



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

### **Section 21920**

Professor Mark Lloyd

11:00am - 12:20pm

Tuesday – Thursday

Lecture location: ANN L101

Office hours: Tuesday & Thursday 2-4pm, and by appointment

Office Location: ASC 102

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Teaching Assistant: Ellen Ford

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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 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
- Sharpening both critical thinking skills and the ability to consider different perspectives

### 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 two pages. 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?
  - 3) Do you agree or disagree and why?A hard copy of your readings posts is due on Tuesday before start of class.
- **Case Study Response Papers:**  
You will receive details about each case study separately.
- **Midterm:** The midterm will be an in class exam using true/false, multiple choice, fill-in the blank and short essay questions. It will cover material in the first half of class.
- **Final Exam:** The final exam will ask a question/prompt and seek to determine whether the student has learned the core lessons of the semester.

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 core facts, theories and methodologies of the class
2. how well it articulates and structures its argument

### Grading Breakdown

Class participation in lecture and discussion/ Reading Posts	20%
2 Response Papers (tied to specific case studies)	30%
Midterm Exam	25%
Final Exam	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

### Grade Appeals

Please don't hesitate to come see your grader during office hours or make an appointment, if you would like to meet to clarify standards and procedures.

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.

### Email Policy

During the academic year, I receive a considerable amount of email. In order for me to respond to my email efficiently, please follow the following guidelines:

1. I read and reply to e-mail once a day and usually do not read or reply to e-mail after 5 PM or weekends.
2. I will not reply to email inquiries regarding course matters (assignment requirements, due dates, exam structure, readings, etc.) that arise from missing class or inattention to the course syllabus. Inquiries requesting clarification will receive replies, though I would strongly prefer these inquiries to be made in class or during office hours.
3. Grade inquiries and disputes will not be considered or discussed via e-mail. For all grade inquiries and questions about assignments, please set up an appointment with me (see above).

## 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 – Jan. 8 & 10

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

#### Week 2: Identity Part One – Jan. 15 & 17

- Steve Matthews, "Identity and Information Technology"
- danah boyd, "It's Complicated"
- Laurel Westbrook & Kristen Schilt, "Doing Gender, Determining Gender"
- Kelby Harrison, [The Ethics of Passing](#)

**Guest Speaker:**

#### Week 3: Identity/ Women and Men – Jan. 22 & 24

- Carl Bialik, How Unconscious Sexism Could Help Explain Trump
- Messner & Monde de Oca, The Male Consumer as Loser
- J.R. Macnamara, Media and Male Identity The Making and Remaking of Men
- Google Search and Black Women, S.U. Noble

#### Week 4: Identity/Race & Ethnicity – Jan. 29 & 31

- Lloyd, Schement "Understanding a Diverse America's Critical Information Needs"
- Hua Hsu, "[The End of White America?](#)" The Atlantic (2009)
- 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 – Feb. 5 & 7

- 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:**

**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 – Feb. 12 & 14**

- 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:***

### **Week 7: How Do We Govern Ourselves? – Feb. 19 & 21**

- 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 – Feb. 26 & 28**

- 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:***

### **Week 9:**

- **Case Study Due Mar. 5**
- **MID-TERM Mar. 7**

### **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 they shape our future.

#### **Week 10: Globalization – Mar. 19 & 21**

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

#### **Week 11: Markets and Media – Mar. 26 & 28**

- What is Capitalism – a Short History
- American Capitalism, Introduction
- Gabriel Kahn, “How Much is my Browsing Worth To You?”
- 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)

#### **Week 12: Culture Shocks – Hollywood and the Arts – April 2 & 4**

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

#### **Case Study: TBD**

### **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 – April 9 & 11**

- 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”

#### **Week 14: Networks, Surveillance & Power – April 16 & 17**

- Alfred W. McCoy, “[Surveillance Blowback](#)” *Tomdispatch* (2013).
- Scheer, They Know Everything About You
- Video: United States of Secrets Pt. 2

#### **Week 15: Networks and Power – April 23 & 24**

- Manuel Castells, “IT, Globalization and Development”

#### **Case Study Due**

## **Study Days April 28 – May 1**

### **FINAL EXAM (Take Home) Due TBD**

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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 Part B, Section 11, "Behavior Violating University Standards" [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, [policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

##### Support Systems:

*Student Health Counseling Services - (213) 740-7711 – 24/7 on call*

[engemannshc.usc.edu/counseling](http://engemannshc.usc.edu/counseling)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*

[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call*

[engemannshc.usc.edu/rsvp](http://engemannshc.usc.edu/rsvp) Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office of Equity and Diversity (OED) | Title IX - (213) 740-5086*

[equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

*Bias Assessment Response and Support - (213) 740-2421*

[studentaffairs.usc.edu/bias-assessment-response-support](http://studentaffairs.usc.edu/bias-assessment-response-support)

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

*The Office of Disability Services and Programs - (213) 740-0776*

[dsp.usc.edu](http://dsp.usc.edu)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Support and Advocacy - (213) 821-4710*

[studentaffairs.usc.edu/ssa](http://studentaffairs.usc.edu/ssa)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*

[diversity.usc.edu](http://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu), [emergency.usc.edu](http://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu) Non-emergency assistance or information.

*Professor Bio:*

Mark Lloyd is a Clinical Professor at the University of Southern California-Annenberg School of communication, and he manages the Consortium on Media Policy Studies (COMPASS) summer fellowship program in Washington, DC. He is also a professor of professional practice in the Max Bell School of Public Policy at McGill University in Montreal.

From 2009-2012 he served as an associate general counsel at the Federal Communications Commission, advising the Commission on how to promote diverse participation in the communications field with a focus on research into critical information needs and broadband adoption by low-income populations. His other government service includes time on the Clinton Transition Team, and working in the personnel office of the Clinton White House.

Prior to joining the FCC, Mr. Lloyd was the vice president for strategic initiatives at the Leadership Conference on Civil Rights/Education Fund, where, among other duties, he led a national campaign to assist vulnerable communities make the successful transition to digital television service. He was also the Director of the Media Policy Initiative at New America, a Senior Fellow at the Center for American Progress, and the Director of a research and advocacy group he co-founded, The Civil Rights Forum on Communication Policy.

Previously Mr. Lloyd has been the General Counsel of the Benton Foundation, and an attorney at the DC law firm Dow, Lohnes & Albertson. Before becoming a communications lawyer, he was an Emmy award-winning broadcast journalist, working for public and commercial radio and television, including time at NBC and CNN.

Professor Lloyd has been teaching at the USC/Annenberg School since 2013. His academic career includes two years as a visiting scholar at MIT, and several years teaching communication policy at the Georgetown University Public Policy Institute. The author of numerous articles, his book [Prologue to a Farce, Communication and Democracy in America](#) was published by the University of Illinois Press in 2007, and he co-edited [The Communication Crisis in America](#), published by Palgrave/Macmillan in 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 Bio:*

Ellen Ford is a graduate student in the Specialized Journalism of the Arts program at Annenberg, USC. Her focus is on LGBTQ fashion design and history. She is the creator and host of the podcast, Outfit, which explores the relationship between gender, sexuality, presentation, and clothing. Miss Ford is currently a design professional in the fashion industry and creates custom suits for the LGBTQ community through her company, Sharpe Suiting.