

ASCJ 100
The Changing World of Communication and Journalism
Fall 2018, 2 Units

10-Week Session: August 27-October 29, 2019

Day/Time: Tuesday, 4-6:30 p.m.

Classroom: ASC 204

Instructors

Geoffrey Cowan, Professor and Former Dean

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Teaching Assistants

Cerianne Robertson

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Course Description

For students interested in journalism, public relations, and communication, the USC Annenberg School is a fascinating place to study, work – and play. The world is experiencing dramatic transformations at all levels of society, with rapid changes in communication technology, social patterns, demographics, laws and regulations, and global markets. All of these shifts are changing the faces, professions and businesses of communication, journalism, public relations, entertainment, and so much more. As these phenomena converge, professionals in these fields need to understand each other's disciplines and to be 'cross trained' to acquire the skills necessary to work across multiple borders in a radically changing world. The Annenberg School is fortunate to be strong in all these areas, and ASCJ 100 builds on these cutting-edge strengths.

This class will provide you with some essential competencies that will help you to be successful in your career. You will learn what it means to major in the fields of communication, journalism and public relations. How are they different or similar? What are the core questions they each ask? You will learn the fundamentals of each, and how you can combine them in creative ways.

We hope this will help you make better choices about your own major and your future career paths, and to better understand the exciting world around you.

In addition we will teach you about a new and important way of seeing and navigating the world of media and communication. A five-year research project conducted by Professor Wilson and the Annenberg School identified innovative ways to understand and teach some of the core soft skills, or “people skills” that employers across the board are seeking in their new hires. We call it “Third Space Thinking” (TST). This new approach is distinct from and complements the approaches of other disciplines such as engineering and business - it uses a specialized communication-driven framework to meet the challenges of today’s digital, distributed, mobile, networked society, not only in media and communications, but across the board in all professions. Check out the website for the Center for Third Space Thinking: www.uscthirdspace.com. For those especially interested in the TST initiative, we will offer special opportunities to become even more involved.

Learning the essential elements of communication, journalism and public relations, along with the principles of Third Space Thinking, will prepare you for your experiences at Annenberg, and for internships and jobs when you graduate. Most importantly, they will help you understand and change the world.

This class will meet for two hours and 30 minutes each week for the first ten weeks of the semester.

The class will emphasize discussions, interactions and group work. As a rule each class will be a mixture of lectures by the instructors, noted outside speakers and of course student discussion. The invited speakers will include world-class communication professionals, journalists, news industry leaders, entertainment industry leaders, public relations experts, and newsmakers – as well as members of our school’s remarkable faculty and staff. Note that this syllabus is subject to change.

After an introductory class, we will devote three weeks to a discussion of each of our undergraduate majors – journalism, communication, and public relations. In the fifth class we will review the TST approach. Second, we will devote three class periods to substantive areas that, in somewhat different ways, are important to all three majors: 1) politics and government (with a special focus on the election); 2) the globalization of audiences, news, communication, and business; and 3) entertainment, culture, sports and the arts. Our ninth class will be devoted to group projects and presentations.

In parallel with the in-class work, students will be invited to some special events, including some which will include additional speakers, mentorship opportunities, interactions with students in related classes, and visits to media and communication institutions.

Over the course of the semester, we expect students to stay current with important news stories and outlets by following a major newspaper such as *The New York Times* or *The Wall Street Journal*; a leading broadcaster with a nightly newscast such as NPR, PBS, ABC, NBC, CBS or

Fox, or a cable news network, or a program such as *The Daily Show*; a digital media outlet such as *Salon*, *Vice*, *Politico*, *Breitbart*, or *the Huffington Post*; and an international news source such as the BBC, *The Jerusalem Post*, or *Al Jazeera*.

From time to time, we will also remind you of a concept that we sometimes call “hustle and pluck.” The phrase is not perfect and we often use additional words such as “grit” and “character.” Our goal is to underline the importance of the enterprising, hardworking, ethical public service-oriented and gutsy spirit that we hope to instill in as many Annenberg students as possible. We also hope to remain mindful of the wishes of Ambassador Walter Annenberg who, in a mission statement for our school, said that educating students “to be of service to all people is the enduring mission of this school.”

We hope that ASCJ 100 will serve as a warm introduction to Los Angeles, USC, and the Annenberg School – and to your classmates – as well as an engaging glimpse into important and rapidly changing fields.

Course Materials

Readings

Blackboard: Reading, viewing, and listening material for each week will be posted to Blackboard (blackboard.usc.edu). We expect you to keep abreast of whatever material we distribute in class or post on Blackboard.

Between classes, Blackboard will be our primary means of communication for a range of functions:

- To notify you of reading and/or viewing assignments, describe upcoming class guests, and announce extra credit opportunities
- To let you know of any changes in the course schedule that we decide to make as opportunities arise or events warrant
- To provide a space for students to post journal entries

In short, Blackboard represents an essential link for all of us between classes. Please be sure to read our pages on Blackboard at least twice a week, including every Sunday.

Grading

The relative weight of assignments in this course is divided as follows:

Autobiographical Essay	10%
Blog Posts	10%
Group Performance	30%
Final Exercise	20%
Third Space Exercise	15%
Participation	10%
School & Community Events	5%

Grading Scale

100 – 93: A	86 – 83: B	76 – 73: C	66 – 63: D
92 – 90: A-	82 – 80: B-	72 – 70: C-	62 – 60: D-
89 – 87: B+	79 – 77: C+	69 – 67: D+	59 & below: F

Grading Standards

All assignments will be graded based on a high standard of academic excellence. For each assignment, the guidelines listed below will apply. In addition to providing a quality response to each element of each question, all submissions should be consistent with the expectations for academic participation in a challenging class at a top tier university. Failure to adhere to these standards will result in a lower grade. For any questions, please feel free to talk with your TA.

The expectations for the written assignments include:

- **Formatting** - All papers should all utilize Times New Roman 12 point font and 1 inch margins.
- **Use of a style manual** - All papers in the course should be submitted using APA style. You should also consult the APA style manual (which is available online) if you have additional questions. We recommend the use of <http://citefast.com> for ease of managing references in text and for works cited.
- **Structure** - Quality papers should demonstrate a clear writing plan and basic structure. A clear thesis should be evident early on the first page to preview the fundamental elements of the essay. This section should also preview the organizational structure of the project. Each section should reflect an organizing principle that utilizes previews, summaries, and transitions. Effective essays also should include a quality conclusion that draws together the basic details. Simply

finishing your last point doesn't accomplish this task.

Focus on specific problems & arguments - Your essays are all designed to analyze specific journalistic contexts so it is important that you closely detail the relevant articles and texts, including properly citing them, and provide specific analysis. You are encouraged to use your own perspectives to accent these essays, but ultimately they need to provide analysis of the specific question as their primary task and to understand alternative points of view.

- **Writing Style** – Inevitably we will judge your papers, blogs and exams by the quality of your writing. Even in our increasingly visual culture, the ability to make a professional argument in writing is an essential skill, especially in a course such as this.
- **Use of qualified sources** - In cases where you need or want to make an authoritative claim, you should utilize a well-qualified source. For example, you can rely on experts in the field, scholarly journals, top level news accounts and essays, court decisions, and other professional sources, including our texts. Feel free to start searches by using Google but use Google as a starting point for references. Particularly in an era of “fake news” – and in a course that is examining that topic - don't use sources such as Wikipedia as stand-alone references without doing further research. When essay topics refer to specific concepts covered in the readings, it is important that these essays display a competent grasp of the material.
- **Evidence matters** - Evidence should be carefully analyzed before usage. Materials offered to support your claims should be timely, relevant, and well scrutinized. Materials should reflect your awareness of the ideological foundations and potential bias of that source.

Bibliography & Citations - All materials either directly quoted or references in your text should be included in your bibliography. Your bibliography citations should be complete (again, follow APA Style Manual), and the reader should be able to readily access the content that you have cited.

Description of Assignments

Below is a description of criteria for course assignments:

Autobiographical Essay (10%)

Students will write a 2-3 page essay (about 600-800 words) describing: 1) your background and interests; 2) the reasons you are interested in your specific major (journalism, PR, or communication) or, in the case of non-majors, why you are interested in media and communication; 3) what you hope to learn from the class; 4) where you get your news and why you select those sources of information; and 5) where you hope to be in 10 years. This assignment, **which is due September 3rd**, must be accompanied by a current photograph. Please send the essay and picture by email to your teaching assistant and to Professors Cowan and Wilson.

Industry Role Model Essay (10%)

In this essay we want you to reflect upon and write about your favorite journalist, PR executive, or communication specialist. You can write about someone from any of these categories, regardless of whether your major concentration matches their industry. It can be someone from the past or present. You should consider what it is about this professional that you admire, and how it could or should inform your own practice. Please discuss: In what ways has this professional inspired you? What sets them apart from others? In this 800-word essay, turn your critical eye to this person in the context of their industry in order to identify what qualities or characteristics are worthy of your attention and admiration. Be sure to provide ample evidence and examples to backup your choice. Where appropriate, provide links to the stories that you describe. This essay should help you reflect on your future at Annenberg and beyond – and, for non-major, in the life you hope to live.

Students must submit their proposed topic/professional of interest by **September 10th by 4:00 p.m.** for approval. Please upload your topic, including the name of the professional and 1-2 sentences on why you want to write about them, by 4:00 p.m to Blackboard. Your TA will review it and send approval or suggestions via Blackboard.

The essay is due **September 24th**. Please (a) submit your essay to Blackboard by 4:00 p.m. on September 18th and (b) bring a printed copy of your essay to class.

Group Performance (30%)

Based on a recent case to be discussed or assigned during the term, student groups will create a project in which they will respond to the issue from the approach of either a journalist, public relations professional, or expert from some aspect of the field of communication. The topic must be approved by your TA. Students will deliver a presentation and a written report in class on **October 29th**. Please bring a hard copy of the report to class and upload a copy to Blackboard.

For example, in the press this year we have seen multiple stories questioning university practices for recruiting and admitting students. This topic has been highly visible in the traditional media and on social media and touches on a variety of sensitive issues like social class, ethics, inclusion, and political influence.

The situation has raised questions for media professionals in journalism, public relations and communications. For example, what are best practices for universities to tell the stories they want to tell to the public, balancing transparency and confidentiality? From a journalism perspective, how should news outlets cover this issue? What has been the record of the daily press in contrast with the more specialized press? From a communication perspective, how do these stories circulate through the relevant institutions whether educational or political, and through society at large? Are there changes that the stakeholders should make moving forward? Within each group students will assume roles and perspective of the three professions, plus a perspective of Third Space Thinking.

Students will present the results of their final group project to an invited audience consisting of

professionals from the three industries.

Students will be assigned into groups of 5-6 people by the TAs. The group assignment will be posted to Blackboard **September 10th**. We expect that groups will begin meeting at least once this week to discuss their project topic.

One student from each group must post their group's proposed topic to Blackboard by **Sept 24th by 8:00 p.m.** for approval. Please list all members of your group on the proposal.

Participation (10%)

This class relies on students' attendance and participation in both hours of the class, for the lecture and the guest presentations. Any unexcused absences or regular tardiness will have a significant impact on this portion of your grade. If for any reason you need to miss part or all of the class, please notify your TA via email. Approved athletic competitions and other university obligations will count as excused absences with excuse form requests submitted to your TA at least 48 hours prior to missing class. Medical excuses must be verified by a note from a healthcare professional. In addition to attending all classes, students are expected to stop by the instructors' office hours, or the office hours of your TA, or to arrange a different time to meet with the instructors or TAs, at least once during the course.

At the end of each class, we will be passing out notecards that ask you to reflect on the day's lesson. You will give your notecard to the TA on your way out. Your TA will grade your notecard on completion as a way of measuring participation.

School & Community Events (5%)

All students are expected to attend and write at least two half-page write ups about two relevant events at USC. Students will select these events from a list that will be distributed and/or discussed by the instructors. Students may also want to suggest events that they think could be useful. Both events must be attended within the 10 weeks of the course (between August 27 and October 29) and each write-up must be submitted on Blackboard within one week of the event. **The latest date that write-ups will be accepted is November 5 at 4:00 p.m.**

Final Exercise (20%)

The final essay topic, which will be handed out and discussed during the eighth meeting, will ask students to do some original research and to apply the material covered in the class. ***Due Week 10: Your final essay should be presented as a print copy during class and sent via Blackboard by 4:00 p.m. on October 29.***

Extra Credit

There will be occasional opportunities for extra credit that will be announced during class. Please try to take advantage of some or all of them. Extra credit may also be awarded for thoughtful participation outside of class (e.g. in office hours and over email), and for attending extra events beyond the two required.

Class Policies & Resources Use of Computers and Cell Phones

For this class we will use what might be called the Harvard Business School Rule: students will not be allowed to use laptops or wireless connections. Unless permitted by the instructor, cell phones must always be turned off during class. To understand the reasons for this policy, read the following: a study called “Why you should take notes by hand – not on a laptop” (<http://www.vox.com/2014/6/4/5776804/note-taking-by-hand-versus-laptop>); a New Yorker piece called “The Case for Banning Laptops in the Classroom” (<http://www.newyorker.com/online/blogs/elements/2014/06/the-case-for-banning-laptops-in-the-classroom.html>); and the studies of the late Stanford University Professor (and USC Annenberg School graduate) Cliff Nass that show the dangers of multitasking (summarized in an NPR segment that you can hear at <http://www.npr.org/2013/05/10/182861382/the-myth-of-multitasking>). The Los Angeles Times published on this class’s “off the grid” policy in 2015 (<http://www.latimes.com/local/education/la-me-higher-learning-internet-20150305-story.html>).

Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, (www.usc.edu/scampus or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A. **When quoting from another source, be sure to put all of the material in quotations and to cite the source in a footnote.**

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP: http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html, (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX), ability@usc.edu.

Sexual Assault Policy and Resources

The University of Southern California is committed to fostering a safe campus environment for all members of the university community, free from sexual coercion, violence and sexual intimidation. The university’s sexual misconduct and sexual assault policies have been developed to reaffirm these principles and to provide recourse for individuals whose rights have been violated (the policy is available in SCampus, section E: <http://scampus.usc.edu/e-integrity-of-the-academic-community/>). To learn more about your

reporting options and your rights, or to speak with a counselor confidentially, contact the USC Sexual Assault Resource Center/Center for Women and Men at 213-740-4900, or contact Student Counseling Services at 213-740-7711. For more information and resources, including off-campus resources like the Rape Treatment Center, visit the USC Sexual Assault Resource Center website at <https://sarc.usc.edu/resources/>.

Stress Management

Students are under a lot of pressure. If you start to feel overwhelmed, it is important that you reach out for help. A good place to start is the USC Student Counseling Services office at [213-740-7711](tel:213-740-7711). The service is confidential, and there is no charge.

NOTE: This is a 10-week class. Therefore, the deadlines to add, drop, or withdraw from this class are earlier. Please note the following important dates for this class:

Last day to register or add classes	September 9
Last day to drop without a “W” or change to P/NP	September 23
Last day to drop with a “W”	October 18
Last day of class	October 29

Schedule of Classes

The schedule, topics, and guest speakers are subject to change. *Please check Blackboard at least twice a week, including on Sunday evenings.*

Since the readings for this course are related to constantly changing events, for many classes we will distribute readings by Blackboard.

August 27 Introduction (including a discussion of Third Space Thinking)

- The Class Syllabus (Please read it carefully)
- [Deloitte 2019 Media & Entertainment Industry Outlook](#) (download PDF)
- Rosenstiel, Tom. Ivancin, Maria. Loker, Kevin. Lacy, Stephen. Sonderman, Jeff. & Yaeger, Katie. “[Journalism and communication grads' experiences with school, student media, and internships.](#)” *American Press Institute*. August 6, 2015. <https://www.americanpressinstitute.org/publications/reports/survey-research/education-student-media-internships/>
- Rapp, Nicholas and Jenkins, Aric “[Chart: These 6 Companies Control Much of U.S. Media.](#)” *Fortune*. July 24, 2018 <https://fortune.com/longform/media-company-ownership-consolidation/>
- Knight Commission on Trust, Media and Democracy, *Crisis in Democracy: Renewing Trust in America*, Washington, D.C.: The Aspen Institute, February 2019. https://assets.aspeninstitute.org/content/uploads/2019/02/Knight2019.pdf?_ga=2.242295426.1621506036.1566550223-677371828.1566550223

Sept. 3 Journalism

Autobiographical Essay & Photo due (August 28)

Required:

- Kovach, Bill and Tom Rosenstiel. *The Elements of Journalism: What Newspeople Should Know and the Public Should Expect*. Chapters 1-4. (Three Rivers Press, 2007). [Will be available on Blackboard]
- Gans, Herbert. “[What Can Journalists Actually Do for American Democracy?](#)” http://herbertgans.org/wp-content/uploads/2013/11/22-Journalists-Actual_lly-Do.pdf
- Jones, Alex. “[Alex Jones on ‘Losing The News,’ And Why It Matters.](#)” *Fresh Air*. August 18, 2009. <https://www.npr.org/templates/story/story.php?storyId=111985662>
- Schudson, Michael. “News and Democratic Society: Past, Present, and Future.” *The Hedgehog Review*. Summer 2008. [Will be available on Blackboard or through USC Libraries]

- Brito, Micahel. “2018 *The State of Journalism Today*.” <https://britopian.com/content-storytelling/2018-the-state-of-journalism-today/>
- “Diversity and inclusivity in journalism.” American Press Institute. <https://www.americanpressinstitute.org/diversity-programs/>
- Orihuela, Jose Luis. “The digital transformation of journalism.” *Medium*. January 11, 2019. <https://medium.com/@jlori/the-digital-transformation-of-journalism-1748c38df2bc>

Sept. 10 Communication

Industry Role Model Essay Topic Due (September 18) Special Project Group Assignments Posted to Blackboard

Required:

- Bertelsen, Dale and Goodboy, Alan. “Curriculum Planning: Trends in Communication Studies, Workplace Competencies, and Current Programs at 4-Year Colleges and Universities.” *Communication Education*. 2009. [Available on Blackboard or through USC Libraries]
- Forbes Communication Council “Seven Communication Trends Worth Knowing About.” *Forbes*. July 12, 2018. <https://www.forbes.com/sites/forbescommunicationscouncil/2018/07/12/seven-communications-trends-worth-knowing-about/#db23ceb4b19f>
- “Communication (B.A. Careers)” *USC Annenberg School for Communication and Journalism*. <https://annenberg.usc.edu/communication/undergraduate-communication/admissions/communication-alumni-careers>
- Powers, William. “The Massless Media.” *The Atlantic*. January/February 2005. <https://www.theatlantic.com/magazine/archive/2005/01/the-massless-media/303668/>

Sept. 17 Public Relations

Required:

- Koulogeorge, Paul. “Approaching Public Relations in the Age of New Media.” *Forbes*. April 10, 2019. <https://www.forbes.com/sites/forbescommunicationscouncil/2019/04/10/approaching-public-relations-in-the-age-of-new-media/#718de41b1c5b>
- Weiss-Blatt, Nirit “The Reboot of Tech PR.” *USC Annenberg Relevance Report*. February 25, 2019. <https://annenberg.usc.edu/research/center-public-relations/usc-annenberg->

[relevance-report/reboot-tech-pr](#)

- Burson, H. (2011). “Public Relations Defined.” *Burson-Marsteller*. http://www.burson-marsteller.com/Innovation_and_insights/blogs_and_podcasts/harold_burson_blog/Lists/Posts/Post.aspx?ID=70
- Future of PR. <https://www.futureofpr.org/the-facts>
- Johnston, Jane. (2017). “The Public Interest: A new way of thinking for public relations?” <http://journals.sagepub.com/doi/abs/10.1177/2046147X16644006>

Sept. 24 Third Space Thinking Assessment

Industry Role Model Essay due (September 18) Proposed Special Class Project Topic Due (September 18)

Required:

- Give Third Space Thinking Assessment
- Watch: “The Open Mind: Information Champion-Ernest Wilson.” PBS *The Open Mind*.
<http://uscthirdspace.com/article/the-open-mind-information-champion/>
- Wilson, Ernest. (2017). “The Centrality of Communication for Soft Skills.”
<http://uscthirdspace.com/article/the-centrality-of-communication-for-soft-skills/>
- Wilson, Ernest. (2017). “Citizen Literacy Revisited: Applying Third Space Thinking to the Public Square.” <http://uscthirdspace.com/article/citizen-literacy-revisited-applying-third-space-thinking-to-the-public-square>

Oct. 1 Government, Politics and Political Communication

Required:

- Rauch, Jonathan. “How American Politics Went Insane.” *The Atlantic*. July/August 2016. <https://www.theatlantic.com/magazine/archive/2016/07/how-american-politics-went-insane/485570/>
- Nass, John. “How Trump changed political communication forever.” *The Hill*. December 29, 2016.
<http://thehill.com/blogs/pundits-blog/presidential-campaign/312146-how-trump-changed-the-political-communication>
- [Audio File] “How American Presidents Use the ‘Bully Pulpit’.” MPR News, December

20, 2017. https://www.mprnews.org/story/2017/12/20/presidents_and_the_bully_pul_pit

- Desaulnier, Mark and Cicilline, David “Scrutiny of Big Tech key for journalism, democracy survival.” *Mercury News*. August 8, 2019. <https://www.mercurynews.com/2019/08/08/opinion-scrutiny-of-tech-giants-essential-for-survival-of-journalism-democracy/>
- Schiffrin, Anya “Government and corporations hinder journalist with ‘media capture.’” *Columbia Journalism Review*. August 29, 2017. <https://www.cjr.org/watchdog/media-capture.php>
- Optional: *The Adversaries* [available on Blackboard]

Oct. 8 The Global World of News, Communication and Business

Required:

- Gonzalez, Robbie. “Get Lost In This Visualization of Interconnected Global Issues.” *WIRED*. November 13, 2017. <https://www.wired.com/story/world-economic-forum-dataviz/> (Click through to the WEF’s “Mapping Global Transformations: <https://toplink.weforum.org/knowledge/explore>)
- Zuckerman, Ethan. “Listening to Global Voices.” TEDGlobal 2010. https://www.ted.com/talks/ethan_zuckerman
- Roberts, Jeff John. “As Computers Drive Financial News, Journalists Pick Up the Pieces.” *Fortune*. March 14, 2016. <http://fortune.com/2016/03/14/media-markets/>

Oct. 15 Entertainment, Culture, Sports and the Arts
Final Essay question to be distributed and discussed in class

Required:

- Hamblin, James. “Art is Vital.” *The Atlantic*. June 28, 2014. <https://www.theatlantic.com/education/archive/2014/06/why-kids-need-art-s-in-education/373640/>
- Newkirk II, Vann R. “Football Has Always Been a Battleground in the Culture War.” *The Atlantic*. September 29, 2017. <https://www.theatlantic.com/politics/archive/2017/09/football-is-the-culture-war/541464/>

Oct. 22 TBD

Oct. 29 Conclusion

Final Essay due in class and sent via Blackboard (October 29)

School & Community Events Write Ups sent via Blackboard (November 5)

In-Class Presentations and Written Report

- Hobsbawm, Julia "Survival skills for the digital age" *Strategy+Business*. August 6, 2019.
<https://www.strategy-business.com/blog/Survival-skills-for-the-digital-age?gko=da62d>

COURSE INSTRUCTORS



Geoffrey Cowan is a USC University Professor, the inaugural holder of the Annenberg Family Chair in Communication Leadership, and director of the USC Annenberg Center on Communication Leadership & Policy. A former director of the Voice of America and dean of the USC Annenberg School, from 2010-16 Cowan was also president of the Annenberg Foundation Trust at Sunnylands, a nonprofit organization that convenes high-level conferences for world leaders to address global challenges. Sunnylands hosted President Obama’s famed summit with Chinese President Xi Jinping in June, 2013. He is on the boards of Common Sense Media, The Berggruen Institute, and the Susan Thompson Buffett Foundation, and is a member of the American Academy of Arts and Sciences and the American Academy of Political and Social Science.



Ernest James Wilson III, Ernest J. Wilson III, Ph.D., professor of communication and political science, is founder and director of the [USC Center for Third Space Thinking](#), devoted to research, teaching and executive education on soft skills in the digital age. He is also a faculty fellow at USC Annenberg’s Center on Public Diplomacy, a member of the board of the Pacific Council on International Policy and the National Academies’ Computer Science and Telecommunications Board, and a member of the American Academy of Arts and Sciences. He was on the board of the Corporation for Public Broadcasting from 2000–2010, the last year as chairman, and served as dean of the USC Annenberg School for Communication and Journalism from 2007–2017. Through the Center for Third Space Thinking, Dr. Wilson’s most recent research focuses on critical workforce competencies and talent and skills development in the 21st Century. As a fellow at the Center for Advanced Study in the Behavioral Sciences at Stanford University (2017–2018), he currently is writing a book on utilizing competencies via the framework of Third Space Thinking.