

Communication 487
Communication and Global Organization
Fall 2010

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| Professor: | Jonathan D. Aronson |
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| Phone: | 213-743-1943 |
| Class: | W 2:00 – 4:50 in KER 101 |
| Office: | KER206 |
| Office Hours: | W 5:00-6:30 |

Description/Goals:

This seminar explores trends in communication in small groups and global business, government, and NGO organizations. The course is organized in three parts: (1) Interpersonal communications, (2) Point-to-multipoint communication, and (3) Communication, creativity, and innovation. This track the communication issues that emerged with the rise of ubiquitous, mobile, digital networks.

Organization:

The course meets once each week for three hours. The first 30-45 minutes will generally be devoted to exercises. Lecture and discussion will follow. There will be three case study sessions during the semester.

Requirements:

- 1) 25% of the grade is based brief quizzes on the readings
- 2) 25% of the grade is based on class participation
- 3) 25% of the grade is based on your Book Review
- 4) 25% of the grade is based on your buzz assignment

Required Books and Pamphlets:

1. Warren Bennis, *Organizing Genius: The Secrets of Creative Collaboration*
2. Clayton Christensen, *The Innovators Dilemma or The Innovators Solution*
3. Eric von Hippel, *Democratizing Innovation (available online)*
4. Edward Tufte, *The Cognitive Style of Power Point*

Academic Integrity:

The Annenberg School is committed to upholding the University's Academic Integrity code as detailed in the *Scampus Guide*. It is the policy of the SIR to report all violations of the academic code. Any serious violation or pattern of violations of the Academic Integrity Code will result in the student's expulsion from the International Relations major or minors. The University may also decide on further consequences.

Disability Accommodation:

Students requesting academic accommodations based on disability are required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP when adequate documentation is filed. Please be sure the letter is delivered to me as early in the semester as possible. DSP is open M-F, 8:30-5:00pm. The office is in STU 301 and their phone is 740-0776.

PART I: Interpersonal Communication

1. **Aug 25: Introduction, Overview of the Goals and Content of the Class** and discussion of Interpersonal Communications including rhetoric and persuasion. What makes a great class? Teacher?

Required Readings: None

Exercise 1: Introduce Yourself: In one minute tell us about yourself. Think about what makes you unique or distinctive or surprising and tell rest of us. Please go beyond, my name is Laura or Sam, I am a senior in Annenberg and want to go to law school. Tell us something about yourself that would surprise even your close friends. And, if you had 30 seconds with the President of the US or the President of USC to make a favorable, memorable impression, what would you say?

2. **Sep 1: Small Group Communications:** Why do teams (study groups or football teams) succeed or fail? Are there secrets to making a meeting successful? When are power point presentations a plus and when are they a negative? More generally when does technology in the classroom improve learning? Charles Eames meets IBM.

Required Readings: Edward Tufte, "The Cognitive Style of PowerPoint"
(AND)

Elizabeth Bumiller, "We Have Met the Enemy and He is PowerPoint," *NYT*, April 27, 2010, pp. A1, A8. (Available at:
<http://www.nytimes.com/2010/04/27/world/27powerpoint.html>)

(AND)

Farhad Manjoo, "No More Bullet Points, No More Clip Art: PowerPoint isn't evil if you learn how to use it," Available at: <http://www.slate.com/id/2253050/>

Exercise 2: Two-minute presentation (Do not go long!) Using **one** prop (handout, power point slide, or something else) tell me something that I don't know. Also, form into groups of 3 or 4 to plan for Exercise 3 next week.

3. **Sep 8: Bilateral and Multilateral Negotiations:** A friendship or a relationship comprises a series of bilateral negotiations (where shall we go for dinner, which movie should we see, do we want to be just friends or more?). Companies negotiate constantly about their relationships (think Apple/ATT or United/Continental merger). Governments negotiate internally, bilaterally, and multilaterally (State v Defense; US and China; G8 and G20 or WTO). Why do business executives usually fail in government and why do successful government leaders often fall in their face in business? How can negotiations reach agreement as the number of negotiators increase?

Required Readings: Cowhey & Aronson, *Transforming Global Information and Communication Markets*. Chapters 1 & 7. (Available at: <http://globalinfoandtelecom.org/>)

Exercise 3: Group Decision and Follow Through: In your group you will need to decide on (negotiate) an activity to undertake together and then do it. (Visit the natural history museum, have a meal together on campus or off, see a movie, go for a swim, take a walk, etc.) As a group, in no more than 3 minutes tell the class what your group did together and, more important, how the decision was made. Each member of the group should tell me whether they felt their views were taken into account or not.)

4. **Sep 15: Case Study:** The Rise of NGOs as Political Actors: When do they succeed (Land Mines, Women's and Children's Rights) when have they fallen short (Climate Change, WSIS). How do you define success?

Required Readings: Start reading through the information at the sites of the International Campaign to Ban Land Mines (<http://www.icbl.org/intro.php>) and of Public Knowledge (<http://www.publicknowledge.org/>).

(AND)

Margaret Keck & Kathryn Sikking, *Activists Beyond Borders* (1998), Chapter 5, pp. 165-198. (I will make this available)

(AND)

Elizabeth Corell and Michele Betsil, "Analytical Framework: Assessing the Influence of NGO Diplomats," in their *NGO Diplomacy* (MIT Press, 2008) 19-42. (I will make this available)

Exercise 4: Map: Create a 1-page or 1 power point map of USC's international links (both incoming e.g. international students, and outgoing, e.g. overseas programs and offices). You may work alone or with your team. We will work together to try to merge and improve the maps in class.

PART II: Point to Multi-Point Communication: Local to National to Global

5. **Sep 22: Voice:** Speech to Telephones to Radio and from Vinyl to CDs to iTunes: From oratory to telephone (really point-to point) was a huge leap. The move to radio changed the world, but was overshadowed by television and movies. Skype introduces new possibilities. If we charge for video, phone service must be free. The death or distance. The music business in transition.

Required Listening and a short article to read:

Listen to Talk Radio for at least an hour (NPR, Limbaugh, KCRW, KPCC, KPFK or anybody else you choose). (Music and sports excluded) Think about how it is presented.

(AND)

Listen to: "Radio Icon Norman Corwin's Splendid Century," May 3, 2010,
[http://www.npr.org/templates/story/story.php?storyId=126414628,](http://www.npr.org/templates/story/story.php?storyId=126414628)

(AND)

Norman Corwin's "On a Note of Triumph:"
<http://www.npr.org/templates/story/story.php?storyId=4668028>

(AND)

Will the Internet Kill Traditional Car Radio?
<http://www.nytimes.com/2010/05/09/automobiles/09RADIO.html>

(AND)

Joshua Green, "Management Secrets of the Grateful Dead," *The Atlantic*, March 2010, pp.64-67. (Available at:
<http://www.theatlantic.com/magazine/archive/2010/03/management-secrets-of-the-grateful-dead/7918/>)

Exercise 5.1: Publish or Perish Introduction: What makes a good review? Choose the book you will review.

6. **Sep 29: Print:** Books, Pamphlets, Letters, Magazines, and Newspapers: Printing Presses. The printing press started a revolution in literacy but also in terms of power politics. People are reading more but they are doing so online. What does this mean for publishers, authors, newspapers, culture and society?

Required Readings: Read as much as possible of the book you are reviewing and be prepared to summarize the main argument.

(AND)

Jonathan Shaw, "Gutenberg 2.0: Harvard Libraries Deal With Disruptive Change," *Harvard Magazine*, May-June 2010. (Article is available at: <http://harvardmagazine.com/2010/05/gutenberg-2-0>).

(AND)

Ken Auletta, "Publish or Perish: can the iPad topple the Kindle, and save the book business?" *The New Yorker*, April 26, 2010. (Article is available at: http://www.newyorker.com/reporting/2010/04/26/100426fa_fact_auletta)

(AND)

Look at: <http://latimesblogs.latimes.com/jacketcopy/2010/05/reading-around-the-world-in-photos.html>

Someday if you are inspired read Elizabeth Eisenstein, *The Printing Press as an Agent of Change* (Cambridge, 1979).

Exercise 5.2: Oral reports and critique

Carefully Read the last Sunday's New York Times Book Review in a paper version and then online. Consider the differences and be ready to discuss. Also read 2 or 3 reviews at IJOC.org.

7. **Oct 6: Images and Video:** Movies and Television to YouTube and Hulu. How do you watch television and movies? How has this changed and will change in the future? Cable v. Networks. Asynchronous viewing. Reaching audiences. Transmedia storytelling.

Required Readings: "Changing the Channel: A special report on television," *The Economist*, May 1, 2010, (Article available at: http://www.economist.com/specialreports/displaystory.cfm?story_id=15980859)

(AND)

Henry Jenkins, *Convergence Culture*, Chapter 3, pp. 59-92. Also see his "The Revenge of the Origami Unicorn: Seven Principles of Transmedia Storytelling," (Available at: http://www.convergenceculture.org/weblog/2009/12/the_revenge_of_the_origami_uni.php)

Exercise 5.3: Complete reading your book and turn in first draft.

8. **Oct 13: Data:** Computers and Internet: Email to Broadband to 4G. Facebook and Myspace! The amount of data available and consumed is exploding. What is the significance of the data eruption and of social networking. **Consider:** ‘Where is the wisdom we have lost in knowledge? Where is the knowledge we have lost in information?’ (T. S. Elliot, 1934); ‘Where is the information we have lost in data?’ (C. Jonscher, 1999).

Required Readings: [John Naughton](#), “The Internet: Everything you ever need to know” [The Observer](#), June 20, 2010.

(AND)

“A World of Connections: A special report on social networking,” *The Economist*, January 30, 2010. (Available at: http://nycbiznetworking.typepad.com/my_weblog/2010/02/the-economist-a-world-of-connections-a-special-report-on-social-networking.html)

(AND EITHER)

“Data, data everywhere” A special report on Managing Information, *The Economist*, February 27, 2010. (Available at: http://www.economist.com/specialreports/displaystory.cfm?story_id=15557443)

(OR)

Roger Bohn and James Short, “How Much Information? 2009: Report on American Consumers,” Global Information Industry Center, UCSD, December 9, 2009. (Available at: <http://www.scribd.com/doc/31120885/How-Much-Information-2009-Report-on-American-Consumers-Roger-E-Bohn-amp-James-E-Short>)

Exercise 5.4: First drafts returned; Initial critique

9. **Oct 20: Case Study:** Converging Business Models adapt to a Digital World: The Rise of Google and eBay and their Business Models. Consider the advertising model adopted by Google and the auction model embraced by eBay (including Paypal). But why did eBay buy Skype?

Required Readings: Cowhey & Aronson, *Transforming Global Information and Communication Markets*. Chapters 3. (Available at: <http://globalinfoandtelecom.org/>)

(AND)

Charlie Stross, “The real reason why Steve Jobs hates Flash,” (Available at: <http://www.antipope.org/charlie/blog-static/2010/04/why-steve-jobs-hates-flash.html>)

Exercise 5.5: Final Book Reviews due. Also try searching three different terms or questions of your choice on Google, Bing, Ask.com, and Wolfram Alpha. Come prepared to discuss the differences you discover.

PART III: Communication, Creativity, and Innovation

10. **Oct 27: Defining and Promoting Creativity and Innovation.** The last portion of the class considers how and when organizations are creative and innovative. What does it mean to be innovative and how can we foster it in ourselves and in organizations.

Required Readings: Before class please read Vannevar Bush's seminal article "As We May Think," that was first published in *The Atlantic* in July 1945. It is available at: <http://www.theatlantic.com/magazine/archive/1969/12/as-we-may-think/3881/>

(AND)

Cowhey & Aronson, *Transforming Global Information and Communication Markets*. Chapter 4. (Available at: <http://globalinfoandtelecom.org/>)

Exercise 6.1 Creating Buzz: 15 Minutes of Fame: Explanation of the Assignment and Selection of Topics. (a) Self promotion; ok, but boring; (b) Make somebody else famous. (3) It's not creative if it doesn't sell! License plates. How should success be measured?

11. **Nov 3: Fostering Creative Groups:** Bennis provides case studies of highly creative groups. Kidder provides a more in depth story of a creative group.

Required Readings: Warren Bennis, *Organizing Genius: The Secrets of Creative Collaboration*

(OR)

Tracy Kidder, *The Soul of the New Machine* (Atlantic Press, 1981).

Exercise 6.2 Initial strategy report and brainstorming

12. **Nov 10: Disruptive technologies and Killer apps. Where do they come from? Why are small companies often more innovative than large ones? Is Christensen right? If so how does this story apply to higher education and especially to the challenges facing USC?**

Required Readings: Clayton Christensen, *The Innovators Dilemma: When New Technologies Cause Great Firms to Fail* (HBS Press, 1997).

(OR)

Clayton Christensen and Michael Raynor, *The Innovators Solution: Creating and Sustaining Successful Growth* (HBS Press, 2003).

Exercise 6.3 Progress reports and critiques.

13. **Nov 17: Bottom-Up Innovation**

Required Readings: Eric von Hippel, *Democratizing Innovation* (Available at: <http://web.mit.edu/evhippel/www/democ.htm>)

(OR)

Eric von Hippel, *The Sources of Innovation* (Available at: <http://web.mit.edu/evhippel/www/democ.htm>)

(AND)

“The World Turned Upside Down: A Special Report on Innovation in Emerging Markets,” *The Economist*, April 17, 2010. (Article available at: http://www.economist.com/specialreports/displaystory.cfm?story_id=15879369)

Exercise 6.4: Progress reports and critiques.

- 14. Nov 24: Creativity in Statecraft:** Given the political morass that the US and other countries find themselves stuck in. Given corruption and poverty. Can countries and international groups actually craft creative solutions to hard problems?

Required Readings: Arthur Schlesinger, Jr. "Creativity in Statecraft."
(Hard to find so I will provide this to students)

(AND)

"The Heiligendamm Dialogue Process: Extending the G8-G5 Dialogue"
(Available at: <http://g8italy.wordpress.com/2009/07/10/the-heiligendamm-process-extending-the-g8-g5-dialogue/>)

Exercise 6.5: Progress Reports and Critiques

- 15. Dec 1: Using Innovations for Innovation:** Virtual Worlds, Massive Multi-Player Games (MMPGs), the Semantic Web, the Cloud and RFIDs. Next steps in innovation and how will it change the way we communicate. Will the new fad in 3-D movies let by Avatar change things or is it a flash in the pan?

Required Reading: If you are one of the few who have not seen Avatar, rent it and watch it and consider how it changes the cinema experience.

(Also)

Roger Ebert, "Why I Hate 3-D (and You Should Too)" *Newsweek*, April 29, 2010. (Available at: <http://www.newsweek.com/id/237110>)

Exercise 6.6: Final written report due in class