

## Selling The Soldier (Out): How Big Media Markets Militarism and Spins War



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**Introduction:** Let me be clear from the outset. I am in favor of a strong national defense. I honor the sacrifices of fallen soldiers and their families. I recognize that war is sometimes a “necessary evil” and a policy option of last resort.

And, as our United States looks more and more like an Empire every day, I also am deeply troubled by the close and intimate relationship between Big Media, militarism, and war. Big Media’s “Fortune 40” Boards of Directors are comprised of the very same people who run large multinational corporations that make money promoting militarism and war. (To name but one example: General Electric owns NBC, and manufactures weapons guidance systems for the Pentagon.) Our media culture, the most powerful and pervasive storytelling culture in world history, routinely tells stories that market militarism (often in the form of entertainment – think “America’s Army” video game, a taxpayer-funded recruiting tool played by thousands of American children) and spin war (often in the guise of “news” – think of the popularly televised image of Saddam Hussein’s statue being toppled by rejoicing Iraqis – in reality, a sophisticated public relations stunt engineered by an American PR firm with help from U.S. military planners on the ground in Baghdad.)

This DVD features six video resources that complicate our thinking about Big Media, Militarism, and War, and can be used in conjunction with the Action Coalition for Media Education’s (ACME at [www.acmecoalition.org](http://www.acmecoalition.org)) attached QUESTIONING MEDIA and PERSUASIVE TECHNIQUES documents. May this resource be a small part of the larger effort to help us make the move to a world where we no longer allow Big Media and war profiteers to use the public airwaves and popular forms of entertainment to sell stories of war to our children.

In Peace,

Dr. Rob Williams

**A. CLIP #1 - “Army Of One” 15 second advertisement, plus ALL THAT I CAN BE clip of marching recruits**

Background: The U.S. military spends more than \$150 million a year on media aimed at recruiting young people to join the U.S. armed forces. Show this 15-second advertisement to students, and pause it right after the ad ends. Analyze the ad closely (See attached QUESTIONING MEDIA sheets). This could take an entire class period. Ask:

- REALITY CONSTRUCTION: How does this TV commercial portray life in the U.S. army? (Exciting, fun, challenging, adventurous, high-speed, heart-pounding...) What stories are NOT told and why? (Army life is often dull, boring, dehumanizing, “lock step,” and can, in combat, result in maiming, psychological trauma, and death).
- EMOTIONAL TRANSFER: How does this ad make YOU feel? (Curious, scared, excited, interested...)
- PACING/PRODUCTION TECHNIQUES: What kind of pacing and production techniques does this ad use? (Powerful rock music soundtrack, “green” lens filter and a variety of camera angles, quick cut MTV-like edits, computerized screen text...)
- COMMERCIAL MOTIVE: Who paid for this ad and why? (The U.S. military, to make joining the Army look interesting and attractive, and to provide contact information for young people to find out more...)
- VALUE MESSAGES: What kind of value messages does this 15-second ad send to kids? (Being in the Army is important, exciting, challenging, adventurous...)
- PERSUASIVE TECHNIQUES: What kinds of persuasive techniques (See attached PERSUASIVE TECHNIQUES sheets) does this 15-second commercial use? (A few examples...)

**Plain Folks** (Using images of ‘regular looking’ young kids in stead of famous actors or figures...)

**Card Stacking** (Only tells part of the story about life in the US Army...)

**Hyperbole** (Exaggerates claims about how exciting and adventurous day-to-day life in the Army can be...)

**Big Lie** (Some might say that this whole ad presents a misleading picture of life in the US Army...)

**Flattery** (Appeals to teens' natural sense of rebellion and desire for excitement...)

**Symbols** (US Army logos, U.S. flag, "Army of One" slogan...)

**Repetition** ("Army Of One" slogan...)

**Timing** (Running this ad on Channel One, where millions of kids are watching...)

- **INDIVIDUAL MEANINGS:** After this discussion, watch the ad again. Ask your students: what do you think about this advertisement now?

**B. Clip #2 - Vermont Air National Guard 1 minute advertisement (or video tape an equivalent ad from your state)**

Background: Show this 1-minute advertisement to students.

Analyze the ad closely with your students. This could take an entire class period. Explain the differences between the "National Guard" and regular Armed Forces. Point out that this ad ran during the 2005 Super Bowl, the single most-watched television program of the year.

- **REALITY CONSTRUCTION:** How does this TV commercial portray life in the Air National Guard? (Men and women of all ages and races from all different parts of the state join the Guard in different capacities – food service, infantry, mechanics). What stories are NOT told and why? (The National Guard was created to help out local communities in times of disaster, defense or other need, and Guard service can be used to pay for college, etc. By federal order, Guardsmen and women also can now be stationed overseas to support regular Army forces in the line of fire, and often are put in dangerous situations that can, result in maiming, psychological trauma, and death).
- **EMOTIONAL TRANSFER:** How does this ad make YOU feel? (Proud, curious, excited, interested, no reaction...)
- **PACING/PRODUCTION TECHNIQUES:** What kind of pacing and production techniques does this ad use? (Low level digitized music, bright red digital text, slow motion camera, low level lighting...)

- **COMMERCIAL MOTIVE:** Who paid for this ad and why? (The National Guard, to make joining the Guard look interesting and attractive, and to provide contact information for young people to find out more...)
- **VALUE MESSAGES:** What kind of value messages does this 60-second ad send to kids? (Being in the Guard is important, exciting, challenging, adventurous, and a place to learn new skills...)
- **PERSUASIVE TECHNIQUES:** What kinds of persuasive techniques does this 60-second commercial use? (A few examples...)

**Plain Folks** (Using images of ‘regular looking’ people of different ages (in stead of famous actors or figures...))

**Card Stacking** (Only tells part of the story about life in the Guard...)

**Big Lie** (Some might say that this whole ad presents a misleading picture of life in the Guard)

**Flattery** (Appeals to teens’ desire to grow up and make a difference in their communities...)

**Symbols** (Guard text, logo...)

**Timing** (Running this ad during the Super Bowl, when thousands of Vermont kids are watching...)

- **INDIVIDUAL MEANINGS:** After this discussion, watch the ad again. What do you think about this advertisement now?

### **C. Clip #3 - Shaping Public Opinion: Budweiser Super Bowl 2005 “Ad”**

Budweiser paid more than \$5 million dollars to air this 60-second advertisement during the 2005 Super Bowl. Some critics suggest it was the most powerful ad of the evening, even though it wasn’t promoting a specific product. Instead, it is a powerful example of “public relations” propaganda, creating an “advertisement” more designed to shape or influence viewers’ impressions about a controversial topic, in this case, the U.S. government’s involvement in two overseas wars – Iraq and Afghanistan. Analyzing this ad requires a fairly sophisticated understanding of both media/P.R. and U.S. history. Know your audience!

**REALITY CONSTRUCTION:** The ad takes place at an airport. What do you think of when you think of an airport? (Traveling, being in transition, stressful, meeting new

people, going to new places...most people know what being in an airport is like, and an airport is COMMON and NEUTRAL ground for anyone). What is the story told in the ad? (Airport travelers who are waiting to go somewhere see and then salute U.S. soldiers – men and women of different races and ages – by applauding them as they enter the airport terminal. We see proud Americans, shy but smiling soldiers, and a spontaneous outburst of patriotic pride, unifying the entire terminal of strangers for a common purpose – to say “Thanks” to U.S. soldiers (who are ACTORS here, let’s remember), which Budweiser then does with the ad’s final tag line and logo display.) What stories are not told and why? (We don’t see any returning U.S. soldiers dead in coffins, by order of the Pentagon, for example...)

- EMOTIONAL TRANSFER: How does this ad make YOU feel? (Proud, excited, Sad, Interested, Optimistic, no reaction...)
- PACING/PRODUCTION TECHNIQUES: What kind of pacing and production techniques does this ad use? (Careful editing of each airport traveler – old and young, men and women, different races and social classes – the businessman, the fry cooks, etc.; ‘mood music’ that begins just before we see the “troops,” different camera angles, high wide shots of the airport, moving to ground level shots of the “troops” – all designed to create a certain mood.)
- COMMERCIAL MOTIVE: Who paid for this ad and why? (Anheuser-Busch paid more than \$5 million to buy the 1 minute of airtime for this ad/PR message, which is designed to remind Americans of the importance of “supporting the troops” during war time. Anheuser-Busch is also a very powerful corporation that gives lobbying dollars to both the Democratic and Republican parties. As the makers of alcohol – a product that does a lot of damage in U.S. society – Anheuser Busch also might want to persuade all Americans watching the Super Bowl that they are a “good corporate citizen” interested in patriotism and supporting Americans soldiers.
- VALUE MESSAGES: What kind of value messages does this 60-second ad send? (One answer - Supporting US soldiers is important for all Americans do...)

- **PERSUASIVE TECHNIQUES:** What kinds of persuasive techniques does this 60-second commercial use? (A few examples...)

**Plain Folks** (Using images of ‘regular looking’ people of different ages, races, and classes - instead of famous actors or figures...)

**Card Stacking** (Only tells part of the story about the war and soldiers’ experiences...)

**Symbols** (Soldiers in uniform, Anheuser Busch logo...)

**Timing** (Running this ad during the Super Bowl, 45 million Americans are watching and plenty of beer is being consumed...)

#### **D. Clip #4 - All That I Can Be – William and his limited economic options**

Play this **All That I Can Be** clip featuring William meeting with the U.S. Army recruiter in his neighborhood. Help students make the connection between the limited economic and employment options available for American young people in our globalizing 21<sup>st</sup> century economy (Plenty of low-paying high turnover retail work at Wal Mart, McDonald’s etc), and the ways in which the U.S. military markets joining the Armed Forces as a viable alternative to dead-end low-wage high-stress jobs. More sophisticated and older audiences/students might wish to explore links between the erosion of domestic programs aimed at supporting economic independence, and the expansion of the military-industrial complex...)

#### **E. Clip #5 – Selling Wars – Public Relations**

This clip provides a window into the world of “public relations,” the ways in which large multinational corporations and government elites spend billions of dollars every year on sophisticated multi-media campaigns designed to influence public opinion. The second half of the clip looks at how the U.S. government used public relations to build support for the first “Desert Storm” conflict in Iraq during 1990-1991. Pay close attention to the “incubators” story – how PR agencies planted a story about Iraq soldiers ripping babies from incubators, using the daughter of a high-profile Kuwaiti ambassador as the messenger. This PR story turned out to be false, but was repeated over and over by the US media and US political leaders in the run-up to the war.

Clip taken from an excellent 50-minute documentary about the public relations industry called “Toxic Sludge Is Good For You,” distributed by the Media Education Foundation (MEF at [www.mediaed.org](http://www.mediaed.org)).

#### **F. Clip #6 – Selling The 2003 U.S. Invasion Of Iraq**

Ask your students/audience: “How many of you remember the famous television moment where the statue of Saddam Hussein was pulled over in the city square?”

Then, show this clip, taken from a 2005 documentary called “Disinformation Nation,” which shows how the U.S. military and the public relations industry engineered the “TV sound byte” of the Saddam statue being pulled over, while the U.S. press minimized coverage of U.S. citizens’ massive street demonstrations opposing the U.S. invasion of Iraq.

Ask: Why do the US mainstream media not always tell us the whole truth about militarism and war?

Possible answers:

- A. Telling the whole truth about ANY story is impossible.
- B. Journalists are people who make mistakes sometimes.
- C. Media outlets are owned by large corporations who have a vested interest in promoting war and militarism to support other military-related companies they own. (Example: NBC television is owned by GE/Westinghouse, a corporation that also manufactures weapons guidance systems for the U.S. military.)

Ask: How can we get more accurate information about militarism and war?

Possible answers:

- A. Consult a wide variety of sources for your news and information.
- B. Seek out independent (non-corporate) media sources.
- C. Question “official” sources of news – “The Pentagon said today...”
- D. Seek out “unembedded” independent reporters close to the stories you are interested in exploring.
- E. Apply our QUESTIONING MEDIA principles and tools to all media you consume.

## U.S. Military Recruiting And War: Further Resources

- America's Army video game

[www.americasarmy.com](http://www.americasarmy.com)

Millions of Americans are introduced to Army recruitment via this popular video game and web site, developed by the U.S. Army.

- America's Defense Monitor

[www.cdi.org/adm](http://www.cdi.org/adm)

This organization provides balanced coverage of U.S. military activities and programs and the rationales behind them.

- *America's Military Today* by Tod Ensign (New Press, 2004)

The most comprehensive critical new book on U.S. military recruitment.

- Arlington West (2004)

[www.arlingtonwestfilm.org](http://www.arlingtonwestfilm.org)

Moving film that explores Americans' reactions to a military "cemetery" built by concerned citizens on a California beach.

- Citizen Soldier

[www.citizensoldier.org](http://www.citizensoldier.org)

Organization devoted to defending the legal rights of U.S. soldiers.

- The Congress

[www.congress.org](http://www.congress.org)

Access to all of our elected Congressional representatives.

- Cost of War

[www.costsofwar.com](http://www.costsofwar.com)

How much is the war costing the United States on a "per state" basis? How else might the U.S. government be spending our tax-payer monies? Use this informative web site to find out.

- Department of Veteran Affairs

[www.va.gov](http://www.va.gov)

Federal agency charged with supporting U.S. military veterans and their families.

- Gold Star Families For Peace (GSFP)

[www.gsfp.org](http://www.gsfp.org)

Military families for peace who have lost loved ones in Iraq.

- *Hijacking Catastrophe: 911, Fear, and The Selling Of American Empire* (2004)

[www.hijackingcatastrophe.org](http://www.hijackingcatastrophe.org)

This 60-minute documentary takes a critical look at Executive branch neo-conservatives – Cheney, Rumsfeld, Wolfowitz – their imperial ambitions, and their exploitation of the 911 tragedy for political purposes.

- Independent Media In A Time Of War (2004)

[www.democracynow.org](http://www.democracynow.org)

“Democracy Now” civic journalist Amy Goodman looks at the relationship between mainstream U.S. media and the Iraq War in this 30 minute documentary.

- Iraq Body Count

[www.iraqbodycount.net](http://www.iraqbodycount.net)

How many Iraqis have been killed since the U.S. invasion of Iraq? The Pentagon refuse to count, but this web site does.

- Iraq Veterans Against The War (IVAW)

[www.ivaw.net](http://www.ivaw.net)

Military veterans opposed to the war in Iraq.

- Military Families Against The War (U.K.)

[www.mfaw.org.uk](http://www.mfaw.org.uk)

British equivalent of the U.S. MFSO.

- Military Families Speak Out

[www.mfso.org](http://www.mfso.org)

U.S. military families speaking out against the U.S. invasion and occupation of Iraq.

- The Pentagon

[www.defenselink.mil/pubs/pentagon](http://www.defenselink.mil/pubs/pentagon)

Official web site for the U.S. empire’s top military planners.

- Project For A New American Century

[www.newamericancentury.org](http://www.newamericancentury.org)

Neoconservative thinkers chart their blueprint for 21<sup>st</sup> century U.S. dominance of the globe at this web site.

- September Eleventh Families for Peaceful Tomorrows

[www.peacetomorrows.org](http://www.peacetomorrows.org)

Families of 911 victims opposed to the U.S. invasion of Iraq.

- Uncovered: The Truth About The Iraq War (2004)

[www.truthuncovered.com](http://www.truthuncovered.com)

In this 60-minute documentary, federal government insiders reveal truths about the reasons why the U.S. government went to war in Iraq.

- United For Peace And Justice  
[www.unitedforpeace.org](http://www.unitedforpeace.org)  
Organization opposed to the U.S. invasion of Iraq.
  
- The United States Department Of Defense  
[www.defenselink.mil](http://www.defenselink.mil)  
Official web site of the Defense Department.
  
- United States Air Force  
[www.airforce.com](http://www.airforce.com)  
Official web site of the USAF.
  
- United States Air National Guard  
[www.and.af.mil](http://www.and.af.mil)  
Official web site of the USANG.
  
- United States Army  
[www.goarmy.com](http://www.goarmy.com)  
Official web site of the U.S. Army.
  
- United States Army National Guard  
[www.1800goguard.com](http://www.1800goguard.com)  
Official web site of the USANG.
  
- United States Marine Corps  
[www.usmc.mil](http://www.usmc.mil)  
Official web site of the USMC.
  
- United States Navy  
[www.navy.mil](http://www.navy.mil)  
Official web site of the USN.
  
- Veterans For Peace  
[www.veteransforpeace.org](http://www.veteransforpeace.org)  
U.S. war veterans championing a more peaceful future.
  
- Veterans for Common Sense  
[www.veteransforcommonsense.org](http://www.veteransforcommonsense.org)  
U.S. war veterans championing common sense.
  
- Vietnam Veterans Against The War  
[www.vvaw.org](http://www.vvaw.org)  
Vietnam war veterans opposed to the U.S. invasion of Iraq.
  
- The White House  
[www.whitehouse.gov](http://www.whitehouse.gov)

Official web site of the President of the United States.

**Questioning Media**  
**Ten Basic Principles of Media Literacy Education**  
(provided by ACME at [www.acmecoalition.org](http://www.acmecoalition.org))

1. **Medium: a form of communication – i.e. television, a video game, or a magazine article – that transmits messages, tells stories, structures learning, and constructs a “reality” about the world.**
2. **Media Literacy:** an educational approach that seeks to give media users greater FREEDOM and CHOICE by teaching them how to **access, analyze, evaluate** and **produce** media. ACME-style media literacy education emphasizes: **knowledge, skills, and activism!**
3. **“REALITY” CONSTRUCTION/TRADE-OFFS: Media construct our culture and involve trade-offs (goods and bads).** Consuming media always involves choices that enhance or degrade our lives. We should ask ourselves, "What are the trade-offs of this media experience?"  
*ASK: Who produced this media? What kind of reality does this media create? How accurate is this “reality”? What stories are NOT being told and why?*
4. **PRODUCTION TECHNIQUES: Media use identifiable production techniques.** Advertisers, the public relations industry, and other powerful media makers spend massive amounts of time, energy, and money carefully creating media to influence the ways we think, behave, and buy. "Deconstructing" or analyzing production techniques – camera angles, lighting, editing, sound effects, colors, font styles, symbols, etc. - can build awareness, leading to more careful and "literate" consumption of media.  
*ASK: What kinds of production techniques does this media use?*
5. **VALUE MESSAGES: Media contain ideological and value messages.** Some value messages are intended, while others are unintended. Messages can be positive or negative, and messages target specific groups.  
*ASK: What kinds of value messages does this media promote?*
6. **COMMERCIAL MOTIVES: Media are business and commercial interests.** Most media are produced within the commercial industry – researching questions of ownership, production, and distribution is vital to fully understanding media's influence.  
*ASK: What are the commercial motives behind this media? Who or what paid for this media and why? Who or what owns this media product?*

7. **INDIVIDUAL MEANINGS: Individuals construct their own meanings from media.** If parents, teachers, students and citizens are to learn about media, let's honor, discuss and debate each other's meanings.  
*ASK: What meanings do YOU find in reflecting about this media? What differing meanings might other individuals or groups find?*
  
8. **EMOTIONAL TRANSFER: Commercials and other multi-media experiences operate primarily at an emotional level** and are usually designed to transfer the emotion from one symbol or lifestyle onto another (usually a product or behavior).  
*ASK: What emotions does this media tap? What might we consider if we think more deeply about this media?*
  
9. **PACING: Media Pacing - TV runs at 30 frames per second (movies at 24).** The conscious mind can process about 8 frames per second; hence television and movies tend to keep us from conscious analysis and reflection about individual messages and larger industry contexts.  
*Ask: What do you observe about this media upon reflection? (After showing media multiple times, slowing media down, or stopping media regularly for discussion).*
  
10. **SYMBOLIC RHETORIC/Techniques of Persuasion:** Symbols, flattery, repetition, fear, humor, powerful words and sexual images are especially common and effective techniques of media persuasion.  
*Ask: What persuasive techniques is this media using?*

**See ACME at [www.acmecoalition.org](http://www.acmecoalition.org) for more information about media literacy education curricula, activities, and resources.**

## From Persuasive Techniques to Analytical Tools: Developing A ML Language

ACME at [www.acmecoalition.org](http://www.acmecoalition.org)

*“A democratic civilization will save itself only if it makes the language of the image into a stimulus for critical reflection - not an invitation for hypnosis.”*

*Umberto Eco*

1. **Symbols:** Persuading through the use of idea-conveyances (an American flag on a lapel pin) that associate one thing (a politician) with another (support for his speeches or policies). Symbols are often phrases (“Just Do It”), images (the famous “Earth seen from space” photo) graphic brands (McDonald’s Golden Arches), or icons (well-known politicians, athletes, or artists). Symbols are rarely used by accident or chance; they are usually employed very carefully.
2. **Big Lie:** Persuading through dishonesty; not telling the truth about X. An easy technique to spot in advertising (“Smoking makes you glamorous,” “Drinking makes you cool”), but sometimes harder to spot in political propaganda. This is where reading a variety of independent media sources comes in handy.
3. **Flattery:** Persuading by complimenting insincerely or excessively. Advertisers use this technique all the time (“You deserve a break today”), and television programs (including so-called “reality TV”) uses this technique in a more subtle way, suggesting that the audience is more smart, cool, etc. than people on the screen.
4. **Hyperbole:** Persuading by making exaggerated claims. Found all the time in advertising media (“The best smoke ever!”), and often in political propaganda.
5. **Bribery:** Persuading through the offering of a bribe - money, favors, savings, or a little something extra. Advertisements use this technique all the time (“Act now and we’ll throw in extra X or save you Y dollars.”)
6. **Bandwagon:** Persuading by insisting that “everyone’s doing X.” Works in both advertising and political propaganda.
7. **Scapegoating:** Persuading by blaming problems on one individual or group (The Nazis blaming Jews, for example, for Germany’s problems during the 1930s).
8. **Simple Solutions:** Persuading by offering a simple solution to either a manufactured or more complex problem. (“Take these pills and lose all the weight you need!” What about a responsible diet, regular exercise, the

influence of genetics on one's weight, and a healthy sense of individual self-esteem despite being larger than some?)

9. **Rhetorical questions:** Persuading through the asking of questions designed to provoke further exploration or generate a certain predicted response. (“Do you want greasy hair?” “Why did politician X lie about Y”?)
10. **Fear/Defensive Nationalism:** Persuading by appealing to an enemy – Communists, terrorists, or godless liberals. (The Bush administration has leveraged the 911 tragedy to attack so-called “rogue nations” – Iraq, Korea, and Iran - that comprise an “axis of evil.”)
11. **Humor:** Persuading through appeals to the funny bone. Laughter is often the best medicine, especially if you don't want people to think too deeply about something.
12. **Testimonial:** Persuading by invoking support from respected individuals (like athletes, movie stars, and doctors) or institutions (Like having the AAP approve media literacy curricula or a former Surgeon General endorse pharmaceutical products.)
13. **Plain Folks:** The opposite of testimonial; persuading by appealing to the common man or portraying yourself as “just one of the guys/gals.” (Used in many beer advertisements, as well as by millionaire politicians who stage “photo ops” of themselves chopping wood, fishing, or reading to school children.)
14. **Repetition:** Persuading through, you guessed it, repeating the same image, word, symbols, or phrase over and over. (Advertisers use it – “diamonds are \_\_\_\_\_” as do politicians – how many times have you heard the phrase ‘weapons of mass destruction.’?)
15. **Nostalgia:** Persuading through appeals to a more simple or romantic (and often mythical) past. (See Brokaw's book *The Greatest Generation* or any Hollywood World War II movie).
16. **Diversion:** Persuading by diverting attention away from damning information or an alternative point of view. (The alcohol and tobacco industries use this technique in all of their advertising).
17. **Denial:** Persuading by avoiding (or seeming to avoid) an attachment to unpleasant symbols, moments, or stories.
18. **Warm Fuzzies:** Persuading with appeals by cute little children, large furry animals, or anything else that warms your heart. (Think “Little Debbie” snack cakes – a classic example).

19. **Beautiful People:** Persuading through images of good-looking individuals to sell products, lifestyles, behaviors, or ideas. Common in advertising and politics.
20. **Group Dynamics:** Persuading by building a sense of solidarity; replacing the “I” aloneness with “we” togetherness. Look for “we,” “our” and other GD power words. (“We the people,” begins the US Constitution).
21. **Either/Or:** Persuading by appeals to simplistic black and white and either/or thinking. (To quote Mr. Bush – “you’re either for us or against us.”) Used all the time by lazy journalists and our mind-numbingly shallow mainstream McNews culture.
22. **Maybe:** Persuading with promising but “hedgy” language – words like “might,” “could,” or “maybe.” (“Play the Lottery – you could win a million dollars!”)
23. **Strength:** Persuading by appeals to strong leadership – be strong, aggressive, bold, firm, and “in charge.” (Watch any action movie or State of the Union message).
24. **Scientific Evidence:** Persuading with scientific (or pseudo-scientific) language – graphs, diagrams, charts, statistics and “jargon.” (“4 out of 5 dentists surveyed...”)
25. **Card Stacking:** Persuading by taking information out of context or not providing the whole story. (Movie advertising featuring critics’ one liners – “the best movie I’ve ever seen!” – does this all the time).
26. **Name Calling:** Persuading with personal attacks that features colorful, offensive, crude and humorous language. (Listen to Rush “FemiNazi” Limbough or H. Stern).
27. **The Race Card:** Persuading through appeals to race, often mythical notions of racial harmony (advertising) or race-based fear appeals (politics).
28. **Timing:** Persuading through the orchestrating of various story elements or production techniques to enhance media’s meaning and power. (Study scary or tear-jerking movie scenes, or effective advertisements, to see this at work).