

4 units

Spring 2020 – Section #20881

Tuesday—3:00-5:50pm

Location: ASC 240

Instructor: G. Thomas Goodnight

Office Hours: By appointment.

Contact Info: gtg@usc.edu

Who Should Participate?

The course is for students interested in advanced studies at the MA level is invited. Those interested in the Global City and communication inquiry should take the class. Our studies are committed to practices, problems, causes and consequences of action as well as to geo-borrowing, material networks, and innovative designs of governance, infrastructures and life worlds. New theories development is an aim; understanding communicative competence within and across mega-regions is a goal.

Course Description:

World population quadrupled during the twentieth century. Generations found their ways into central cities, suburbs and outlying districts. Twenty-first century birth rates have slowed, but the movement of peoples and resources from the country to cities accelerates, especially across the global south. Cities are spaces where communication infrastructures become assembled, connected, energized, and decay. Wicked problems are those obstacles for the collective, group and individual communication agency and practices. Urban cultures of communication work and perform in complex state and market cultural intersections. Resources and problems connect in complex, chaotic and ambiguous ways. Frustrating, risky, disturbing material and social conditions are inherited from the neotechnic cities of the 19th century and 20th century metropolitan structures. The course prepares inquiry to move from the fin de siècle modern metroplex to the Global City, Smart Cities and Megaregions.

Learning Objectives:

USC is on the Pacific rim. Los Angeles and Shanghai, and their sister Asian and American cities frame the course context. Course objectives are (1) to explore a pool of major national and international groups that engage city culture and governance, (2) to navigate interdisciplinary study and inquiry techniques, (3) to gather and display the communication analyses of wicked problems, and (4) to evolve a communication perspective on city culture, governance, change, biopolitics, and material networks. Assignments are geared for individual achievement and division of labor. Collaborative experiences of presentation, leadership, and inquiry are provided as well. The course is designed for DIY adventures onto inter- and transnational terrain and currents.

Class Readings:

- David P. Stroh, *Systems Thinking for Social Change*. White River Junction, VT: Chelsea Press, 2015.
- Robert Gottlieb and Simon Ng. *Global Cities: Urban Environments in Los Angeles, Hong Kong, and China*. London: MIT Press, 2017.
- Xufei Ren and R. Keil eds. *The Globalizing Cities Reader*, 2nd ed. Urbana, IL: Routledge, 2018.
- Jeff Conklin. *Dialogue Mapping: Building Shared Understanding for Wicked Problems*, New York: John Wiley, 2007.
- Other readings are available on the USC library site.

Part I: January 14 to March 10 introduces the Global City and Communication Inquiry into Wicked Problems. The Global City offers a way of thinking about contemporary urban cultures, governance, planning, publics, and social changes. Systems thinking and development process have worked to create capacity and also generate short and long term, chaotic problems. In the first 3 weeks, we review the city as context for communication studies, moving from past to present. Then we work with 4 different methods of inquiry, readying for critical assessment of case studies and developing capacity for independent inquiries.

Important note to students: Be advised that this syllabus is subject to change based on the progress of the class, current events, and/or guest speaker availability.

Week 1. Introduction to Class

Lecture: The Paleotechnic City. The Rise of Wicked Problems

Readings:

- Arthur M. Schlesinger, The City in American History, *The Mississippi Valley Historical Review* 27(1), 1940: 43-66.
- Lewis Mumford *The Culture of Cities*. New York: Harcourt Brace 1938/1970: 143-222. PDF
- C. West Churchman, Perspectives of the Systems Approach, *Interfaces*, 4(4): 1974: 6-11.

Questions:

How did the development of the industrial revolution bring about a transformation from the baroque city to the Industry town? The American city? What are the range of communication issues that resulted? How does Churchman's formulation of a system's approach set up a discourse of address?

Week 2. Metroplex, Problem Solving and Architectonic Modeling

Lecture: The Megalopolis: Communication & the Lifeworld

Readings:

- Lewis Mumford. *The Culture of Cities*. New York: Harcourt Brace, 1938/1970: 223-239. PDF
- Xufei Ren and R. Keil eds. *The Globalizing Cities Reader*, 2nd ed. Urbana, IL: Routledge, 2018, pp. 53-59.
- Edward P. Weber and Anne M. Khademian, Wicked Problems, Knowledge Challenges, and Capacity Builders in Network Settings, *Public Administration Review*, 2008.

Questions:

What are the strategies of modern city building (more is better), its shortcomings, and resources? How do urban settings invite collaborative, capacity building strategies to assess, discuss, debate and resolve issues?

Week 3. Global Cities: The Pacific Context

Lecture: Communication Constellations & the Global City

Readings:

- Simon Curtis, Global Cities and the Transformation of the International System. *Review of International Studies* 37 2011: 1923-1947.
- Gottlieb and Ng, All read, pp. 1-59. Individual reports on a chapter. Air, Water, Food, Transportation, and Space.

Questions:

What is material and immaterial communication infrastructure? How do global supply chains work communication commodities and labor? What are the advantages of comparative, relational, branding, diplomacy studies among paired cities? What are the typical pairs? What cities should we study? How does the “communicative city” pursue well-being?

Week 4. Wicked Problems: Agency and Action

Lecture: Institutions, Organizations, and Action: Infrastructures Managing

Readings:

- Jeff Conklin. *Dialogue Mapping: Building Shared Understanding of Wicked Problems*
- John C. Camillus, Strategy as a Wicked Problem, *Harvard Business Review* 2008, 86(5): 98-106.
- R. Coyne, Wicked Problems Revisited, *Design Studies*, 26(1), 2005:5-17.
- Horst Rittel & Melvin M. Webber, Dilemmas in a General Theory of Planning, *Policy Sciences* 42(2):1973, 155-169.

Questions:

How can systems be mapped by following discourse? Can you identify a set of discourse resources that would give you purchase on a problem? How can you gather information on potential preferences, solutions, or stakeholder expressions? What can be trusted?

Week 5. Wicked Problems: Systems Thinking and Sacrifice Zones

Lecture: Systems Thinking and Sacrifice Zones

Readings:

- David P. Stroh, *System Thinking for Social Change*
- Dale, B, I Bay-Larsen & B Skorstad, “The Will to Drill. Revisiting Artic Communities,” *Springer International Publishing*, 2018. USC Libraries Research tool.

Questions:

What are the practical outcomes of living and working a systems world? What communication prep work needs to be done? How are misunderstandings repaired? What happens when systems cross life worlds, particularly indigenous life?

Week 6. Wicked Problems: Inquiry Trajectories

Lecture: The Conduct of Critical Inquiry and Appreciation of Difference

Readings:

- Kathleen M. Eisenhardt, Building Theories from Case Study Research, *Academy of Management Review*, 1989, 14(4): 532-550.
- Bent Flyvbjerg, Five Misunderstandings About Case-Study Research, *Qualitative Inquiry*, 12(2): 219-245.
- Boltanski and Thevenot. The Sociology of Critical Capacity,” *European Journal of Social Theory*, 1999 2(3): 359-377.
- Michael Pacanowsky, Team Tools for Wicked Problems, *Organizational Dynamics*, 23(3), 1995: 36-51.
- L. Munneke, Supporting Interactive Argumentation: Influence of Representational Tools on Discussing a Wicked Problem. 2007

Questions:

What are the merits and limits of case studies in cities? How do case studies build critical capacity? What are the merits of building collaborative tools?” How does the study of argument help?

Week 7. Mapping and Mining Disagreement Space

Lecture: Legitimation, Rule, and Memory in Organizations

Readings:

- R Buchanan, Wicked Problems in Design Thinking, *Design Issues* 8(2), 1992: 5
- R. Buchanan, Strategies of Design Research: Productive Science and Rhetorical Inquiry, In *Design Research Now*, Ralph Michel et al. ed. Walter de Gruyter Gmb, 2007. USC Library.
- Klaus Krippendorff, Design, Research, an Oxymoron, In *Design Research Now*, Ralph-Michel et al. ed. Walter de Gruyter Gmb, 2007. USC Library
- Mark Aakhus, The Communicative Work of Organizations in Shaping Realities MASCOPOL <https://web.archive.org/web/20150314225840/http://mappingcontroversies.net/Home/AboutMacospol>
- Elena Musi and Mark Aakhus, Discovering Argumentative Patterns in Energy Polylogues: A Macroscopic for Argument Mining, *Argumentation* 3(32), 2018, pp 397–430.

Questions:

What is the distinction between monologue, dialogue and polylogue? How does architectonics differ from polytechnics when building, making, or reading communications? What is the distinction between mapping (navigating) and mining (expropriating) information?

Week 8. Smart Solutions: Polytechnics of Design

Lecture: Wicked Problems and the Design/Dasein Turn

Readings:

- Los Angeles: The City of Tomorrow. <https://www.lamag.com/citythinkblog/future-los-angeles-tops-wireds-current-best-cities-of-tomorrow-list/>
- B. W. Head. Wicked Problems: Implications for Policy and Management, *Administration & Society* 47(6) 2015: 711-739.
- R. Farrell, Design Science and Wicked Problems, *Design Studies*, 34(6), 2013: 681-705.

- A Miller et al. Network Approaches to Wicked Problems, *Proquest Dissertation*, 2017. Select.
- Termeer, C. et al. Governance Capabilities for Dealing Wisely with Wicked Problems, *Administration & Society*, 47(6), 2015: 680-710.

Questions:

What are Smart Cities? What role does income inequality, marginality, enclaves, the undocumented, generational differences, and segments of the city play in governance, science research and networks?

Week 9. Vulnerability: Sustainability, Resilience & Publics

Lecture: Actor Network Theory and Material Communication

Readings:

- Bruno Latour *Down to Earth : Politics in the New Climatic Regime*, 2019. PDF.
- Khan, Ahmed and Barb Neis, The Rebuilding in Fisheries: Clumsy Solutions for a Wicked Problem, *Progress in Oceanography*, 87(1), 2010: 347-356.
- S. Pinceti, Cities in the Age of the Anthropocene. *Anthropocene*. Elsevier 20, 2017: 74-82.

Questions:

What are the UN goals for cities? How do cities of the Global South differ from those of the Global North? How can and do cities learn from one another, yet celebrate difference?

Week 10. Mid-Term, In Class, Open-Notes Examination

The mid-term examination will ask you to synthesize materials from the first part of the class. Key concepts, approaches, and methods from the wicked problems side will be requested.

Part II: March 24 – April 28 involves communication topics in relation to culture, politics governance, risk, and circulation. Reports offer opportunity to inform the class on topics, techniques, and case of wicked problems.

Week 11. Culture-Z and the Multitude

Lecture: The Creative and Culture Industries

Readings:

- Xufei Ren and R. Keil eds. *The Globalizing Cities Reader*, 2nd ed. Urbana, IL: Routledge, 2018, p. 333-390.
- E. P. Weber, “Wicked Problem, Knowledge Challenges, and Collaborative Capacity Builders in Network Settings,” 2008.
- R. Buchanan, Design and the New Rhetoric: Productive Arts in the Philosophy of Culture, *Philosophy and Rhetoric* 43(3) 2001: 183-206.

Week 12. Dissensus and Precarity

Lecture: Communication Ecologies and Events

Readings:

- Xufei Ren and R. Keil eds. *The Globalizing Cities Reader*, 2nd ed. Urbana, IL: - Routledge, 2018, pp. 227-332.
- G. M. Allen, Complexity, Wickedness, and Public Forests, 1986.
- Chung, Oscar. Taming the Waters, *Taiwan Review* 67(6), 2017.
- Newman, Joshua and B W Head, Wicked tendencies in Policy Problems: Rethinking the Distinction Between Social and Technical Problems. *Policy and Society* 36:3 2017, 414-419.

Week 13. Governance and Control

Lecture: Deliberation and Decision in Post-Sovereign, Democratic and Social States

Readings:

- Su Xue and John Agnew, World Cities and International Organizations: Political Global-city Status of Chinese Cities, *China Geography Science* 24:3 362-74,
- E. Ferlie et al, Public Policy Networks and ‘Wicked Problems’: A Nascent Solution? *Public Administration* 89(2), 2011.
- S. S. Batie, Wicked Problems and Applied Economics, *American Journal of Ag. - Economics* 2008, 90(5), 1176-1182.
- B. W. Head, Forty Years of Wicked Problems Literature: Forging closer Links to Policy Studies. *Policy and Society*, 38(2), 2019: 180-197.
- Georgiadou, Yola and Diana Reckien, Geo-Information Tools, Governance, and Wicked Policy Problems,” *International Journal of Geo-Information*, 7(1), 2018: 21.

Week 14. Biotic and Electronic Circulation

Lecture: Communications Among Material, Biotic, and Abstract Entities.

Readings:

- Xufei Ren and R. Keil eds. *The Globalizing Cities Reader*, 2nd ed. Urbana, IL: Routledge, 2018, pp 143-210.
- P. Mishra, Technological Pedagogical Content Knowledge: Confronting the Wicked Problems of Teaching with Technology, *Journal of Technology in Education* 41(4) 2009.

Week 15. Planetary Futures

Lecture: Speculative Realism: Fictions and Frictions of City

Readings:

- Xufei Ren and R. Keil eds. *The Globalizing Cities Reader*, 2nd ed. Urbana, IL: Routledge, 2018, 399-472.
- Ming-Chang Tsai, Does Globalization Affect Human Well-Being? *Social Indicators Research* 81, 2007: 103-126.

FINAL (due TBD)

Class Assignments:

Class grades will be based on the following: Participation 10%; First Report 20%; Second Report 20%; Mid-Term 25%; Final Project 25%.

Seminars will feature formal lectures, class presentations and discussion. My talk, outlines, and select student presentations will be saved on Blackboard. These are assumed to be private, unless permission is granted for broader sharing.

General: Reading & report will be divided up for each class session. We will reach a reasonable reading-work norm for the class. Wicked problems cross many disciplines and interests: design, organizational theory, social structures, public administration, policy analysis, social theory, culture and governance. Hybrid studies include geo-information, city diplomacy, & ethno rhetoric. The course addresses questions of agency, capacity, and action that color issues of managing communicative authority, affect, and narratives. The Global City offers a space to critique and expand normative & socio-anthropological analysis to the culture and creative industries.

Participation: A student will benefit by keeping a journal of ideas garnered from readings and follow up on examples. In the first few weeks, a method of focusing on one or a cluster of cities will be developed by each student. This should reflect your interests and experiences, particularly in the Pacific area. The journal is helpful in developing and extending ideas for the mid-term examination and final project.

Report #1: CAPACITY BUILDING: We will agree on a set of topics for the class to be researched, assembled, and presented. These topics will help us identify scholarly data banks blogs, think tanks, and institutions that work on city issues. The presentation will be graded on the importance of the sight, the way the presentation builds access and understanding to the site, and the helpfulness of the presentation in opening resources for inquiry. For example, the UN and the US Council of Mayors and Council of State Governors are important resources. See also: Martin Prosperity Institute, Mori Memorial Foundation, Globalization and World Cities Research Network, Knight Frank LLP, Economist Intelligence Unit and other indexing sources.

Report #2: CASE STUDIES OF WICKED PROBLEMS AND SOLUTIONS. The second presentation will be in coordination with others but independent. The presentations will illustrate a Global City communication area as specified in the second half of the class. Grading will be on the design of the study, its selection of resources, the way it could serve as a model for inquiry of a specific city and others. Wicked problems and supply chains, for example, are interesting for port cities that are negotiating to deal with super-ships.

Final Project: The final will ask you to develop your in-class reports into a prospectus for a case study (7 pages) and to construct a view of communication study and wicked problems (3 pages). The final will be graded on the integration of the semester's work into relevant support for the study and on response to the particular questions about forms of life in the city and the roles of communication in sustaining, providing resilience, and well-being for our time. The final project should provide lines of analysis for comparing the strengths and weaknesses of city efforts to contribute to the well-being of their communities through design, engineering, biotechnology, nudge economics and/or communications infrastructures.

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.

Assignment Submission Policy:

- A. All assignments are due on the dates specified. Lacking prior discussion and agreement with the instructor, late assignments will automatically be given a grade of F.
- B. Assignments must be submitted via email to GTG

All assignments need to be completed and handed in on time to avoid a grade reduction. If you are unable to turn in an assignment due to illness or a personal emergency, you must provide written documentation that will allow you to be excused, or discuss your situation with me in a timely manner. Do not wait until the end of the semester to sort things out.

In order to pass this class you will need to complete ALL of the assignments. Failure to complete one or more of them will result in an F in the class.

Grading:

Grades will be assigned as follows:

A/A- outstanding, thoughtful and enthusiastic work

B+/B above average work, demonstrating good insight into assignment

B-/C+ needs improvement on ideas, argument and follow through

C and below fulfilling the bare minimum and showing little understanding of the material

Add/Drop Dates for Session 001 (15 weeks: 1/13/20 – 5/1/20)

Friday, January 31: Last day to register and add classes for Session 001

Friday, January 31: Last day to drop a class without a mark of “W,” except for Monday-only classes, and receive a refund for Session 001

Tuesday, February 4: Last day to drop a Monday-only class without a mark of “W” and receive a refund for Session 001

Friday, February 28: Last day to drop a class without a mark of “W” on the transcript. [Please drop any class by the end of week three (or the week three equivalent for short sessions) to avoid tuition charges.]

Friday, April 3: Last day to drop a class with a mark of “W” for Session 001

Holy Days are honored by university policy: <http://orl.usc.edu/life/calendar/absences/>

Note that the observation of Jewish holy days begins the evening before the holy days. A list of holy days can be found here: <http://orl.usc.edu/life/calendar/>

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. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems.

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.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

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 and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by 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. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776
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
uscsa.usc.edu

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

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, 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
Non-emergency assistance or information.