

## ASCJ 210: Contours of Change in Media and Communication

Professor Mark Lloyd

3:30-4:50pm Tue, Thu

Lecture location: ASC 204

Office hours: Weds 1-3pm, and by appointment

Office Location: ASC 102a

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Teaching Assistants:

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### Course Description

A central theme and topic of discussion in many Annenberg classes is that of “change.” We consistently challenge our students to consider: 1) the changing political, economic, technological and cultural and geopolitical context of media, communication technologies, and sociocultural practices of meaning making; and 2) how communication practices, industries, and fields of life have built on earlier histories of communication, media, and social life and changed over time. Students often respond to these ideas by asking themselves and Annenberg faculty/staff how they should approach the inevitability of change in the communication and media fields and best prepare – professionally, intellectually, and socially – for becoming and being responsive, innovative, and transformative agents and citizens amid such change?

This course provides Annenberg communication majors with an introduction to cultivating a curious, critical, and proactive approach to the challenges described above. In this course, instructors will encourage students to develop an expansive and critical definition and understanding of change as it relates to the role of media and communication in producing and responding to political and cultural transformations that shape our sense of ourselves and our ideas of citizenship.

The course will begin by offering students a foundational definition of change rooted in political communication, activism, and advocacy, wherein change will be discussed as it occurs in *historical, cultural, political, technological, economic, and social* contexts. Throughout the course, students will examine key concepts and issues in communication, and consider their significance in relation to controversies, struggles over power, and emerging socio-economic trends in such arenas as personal identity, the importance of place and communities of interest, academic structures and learning, governance, globalization, religion and culture.

The course will encourage students to see and understand change through different lenses—institutional, social and cultural, as well as individual—thereby exposing them to structures, spectrums and actors precipitating change. Students will also gain perspective on the impact and valuation of change, how it manifests in a legal, political, economic, and/or social contexts, and how changes are felt, read and understood by a broad public and citizenry. The instructors will work to situate each of the discussed weekly-themes in various historical and contemporary events, struggles, and personalities. Thus while the themes will be presented to students theoretically, the themes will also offer a tangible and accessible dimension via case studies and examples connected to the issues and concerns of our contemporary moment.

*Given our class' focus on current issues, the readings and speakers noted below are subject to change. We will keep with the dates and times, but this should be considered a draft syllabus.*

### Course Objectives

Students in this course will tackle and engage the persistence and continuity of change regarding media and communication by:

- Juxtaposing and comparing historical and present day examples and case studies
- Examining and differentiating key issues that underlie institutional and individual facets of change
- Determining how certain ideologies and policies work in relation to tides of change
- Assessing the value of global and localized networks as sites and instigators of change
- Gaining awareness of their own agency and power to instigate change, while being cognizant of systems and structures of constraint

### Course Requirements

This is a lower division introductory course. Students are required to do all weekly readings, and be prepared to contribute to class discussions. Attendance is mandatory for both lectures and discussion section. In addition, it is vital that you always bring a notebook/notepad, paper and pen to every class, and all undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. This class also requires signing up to [Top Hat](#), this service will be used to take attendance and spur class interaction.

### Attendance

Attendance in class is vital. Students who, without proof of medical or family emergency, miss more than two sections of lecture or discussion will have their grades reduced and risk failing the course.

### Assignments

- Reading Posts: You will be expected to write a short reaction to the readings each week. The posts should be no more than a page. It should cover all the readings that week. And answer the following: 1) What is the major point made by the author? 2) How does it contrast with other readings that week? And 3) Do you agree or disagree and why?
- Case Study Response Papers. You will receive details about each case study separately.

All assignments must be completed and handed in on time to avoid a grade reduction (1/3 of a grade per day including weekends). If you are unable to turn in an assignment due to illness or a family emergency, you must provide written documentation that will allow you to be excused. You are advised to discuss your situation with either the Professor or Teaching Assistant in a timely manner.

### Classroom conduct

You are expected to critically analyze the readings and come to class prepared to contribute and share your ideas and opinions. Students are encouraged to use the classroom as a space and community to voice their opinions and share their concerns and explore areas where their research and scholarship can be enhanced. It is vital that we create a space where diverging points of view and mutual respect are celebrated, so disrespect of any kind will not be tolerated.

### Evaluations

You are responsible for the material covered in class and in the reading. You will be evaluated on the following:

1. the level of your engagement with the class materials (as evidenced in your written work, research, efforts in multimedia argumentation and design, and class participation)
2. your capacity to explain your ideas and analysis in articulate forms (whether written or visual)
3. your ability to creatively explore those theories and methodologies

All of your work will be graded on two primary evaluative scales:

1. how well it demonstrates an understanding of the theories and methodologies of the class
2. how well it articulates and structures its argument

### Grading Breakdown

Class participation (not based solely on attendance)	10%
Reading Posts (1pg, due end of the day on Friday)	10%
3 Response Papers (tied to specific case studies)	30%
Midterm Exam (closed book/in class)	25%
Final Exam (TBD)	25%

You must complete ALL of the assignments in order to pass the class. Failure to complete ONE OR MORE of them will result in an F in the class.

### Course Grading Policy

Grades will be assigned as follows:

A	outstanding, insightful, original and enthusiastic work
A-	very good, well-written and thoughtful
B+/B	above average work, demonstrating true understanding of material
B-/C+	needs improvement on ideas, argument and follow-through
C and below	fulfilling the bare minimum and showing little understanding of the material

Each assignment will be worth 100 points and will be converted to a percentage score depending upon the weight assigned to each. Your percentage scores on the assignments will be totaled and translated to a letter grade per the scale shown below:

A =	100-94	B =	86-84	C =	76-74	D =	66-64
A- =	93-90	B- =	83-80	C- =	73-70	D- =	63-60
B+ =	89-87	C+ =	79-77	D+ =	69-67	F =	<60

If you have concerns regarding a grade on a given assignment, you must appeal it in writing, stating the reasons why you feel the grade is inaccurate, within one week of receiving the graded assignment. No late appeals will be accepted for review.

### Required Texts

All readings can be found on Blackboard at: <https://blackboard.usc.edu/>

## **Course Schedule: A Weekly Breakdown**

### **PART 1: CONTOURS OF CHANGE: IDENTITY AND COMMUNITY**

This portion of the class will establish theories and ways of understanding change. Students will consider what change means abstractly and as it manifests itself through historical and contemporary examples. They will see change as dynamic and evidenced by shifts in how they see themselves, how they communicate with others, and how they are shaped/informed by the communities they are born into and the communities they choose. This section will also look at the changing definitions of gender, race and ethnicity, and how media effects how we see ourselves and others.

### **Week 1: Making Sense of Change – Aug. 22 & 24**

- [The Price of Certainty](#), NYTimes Op-Docs, by Daniele Anastasion
- Why We Believe Obvious Untruths
- Intro into Critical Thinking
- What Do We Know, Pico Iyer
- Dancing in a Hurricane

***Guest Speaker: Colin Maclay (8/24)***

### **Week 2: Identity Part One – Aug. 29 & 31 (RS)**

- Steve Matthews, "Identity and Information Technology"
- danah boyd, "It's Complicated"
- Laurel Westbrook & Kristen Schilt, "Doing Gender, Determining Gender"
- Larry Gross, "[Growing up gay today](#)" Identity, Part One –
- Kelby Harrison, The Ethics of Passing

***Guest Speaker: Rev. Kelby Harrison, Ph.D. (8/31)***

### **Week 3: Identity/ Women and Men – Sept. 5 & 7 (SMW)**

- Sarah Banet, "[Popular Misogyny: A Zeitgeist](#)" (2015)
- Susan Bordo, Unbearable Weight
- Carl Bialik, How Unconscious Sexism Could Help Explain Trump
- Messner & Mondez de Oca, The Male Consumer as Loser
- J.R. Macnamara, Media and Male Identity The Making and Remaking of Men
- Rebecca Solnit, "[#YesAllWomen Changes the Story](#)" *Tom Dispatch* (2014)

***Guest Speaker: Prof. Sarah Banet (9/5)***

### **Week 4: Identity/Race & Ethnicity – Sept. 12 & 14 (RS)**

- Lloyd, Schement "Understanding a Diverse America's Critical Information Needs"
- Hua Hsu, "[The End of White America?](#)" *The Atlantic* (2009)
- Coates, "Donald Trump is the First White President"
- Vinay Harpalani, "Ambiguity, Ambivalence, and Awakening: A South Asian Becoming Critically Aware of Race in America," pp. 71-83.
- "Some Millennials Still Sleeping on Race"

### **Week 5: Identity/Ethnicity & Community – Sept. 19 & 21 (ESM)**

- Three Reasons to Support DACA
- Sasha Costanza-Chock, "Out of the Closets, Out of the Shadows, and Into the Streets: Pathways to Participation in DREAM Activist Networks"
- Robert Putnam, "Community" in *Our Kids: The American Dream in Crisis*, pp. 191-226
- The Psychology of Home
- Matei, Ball-Rokeach, Qiu, "Fear and Misperception in Los Angeles,"

***Guest Speaker: Prof. Jane Yunhee Junn (9/21)***

**Case Study:** USC "[Good Neighbors](#)" Program, USC Office of Civic Engagement

## **PART 2: INSTITUTIONAL IN/STABILITY**

This portion of the class will explore the relationship between how we communicate and structures such as religious, academic, local, state and national institutions. How have these institutions changed over time? How have they affected each other? And how have these institutions shaped and been shaped by media and communication technologies? The class will explore the historic and continuing role of religious, academic and governing institutions in shaping how we communicate, and how communications technologies have shaped these powerful institutions.

### **Week 6: Religion, Faith, and Spirituality:– Sept. 26 & 28 (ESM)**

- What is Religion
- Christopher Smith & Richard Cimino, “Atheisms Unbound: The Role of the New Media in the Formation of a Secularist Identity”
- Diane Winston, “Mapping the Royal Road.”
- Christopher Buck, “America is a Multifaith Nation”
- Varun Soni, “Why I'm haunted by my religion's dark side”

***Guest Speaker: Dean Varun Soni***

### **Week 7: How Do We Govern Ourselves?– Oct. 10 & 12 (SMW)**

- Paul Starr, “Introduction: The Political Origins of Modern Communication” *The Creation of the Media: Political Origins of Modern Communications*, pp. 1-19.
- Mark Lloyd, Selections from *Prologue to a Farce*
- Cass Sunstein, “Democracy and the Internet”

### **Week 8: Education, Learning and the Academy – Oct. 10 & 12 (RS)**

- Henry Jenkins, Can Public Education Co-exist with Participatory Culture?
- Annie Gilbertson, “[LA schools iPad project: How it started... before the bidding began](#)”
- Kathleen Sharp, “[Rotten to the Core: How an Apple mega-deal cost Los Angeles classrooms \\$1 billion](#)” (2014).
- Issie Lapowsky, “[What Schools Must Learn from LA's iPad debacle.](#)” (2015).

***Guest Speaker: Prof. Henry Jenkins***

### **Week 9: Review & MID-TERM – Oct. 17 & 19**

## **PART 3: MARKETS AND GLOBALIZATION**

This portion of the class will explore the impact of technology, globalization and market forces on the way individuals perceive and are seen by communication industries (Madison Ave., Silicon Valley, Hollywood, etc) and we will consider which voices are heard and ignored in the general ebb and flow of culture clashes and bridges. Our exploration will take into account different historical moments and how these moments shape our potential future.

### **Week 10: Globalization – Oct. 24 & 26 (SMW)**

- Sigismondi, Paolo, “Hollywood Piracy in China”
- The Case of Amazon and What It Means for ICANN
- The Marshall Plan and America First

***Guest Speaker: Prof. Paulo Sigismondi***

### **Week 11: Markets and Media – Oct. 31 - Nov. 2 (ESM)**

- Robert McChesney, “The Internet and Capitalism I: Where Dinosaurs Roam?” and “The Internet and Capitalism II: Empire of the Senseless?” in *Digital Disconnect: How capitalism is Turning the Internet Against Democracy*, pp. 96-171.
- Sharon Reier, “[Half a Century Later, Economist's 'Creative Destruction' Theory Is Apt for the Internet Age : Schumpeter:The Prophet of Bust and Boom.](#)” *New York Times* (2010)
- Gabriel Kahn, “How Much is my Browsing Worth To You?”

***Guest Speaker: Prof. Gabe Kahn***

### **Week 12: Culture Shocks – Hollywood and the Arts – Nov. 7 & 9 (RS)**

- The Meaning of “Culture” - Rothman
- Globalization and Culture - Tomlinson
- Three Paradigms on Globalization and Culture – Pieterse
- The Power of Media - Valenti

***Guest Speaker: Laurie T. Valenti, USC/Annenberg Norman Lear Center***

### **Case Study: What to do about Amazon?**

#### **PART 4: NETWORKS OF CHANGE**

This section of the class will consider the network society and the role networks play in changing modes in which economic, political and cultural actors operate. Students will consider the place of individuals existing in larger network structures. Students will further consider how communities and networks might incentivize or dis-incentivize participation and change through corporate and government invasions of privacy.

### **Week 13: Mass Media and Social Media - Nov. 14 & 16 (ESM)**

- Kligler-Vilenchik, Thorson. “Good Citizenship as a Frame Contest”
- Wolfsfeld, Segev and Sheaffer, “Social Media and the Arab Spring: Politics Comes First”
- Sasha Costanza-Chock “Mic Check!: Media Cultures and the Occupy Movement”.
- Jeffrey S. Juris, “Reflections on #Occupy Everywhere”

***Guest Speaker: Prof. Jose Marichal***

### **Week 14: Networks, Surveillance & Power - Nov. 21 (SMW)**

- Alfred W. McCoy, “[Surveillance Blowback](#)” *Tomdispatch* (2013).
- Scheer, They Know Everything About You

***Video: [The Internet's Own Boy](#)***

### **Week 15: Networks and Power – Nov. 28 & 30**

- Manuel Castells, “Informationalism, Networks, and the Network Society: A Theoretical Blueprint”
- Video: United States of Secrets Pt. 2
- ***Guest Speaker: Prof. Robert Scheer***

**Case Study: What is the Matrix**

**Study Days Dec. 3-6**

**FINAL EXAM (Take Home) Due Dec. 14**

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### **Classroom Policies and Conduct:**

All undergraduate and graduate Annenberg majors and minors will be required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the Annenberg [Virtual Commons](#) for more information. To connect to USC's Secure Wireless network, please visit USC's [Information Technology Services](#) website.

Nonetheless, it is important to remember that use of computer in the classroom is a privilege. You may use a computer in the classroom ONLY for or for class presentations. If you abuse this privilege by checking email or going on the Internet, updating Facebook profiles, IM-ing friends, or playing solitaire, you will be marked as absent for that class period. All other electronic devices (cell phones, MP3 players, etc.) must be turned off and put away during class time. It is vital that you always bring a notebook/notepad, paper and pen to every class, there will be times when we ask you to take notes but to close your laptops.

Our pedagogical policy is based on mutual respect; all students are encouraged to use the classroom as a space in which to speak and to voice their opinions. Our expectation is that you will respect not only the professors but also your fellow classmates when they are participating in discussion.

### **Statement on Academic Conduct and Support Systems**

#### *Academic Conduct*

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, [Behavior Violating University Standards](#). Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, at <http://policy.usc.edu/scientific-misconduct>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the [Office of Equity and Diversity](#) or to the [Department of Public Safety](#). This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. [The Center for Women and Men](#) provides 24/7 confidential support, and the [sexual assault resource center webpage](#) describes reporting options and other resources.

#### *Support Systems*

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* [http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations.



If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

**Professor Bio:** Mark Lloyd is a professor of practice at the Annenberg School of Communication and Journalism. From 2009-2012 Lloyd served as an associate general counsel at the Federal Communications Commission, advising the Commission on how to promote diverse participation in the communications field. In addition, Prof. Lloyd was the General Counsel of the Benton Foundation, and an attorney at the DC law firm Dow, Lohnes & Albertson. Before becoming a lawyer, Mr. Lloyd was an Emmy award-winning broadcast journalist, working for public and commercial radio and television, including work at NBC and CNN. He has written extensively on communication policy, including *Prologue to a Farce, Communication and Democracy in America* (Univ. of Illinois Press, 2007) and *The Communication Crisis in America, and How to Fix It* (PalgraveMacmillan, 2016). Mr. Lloyd graduated from the University of Michigan-Ann Arbor with a double major in journalism and political science, and from the Georgetown University Law Center.

**Teaching Assistant Bios:**

**Raffi Sarkissian** has an M.A. in Critical Studies from USC's School of Cinematic Arts (2012) and B.A.s in Communication and Sociology from UCLA (2009). His academic scholarship focuses on LGBT representation in popular culture and digital publics. His recent work analyzes the role of celebrity, queer politics, and intersectionality in award shows, media activism for Proposition 8, and the It Gets Better Project. Raffi has presented conference papers at SCMS, NCA, ICA, PCA, and Console-ing Passions. He has published in *Spectator* and has a book chapter on the television show *Glee* in the edited volume *Queer Youth and Media Cultures*.

**Emily Sidnam-Mauch** received her B.A. in Communication Studies summa cum laude from Biola University, where she was named Outstanding Communication Student of the year. Prior to her graduate studies, Emily worked as a Social Media Manager for a marketing and innovation company, growing clients' social media followings through strategic, brand-centered marketing campaigns. Emily then went on to earn her M.A. in Media, Technology and Society from Purdue University, with a double minor in Social Networks & Social Capital and Research Methods. At Purdue, Emily worked on a research project on Twitter and safety behavior for the Department of Homeland Security's VACCINE group. She also designed an interactive learning module for Purdue's Polytechnic Initiative. Her master's thesis explored how usage motivations and social capital may inform knowledge gaps in a social network site setting. At USC Annenberg, Emily continues to pursue research related to new media, social networks, and media effects. Her individual research focuses on topics such as usage motivations, attention, information behavior, social capital, and networks in new media settings. Emily is also an active member of the Annenberg Networks Network research group and contributes to collaborative research projects exploring expertise and controversy in networks.

**Sarah Myers West** is a doctoral candidate and the Wallis Annenberg Graduate Research Fellow at the Annenberg School for Communication and Journalism, where her research centers on international policymaking and activism around privacy, security, and freedom of expression. She received her B.A. with Distinction in Media Studies and Foreign Affairs from the University of Virginia and Masters in Public Diplomacy from the University of Southern California where she was a Foreign Language and Area Studies Fellow. Her dissertation examines the politics of encryption and history of the cypherpunk movement in the 1990s and 2000s. She is also engaged with ongoing projects examining the role of technology companies in governing speech and new formations of networked public spaces. She is an affiliate researcher at the Berkman Klein Center for Internet and Society, a Cybersecurity Fellow at the New America Foundation, the managing editor for Global Voices Advocacy's Netizen Report, and worked as a Google Policy Fellow for the Electronic Frontier Foundation in the summer of 2015.