	<ul style="list-style-type: none"> • face to face (TM):3X50'' • individual learning (BM):3x60'' 	<ul style="list-style-type: none"> • Q and A • reading 	Criteria : Class participation Indicator : Student participation in the discussion Ability to recall the material	5%
16	Final exam						
8. Literature		<ol style="list-style-type: none"> 1. Rosalee A. Clawson and Zoe M. Oxley. 2017. <i>Public Opinion: Democratic Ideals, Democratic Practice, Third Edition</i>. Thousand Oaks, California: Sage Publications. 2. Randal Marlin. 2013. <i>Propaganda and the Ethics of Persuasion, Second Edition</i>. Peterborough, Ontario: Broadview Press. 3. Wolfgang Donsbach and Michael W. Traugott, ed. 2008. <i>The Sage Handbook of Public Opinion Research</i>. London: Sage Publications. 4. Garth S. Jowett and Victoria O'Donnell. 2015. <i>Propaganda and Persuasion 6th Edition</i>. Los Angeles: Sage Publications. 					