

ASCJ 210: Contours of Change in Media and Communication

Professor Mark Lloyd
9:30-10:50am Tue, Thu
Lecture location: ASC 231

Office hours: Weds 1-3pm, and by appointment
ASC 102a
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Teaching Assistant: Hyun Tae (Calvin) Kim (hyuntae@usc.edu)

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 status as citizens 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. Do not wait until the end of the term to sort things out.

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

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| Class participation (not based solely on attendance) | 10% |
| Reading Posts (1pg, due start of Thursday class) | 10% |
| 4 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:

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|-------------|--|
| 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/>

Given the focus on current issues, readings and speakers noted below *are subject to change*.

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 - Jan 10 & 12

- [The Price of Certainty](#), NYTimes Op-Docs, by Daniele Anastasion
- What Do We Know, Pico Iyer
- Tim Wu, The Master Switch (short),
- Paul Starr, The Manichean World of Tim Wu
- Said Elias Dawlabani, The World is Bifurcated and Disrupted
- Thomas Friedman, Dancing in a Hurricane

Guest Speaker: Colin Maclay, Dir. Annovation Lab (invited)

Week 2: Identity Part One/ Gender - Jan 17 & 19

- 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](#)"

Guest Speaker: Prof. Larry Gross

Week 3: Identity Part Two/ Women and Men – Jan 24 & 26

- J.R. Macnamara, Media and Male Identity The Making and Remaking of Men
- Sarah Banet, "[Popular Misogyny: A Zeitgeist](#)" (2015)
- Rebecca Solnit, "[#YesAllWomen Changes the Story](#)" *Tom Dispatch* (2014)

Guest Speaker: Prof. Sarah Banet

Week 4: Identity Part Three - Race & Ethnicity – Jan. 31 & Feb 2

- Lloyd, Schement "Understanding a Diverse America's Critical Information Needs"
- Hua Hsu, "[The End of White America?](#)" *The Atlantic* (2009)
- Richard D Kahlenberg, "[No Longer Black and White: Why Liberals Should Let California's Affirmative Action Ban Stand,](#)" *Slate* (2014)
- Jeff Chang, "Seeing America" in *Who We Be: The Colorization of America*, pp. 1-16.
- Vinay Harpalani, "Ambiguity, Ambivalence, and Awakening: A South Asian Becoming Critically Aware of Race in America," pp. 71-83.
- Robeson Taj Frazier, "Ethnic Identity and Racial Contestation in Cyberspace"

Guest Speaker: Prof. Robeson Taj Frazier

Week 5: What is this place and how has it changed – Feb 7 & 9

- Narda Zacchino, California Comeback
- Robert Putnam, "Community" in *Our Kids: The American Dream in Crisis*, pp. 191-226
- Matej, Ball-Rokeach, Qiu, "Fear and Misperception in Los Angeles,"

Guest Speaker: Narda Zacchino

Week 6: Imaginary Borders and Real Barriers– Feb. 14 & 16

- Sasha Costanza-Chock, "Out of the Closets, Out of the Shadows, and Into the Streets: Pathways to Participation in DREAM Activist Networks" in *Out of the Shadows, Into The Streets: Transmedia Organizing and the Immigrant Rights Movement*, pp. 129-153.
- Summer Harlow, Lei Guo. "Will the Revolution be Tweeted or Facebooked? Using Digital Communication Tools in Immigrant Activism" pp. 463-478.
- Roberto Suro, "California Dreaming: New Dynamism in Immigration"

Guest Speaker: Prof. Roberto Suro

Case Studies: DREAMers and Immigration Reform/ [Impact Episode 64: DREAM Act](#)
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 new communications technologies have in turn shaped these powerful institutions.

Week 7: Religion, Faith, and Spirituality – Feb. 21 & 23

- 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."
- Bart Campolo's Heretical Journey

Guest Speaker: Bart Campolo

Week 8: Education, Learning and the Academy Feb. 28

- Henry Jenkins, Can Public Education Co-exist with Participatory Culture?
- Annie Gilbertson, "[LA schools iPad project: How it started... before the bidding began](#)" (2014).
- 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

MID-TERM: Mar 2

Week 9: How Do We Govern Ourselves? –Mar 7 & 9

- Tim Wu, "The Attention Merchants."
- Paul Starr, "Introduction: The Political Origins of Modern Communication" *The Creation of the Media: Political Origins of Modern Communications*, pp. 1-19.
- Malcolm Gladwell, "[Small Change: Why the Revolution will not be tweeted,](#)" *New Yorker*
- Leah Lievrouw, "Introduction" and "Breaking Through the Information
- Blockade: Participatory Journalism and Indymedia," in *Alternative and Activist New Media*, pp. 1-27, 119-148.
- Christina Dunbar Hester, "Pirates, Hams and Protest: Radio Activism in Historical Context" and "Selfhoods: Geeks, Activists and Countercultures" in *Low Power to the People: Pirates, Protest and Politics in FM Radio Activism*, pp. 1-52.

Guest Speaker: Prof. Christina Dunbar Hester

Spring Break

Week 10: How do we get information about our communities? – Mar 21 & 23

- Mark Lloyd, Selections from *Prologue to a Farce*
- Cass Sunstein, "Democracy and the Internet"
- Robert Faris and Hal Roberts, Bruce Etling, Dalia Othman, Yochai Benkler, "Score Another One for the Internet? The Role of the Networked Public Sphere in the U.S. Net Neutrality Policy Debate," pp. 1-35.
- Joseph Kahne, Ellen Middraugh, and Danielle Allen, "Youth, New Media, and the Rise of Participatory Politics," in *From Voice to Influence: Understanding Citizenship in a Digital Age*, pp. 35-58.

Case Studies: Technology in LAUSD Public Schools

- Culture Jamming and Meme-based Communication/www.adbusters.org

PART 3: MARKETS AND GLOBALIZATION

This portion of the class will explore the social and cultural side of change, considering the ways in which identities and notions of public and public interest have changed in the history of communications media and, in particular, with the onset of neoliberalism. Students will consider how communication and communication technologies impact the way individuals perceive and define identity, community, the nation, and the world at different historical moments. They will further consider which voices are heard and unheard in the context of freedom of speech, civil rights, and the general ebb and flow of culture wars.

Week 11: Globalization- March 21 & 23

- Manuel Castells, "Informationalism, Networks, and the Network Society: A Theoretical Blueprint" in *The Network Society: A Cross-Cultural Perspective*, pp. 3-45.
- Daya Kishan Thussu, "Mapping Global Media Flow and Contra-Flow," in *International Communication: A Reader*, pp 11-31.
- Yuezhi Zhao, "The BRICS Formation in Reshaping Global Communication: Possibilities and Challenges" in *Mapping BRICS Media*, pp. 66-86
- Martin Hart-Landsberg, "The U.S. Economy and China Capitalism, Class, and Crisis," pp. 14-18.

Guest Speaker: Prof. Paulo Sigismondi

Week 12: Markets and Media – March 28 & 30

- 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)
- Franklin Foer, “[Amazon Must Be Stopped: It's too big. It's cannibalizing the economy. It's time for a radical plan.](#)”
- Annie Lowrey, “[Amazon Is Not a Monopoly](#)” (2014).
- Matthew Yglesias, “[There's one huge problem with calls for anti-trust action against Amazon](#)” (2014)

Guest Speaker: Prof. Gabe Kahn

Week 13: Culture Shocks – Hollywood and the Arts – April 4 & 6

- Jeff Howe, “[The Rise of Crowdsourcing](#),” *Wired* (June 2006)
- Daren Brabham, “Crowdsourcing: A Model for Leveraging Online Communities” in *The Participatory Cultures Handbook*, pp. 120-129.
- Josh Kun, “What Is an MC If He Can't Rap to Banda? Making Music in Nuevo L.A.,” pp. 741-758.
- Josh Kun, *The Factory of Dreams*
- Adam Davidson, “[What Hollywood Can Teach Us About The Future of Work](#)”

Guest Speaker: Prof. Josh Kun

Case Study – Is Amazon a Monopoly?

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 as citizens who exist in larger network structures, the rise of peer-to-peer relations, transmedia and global cultural flows. Students will further consider how communities and networks might incentivize or disincentivize participation, deliberation, discourse, and change.

Week 13: Mass Media and Social Media- April 11 & 13

- Lance W. Bennett, ed. “Civic Life Online: Learning How Digital Media Can Engage Youth”
- Alexander Chernev, Sean Blair, “Doing Well by Doing Good: The Benevolent Halo of Corporate Social Responsibility,” pp. 1412-1425.
- Neta Kligler-Vilenchik, Kjerstin Thorson. “Good Citizenship as a Frame Contest: Kony2012, Memes, and Critiques of the Networked Citizen,” pp. 1-19.
- Sasha Costanza-Chock “Mic Check!: Media Cultures and the Occupy Movement,” pp. 375-385.

Week 14: They Know Everything About Me- April 18 & 20

- Robert Scheer, *They Know Everything About You*,
- Alfred W. McCoy, "[Surveillance Blowback- The Making of the U.S. Surveillance State, 1898-2020.](#)" *Tomdispatch* (2013).
- Dave Davies and Julia Angwin, "[If You Think You're Anonymous Online, Think Again,](#)"
- Anne C. Bloomdahl, "[From the Pentagon Papers to Wikileaks: U.S. Security and New Media,](#)" (2012).

Guest Speaker: Prof. Robert Scheer

Week 15: Networks and Power – April 25 & 27

- Manuel Castells, "Informationalism, Networks, and the Network Society: A Theoretical Blueprint" in *The Network Society: A Cross-Cultural Perspective*, pp. 3-45.
- Daya Kishan Thussu, "Mapping Global Media Flow and Contra-Flow," in *International Communication: A Reader*, pp 11-31.
- Henry Jenkins, Sam Ford, and Joshua Green, "Where Web 2.0 Went Wrong," in *Spreadable Media: Creating Value and Meaning in a Networked Culture*, pp. 47-84.

Guest Speaker: Prof. Manuel Castells

Case Study: State and Federal Surveillance

FINAL EXAM MAY 9 8am – 10am

Classroom Policies and Conduct:

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.

It is vital that you always bring a notebook/notepad, paper and pen to every class. We will frequently spend small segments of class time working on in-class writing assignments and you will have to periodically hand in these documents.

Effective fall 2014, 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 taking notes 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. If this kind of activity gets to be a problem, laptop computers will not be allowed in the classroom.

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 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. 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. 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 Bio: Hyun Tae (Calvin) Kim is currently a [2nd-year doctoral student at USC Annenberg](#), with research interests related to globalization, immigration, political communication, and public diplomacy. He received his B.A. at the University of Chicago in political science, and received his Master of International Affairs degree at Columbia University, where he studied social policy and international communication.