

ASCJ 420 - Section 21941R**Dynamics of the Mobile Revolution: Getting Ready to Thrive in an Industry That Doesn't Exist Yet**

Instructor: Flint Dille (flintdille@gmail.com) Day and Time: Thursdays, 2:00-3:50pm Classroom: ANN L115

Office Hours: By appointment at the Annenberg Innovation Lab (ASC 104)

This is a Wow class. It is designed as an opportunity to put ourselves 5-10 years in the future so that students can target their careers to where the world is going to be, not where it presently is.

While this class is a follow-up to Dynamics of the Mobile Revolution, it is not necessary to have taken that class. The premise is simple. Our class is a ThinkTank on how the revolution in mobile computing, cellphones, wearables, location and context sensitive technology will be changing not only our daily lives, but civilization itself and how they will continue to change the world in the near future.

As with the previous class, this class will be structured as a ThinkTank in which the students will collaborate on a final 'findings' paper at the end of term, coming to both an individual and group set of conclusions as to where we will be a few years in the future, figuring not only the coming technical, but the social, political and media environments as a result of ubiquitous mobile technology.

As the professor is Creative Lead at Niantic Labs, makers of Ingress and Pokemon Go, Geomobile (GPS based), augmented, alternate-reality real-world games. Subjects discussed in this class will include, Gamification, non-linear storytelling, worldbuilding, future cities, citizen journalism, augmented reality, virtual reality and how and when they will collide and how all of this technology will change the world we live in.

Instructor Biography

Flint Dille has been given many titles throughout his career: Transmediologist, World Builder, ARGonaut, Gamifyer, Narrative Alchemist, and Game Designer, to name a few. He has led the development of multiple storyworlds, served as the showrunner on the original *Transformers* animated series, inspired Dilios in Frank Miller's *300*, and is currently a performer for DARPA on '*Gamification of Strategic Surprise*'.

Course Structure

I don't believe that there's any substitute for actually creating a product. When I taught a course on Alternate Reality Games before, I structured it like a startup, where our goal was to actually deliver an ARG by the end of the semester that would exist for three weeks on the internet and one night in reality. This class will be structured like a think tank, with the goal of publishing a digital book of findings at the end of the semester: a collection of final student papers, framed by the premises of the class, that students can be proud of for years to come. Thus, this class has an actual product attached to it, and student papers aren't viewed merely as things that get grades and are forgotten shortly thereafter, but instead become part of a meaningful body of work.

Required Texts: Books, Videos, and Games

I will supply weekly readings, viewings and play-tests as appropriate. Some are mentioned in the syllabus, but some of the articles probably haven't been written yet; this is a fast-moving field. It's not the objective of this course to bury students in reading, but students should plan on spending a few hours per week preparing for class. Some of our texts will be spot on the topic, others more orthogonal. For example, we have a book about survival, a book about strategy, and a few other surprises.

Assignments

Contributions to Class Forum on Blackboard (10 Percent)

Students should share short reflections or questions on the materials read for each week's session, which can be used as a springboard for class discussions. These should be posted on the Blackboard discussion forums by 10:00am on the day the class is being held.

In-Class Participation and Weekly Assignments (10 Percent)

Although there will be some elements of lecturing in this course, it is designed to include a great deal of active participation, both in terms of short assignments and more organic, emergent discussions. Therefore, the success of the learning experience is dependent upon students' active listening and ready engagement in discussions and

exercises.

Peer Review (10 Percent)

One goal of this class is to give students the attitude and skills to thrive in the coming world (and in those industries that don't quite exist yet), so—just as in the real world—a good percentage of success or failure will depend on how well students present in front of others, and how they determine the ways in which limited resources will be allocated. Starting in the second week, a portion of each class will be dedicated to brief student presentations, which will be graded on a curve by the student's fellow classmates. The number of times each student will be required to present will be determined by the

total number of students enrolled in the course.

Midterm (20)

Information about this assignment will be shared in class.

Final Project Draft/Pitch (15)

Students will be expected to deliver a rough draft of their final project, to be presented as a pitch to the class. Although this draft need not be polished, it is expected that the student will have put effort into selecting and presenting materials that will be both relevant and interesting to the class.

Final Project (35 Percent, due date TBD)

Each student will submit a publishable document (2,000-3,000 words) to be included in the class's book of findings.

8/24/17

Week 1: The Mobile (Cloud) Revolution

Section 1: Professor and Student Introduction:

Section 2: Class Overview

- Think Tank Format: Final Paper on some area of the topic
- 4 Sections for Each Class:
 - Homework presentation. And discussion.
 - Lecture
 - Next Week/Questions.
 - 3 Parts: Abstract Concepts. Execution in the Real World. Personal Connection Exercise.
- Midterm on Concepts

Section 3: The Mobile Revolution: Pull out Your Smart Phone. What is different than before the SmartPhone ever existed.

- The iPhone. GPS. Camera. Flashlight. Internet. Social Media. Streaming and Entertainment. What we've gotten. What we've lost.

Section 4: Reading and Prep for Next Week

- Words
 - Compulsion Loop
 - Mindfulness
 - Gamification
 - Dopamine and Cortisol
 - Zeigarnik Effect
- Thing to Do:
 - Download and Reach Level 3 in Pokemon Go! Or Ingress.
- Written Presentation:
 - Observe your relationship with your phone. How many times did you check it today? What is your 'compulsion loop?' Take notes. Be Mindful.

Readings for Week 1

Hit Makers: Derek Thompson - Read over the next 3 weeks.

https://www.amazon.com/Hit-Makers-Science-Popularity-Distracted/dp/110198032X/ref=sr_1_1?ie=UTF8&qid=1502286365&sr=8-1&keywords=hit+makes+the+science+of+popularity+in+an+age+of+distracted

Technology Almost Killed Me

<http://nymag.com/selectall/2016/09/andrew-sullivan-technology-almost-killed-me.html>

How America Lost It's Mind:

<https://www.theatlantic.com/magazine/archive/2017/09/how-america-lost-its-mind/534231/>

8/31/17

Week 2: From the Monoverse to the Chaososphere

Section 1:

- Talk about Relationship with Phone Exercise.

Section 2: Talk about readings.

Section 3: Lecture: Where we are. How we got here from the Monoverse. Where we're going.

Section 4: Set-Up for Right Here/Right Now

Words

Monoverse. Counter-Culture. Luddite. Age of Distraction. Multitasking.

Assignments

- Urbanonmaly Assignment: L.A. is full of Urbanomalies. Unique places. Neighborhoods. Subcultures. Find one and do a five slide deck about it and a 10 minute report.

Reading For Next Week

How Uber Drivers are Motivated:

https://www.nytimes.com/interactive/2017/04/02/technology/uber-drivers-psychological-tricks.html?_r=1

Pokemon Go! In the real world:

<https://improbable.io/2016/07/21/pokemon-go-from-augmented-reality-to-reality>

Wired Magazine Addiction Article:

https://www.wired.com/2017/03/irresistible-the-rise-of-addictive-technology-and-the-business-of-keeping-us-hooked/?mbid=email_onsiteshare

9/7/17

Week 3: Right Here/Right Now

Section 1: 3 Urbanomaly Reports

Section 2: Lecture: Right Here/Right Now

Section 3: Lecture Cont'd.

Section 4: Setup For Next Week: Realities

Assignment:

Theoretical: 1-Page - List the Compulsion Loops you are trapped in.

Practical: Three Best Times You Had This Week

Words: Compulsion Loop. Completion Compulsion. Gamification. Mindfulness.

Readings:

- Plato's Allegory Of The Cave Video: https://youtu.be/jE3hgZ_8Yhw
- Why Your World is a Hallucination:
<https://www.newscientist.com/article/2128725-a-guide-to-why-your-world-is-a-hallucination/>
- Your Brain IS Memories:
<https://www.wired.com/story/your-brain-is-memories>

Finish Derek Thompson: Hit Makers and Be Prepared to Discuss.

9/14/17

Week 4: Realities

Augmented, Alternate, Hyper, real-reality etc...

Section 1: Urbanomaly Reports

Section 2: Talk about Assignments: Compulsion Loops and Best Three Times You Had Last Week.

Section 3: The Different Realities and What They mean.

Section 4: Set-Up For Next Week: Tech. From the Abstract to the Concrete.

Assignment:

Theoretical: If you were viewed by a marketer, what groups would they put you in. Who is trying to reach you and why?

Practical: Play Ingress or Pokemon Go! For 2 hours or do a VR Game.

Words: Shared Reality. Alternate Reality. Mixed Reality. Conflicting Realities. Objective Reality. Agreed Reality. Blocked Realities (Shrouded Realities) -- Things you are forbidden to see. Delusional Realities (Non-valid realities): Manufactured realities. Synthetic Realities: Augmented Reality. Virtual Reality. Curated Realities. Personal Realities

Readings: TBD

Tech 9/21/17

Week 5: Tech

Section 1: Discuss Assignments: 'Mind Cloud'. 'Joyous'' Angry'

Section 2: Lecture (Possible Guest) The State of the Tech

Section 3: What's here. What's Coming. What's Coming Back.

Section 4: Information Age Product Generator Gamified Invention

Assignment:

Theoretical: Come up with 1-topic you either want to cover that isn't in the Syllabus or Want to Expand on.

Practical: Know Word List. Review Readings.

Words: TECH TERMS TBD:

Readings: Review Past Readings

9/28/17

Week 6: Midterm

Section 1: Discuss Assignments. Questions about Midterm.

Section 2: Midterm Test

Section 3: Discussion of Paper Topics

Section 4: Set-Up For Next Week: Gamification

Assignment:

Final Paper: Come in with Three Topics

Practical: Find a Game that isn't a game that you're playing in real life.

Words: Significant Decision. Game

Readings:

- Seth Priebatch Gamification YouTube
https://www.ted.com/talks/seth_priebatsch_the_game_layer_on_top_of_the_world
- Search for Papers for week after next. Dark Worlds. All of the Bad Stuff that can happen in the future due to the cloud: Surveillance. A.I. and Robotics. Stolen Data. The Cloud Crashes. Whatever. We're going to indulge all of the darkness for a week. Not next week. The week after.

Words: Game Addiction. Compulsion Loop. Bartle Test. Pwned (general game slang). TINAG.

10/5/2017

Week 7: Gamification

Section 1: Midterm Returns. Discuss Difference between a game and life. 5 Minute

Presentations on a game you're playing in real life.

Section 2: Gamification Lecture

Section 3: Gamification Lecture

Section 4: Set-Up For Next Week:

- The Dark World: Bleak Futures. Just to get it out of our system.

Assignment:

Theoretical: Next week is our week that looks into all of the bad prognostications about the future (esp as the cloud is involved). This class isn't about Dark World, but we will dedicate a whole class to it just to get it out of our systems.

Practical: How are you going to survive if it all goes bad.

Words:

- Dystopia. Wall-e'fied. Singularity. OODA Loop. Surveillance Economy.

Readings:

- Best articles harvested by class. (This is the beginning of auto research.

10/12/17

Week 8: The Dark World

Section 1: Discuss Dark World Assignments.

Section 2: Lecture on Dark World

Section 3: Lecture on Bright World

Section 4: Set-Up For Next Week: Now that we've got Dark World out of our system, we'll go back to practical. What's probably going to happen?

Assignment:

Theoretical: Your vision of what the mobile world is probably going to be like between 5-10.

Practical: Thought experiment. If you're going to thrive in the coming world, what skills will you need to acquire that you do not have or amplify if you do have them.

Words: Adaptability. Plan B. Career Surfing.

Readings:

- Section from 'Deep Survival'

10/19/17

Week 9: The Probable World

Section 1: Students present: 3-5 Minutes. World as it will probably be and how they will thrive on it.

Section 2: The Blur: A Look At A Set of Predictions I Made 8 Years Ago.

Section 3: Lecture: Thriving in a World That Doesn't Exist Yet.

Section 4: Set-Up For Next Week: A Day Without a SmartPhone or the Internet.

Assignment: Might be the hardest you have all year: Live One Day Without Your Phone or the Internet and Journal It. The one rule is that you have to be honest.

Come in with 3 topics for your final Think Tank Paper next week and be prepared to pitch one for 3 minutes.

Words: Phonerette. Phubbing. Distraction.

Readings: Anything you want. 2 Hours. As Long As It Is On Paper.

10/26/17

Week 10: A Day Without A Phone

Section 1: How did it go? Talk about it. Temptations. Compulsions. Emotions.

Section 2: Pitch Paper Topics.

Section 3: Pitch Paper Topics.

Section 4: Set-Up For Next Week: Your Network

Assignment:

Theory: Diagram the Series of Connections that Took You From High School to This Classroom

Pick Think Tank Paper Topic

Words: Connector, Maven, Early Adopter, YATP (You Are the Product)

Readings: The Tipping Point by Malcolm Gladwell. Ideally, read the book. At the very least, be aware of the concepts. They will be on Midterm II.

11/2/17

Week 11: Network

Section 1: Discuss Network Homework

Section 2: The Power of Networks (Crowd Anything). The Downsides.

Section 3: Establishing, Gardening and Maintaining Your Cloud Network

Section 4: Think Tank Paper Topic Outline. Assign Publishing Tasks for Think Tank Paper. Everybody is doing something.

Assignment: Review course words, concepts and readings for Midterm.

Words: Think Tank, Collaborative Productivity, Group Identity, Web Perception

11/9/17

Week 12: First Draft Final Paper Draft 1

Section 1: Midterm 2

Section 2: Discuss Think Tank Final. Identity. Published Paper.

Section 3: Present Think Tank Topics (if not done)

Section 4: Set-Up For Next Week: Mobile Identity**Assignment: Paper Outline**

Theoretical: What is Your Identity in Cyberspace. Google Yourself. What would you think of yourself?

Practical: What is your brand?

Words: TBD

Readings: TBD

11/16/17

Week 13: Mobile Identity/Trust

Section 1: Prep for Final Draft of Think Tank Paper/Intro/TOC Etc.

Section 2: Lecture: Mobile Identity: How do you Trust Anything in the Cloud: From Fake People to Fake Business, to Fake News?

Section 3: How do you generate Trust?

Section 4: Set-Up For Next Week:

Assignment:

Theoretical:

Practical:

Words: TBD

Readings: TBD

11/23/17 Thanksgiving - No Class

Week 14: Write Final Papers

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11/30/17

Week 15: Last Class

Final Papers: Assemble Think Tank Papers into PDF

Week 16: Finals Week

Turn In Final Think Tank Document

Class Policies and Resources

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 <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <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

<http://equity.usc.edu/> or to the Department of Public Safety <http://capsnet.usc.edu/departments/departments-public-safety/online-forms/contact-us>.

This is important for the safety 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 <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu 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 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.

Course Schedule

Note: The contents of this course schedule, including readings and other assignments, will likely change; please check your USC email account regularly, review updates posted on Blackboard, and confer with your instructor to make sure you're looking at the most current materials.