# ANALYSING MANIPULATION STRATEGIES IN THE PAST AND THE PRESENT.

This document is a summary of a model on Mass Manipulation that seeks to explain how populations have been manipulated throughout the twentieth century in different contexts by different institutions.

This document should be analysed critically and should not be taken as prescriptive but as an orientation for critical analysis.

## TEN EXAMPLES OF MANIPULATION STRATEGIES:

### 1. DISTRACTION.

Its main purpose is to divert public attention from important issues by means of the technique of flooding the public with continuous distractions and insignificant information. Distraction also prevents the public from taking an interest in science and social studies.

### 2. CREATING PROBLEMS AND THEN OFFERING SOLUTIONS.

This strategy may be used by dictatorships, political parties and even modern democracies. Its main purpose is to create a polarised reaction, in other words, to shape people's opinion one way or the other, often causing uneasiness and leading to a rise in urban violence.

### 3. THE GRADUAL STRATEGY.

Making the public accept something unacceptable if it were presented all together. Instead, unpopular measures are presented gradually.

### 4. DEFERRING.

This is another strategy for introducing unpopular decisions. These decisions are presented as rather painful but necessary and they are appointed for a time in the future, this way there is more room for gaining public acceptance in the meantime.

## 5. INFANTILIZE THE PUBLIC.

This strategy involves using speech, arguments, even intonation by means of which the audience is treated infantile or immature.

## 6. APPEALING TO EMOTIONS.

This technique seeks to create an emotional reaction so that it impedes rational analysis and critical reasoning.

## 7. KEEP THE PUBLIC IN IGNORANCE.

Making the public incapable of understanding the technologies and methods used to control them, often through poor access to education.

## 8. ENCOURAGING COMPLACENCY.

This strategy involves making the public believe that it is fashionable to be uneducated or vulgar.

## 9. PROMOTING SELF-BLAME.

Promoting individuals to blame themselves for the misfortunes because of their lack of intelligence, ability or effort.

## 10. KNOWING THE PUBLIC.

Advances in neurobiology and applied psychology have granted dominant institutions a sophisticated understanding of human behaviour and reasoning, which may allow for an exertion of control over individuals.