

**COMM 412: Communication & Social Movements**

4.0 units Fall 2020

Time: 11:00-12:20pm

Days: Tue, Thu

Section: 20628R

Location: ANN309

Professor: Mark Lloyd

Office: ASC 102

Office Hours: Tuesdays and Thursdays, 1-3 p.m.;
and by appointment

Contact Info: marklloyd@usc.edu

Course Description:

Social movements play a critical role in determining how our society operates; and our communication infrastructure and media are key in the organizing and impact of these movements. The Black Lives Matter Movement, the #MeToo Movement and various other social movements are shaping our future. This course is meant to provide students a critical guide and examination of various social movements in the U.S. and how they impact institutions and social norms, with a focus on the role of communication in determining whether these movements succeed or fail. This is a seminar for upper-level undergraduate students, with some theory but largely focused on current and historic examples. Student participation is required.

Learning Objectives:

Students will learn the following:

- The role of media in social movements.
- Tactics and strategy of social movements.
- Strategic organizing and strategic communication skills.
- The relationship between protest, policy and politics.
- How social movement theory can support the practice of political organizing.

Class Readings:

All required readings and course material will be available on Blackboard. Students are required to read/skim the Home Page of realclearpolitics.com every day.

Course Grading Policy:

You will receive details about each assignment/exam separately. All assignments need to be completed and turned in on time to avoid a grade reduction. If you are unable to turn in an assignment due to illness, you must provide written documentation in a timely manner to be excused. In order to pass this class you will need to complete ALL of the assignments. Failure to complete assignments and exams will result in an F in the class.

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

If you have concerns regarding a grade on a given assignment, you must appeal it in writing stating the reasons you feel the grade is inaccurate, within one week of receiving the grade.

Grading Breakdown

Midterm Exam	25%
Class Presentation	25%
Presentation Response/Reflection	20%
Final Paper	30%

All assignments must be the original work of the student.

Class Presentations and Responses: All students will be required to pick a topic to present during the course. Readings on the topic will be provided in Blackboard, but students are encouraged to supplement the material. You are required to create a powerpoint presentation with narrative or a corresponding blog post and present to me seven days before presentation. Presentations should address the following:

- What is the problem the movement is hoping to address?
- How is the movement organized?
- What are the ways the movement stakeholders communicate with each other?
- What are the ways the movement participants communicate externally?
- How is the movement perceived by the various media?
- How is the movement perceived by the public?
- How might the movement define success?

All students are required to review, and critically and thoughtfully respond to the presentations and related readings within two days of the presentation posting with a two page reflection paper.

Add/Drop Dates for Session 001

X. Add/Drop Dates for Session 001 (13 weeks: 8/17/20 – 11/13/20)

Friday, September 4: Last day to register and add classes for Session 001

Friday, September 4: Last day to change enrollment option to Pass/No Pass or Audit for Session 001

Friday, September 4: Last day to drop a class and receive a refund to avoid a mark of “W” on student record and STARS report

Friday, September 4: Last day to purchase or waive tuition refund insurance for fall

Friday, October 2: Last day to drop a course without a mark of “W” on the transcript only. Mark of “W” will still appear on student record and STARS report and tuition charges still apply.

[Please drop any course by the end of week three for session 001 (or the 20 percent mark of the session in which the course is offered) to avoid tuition charges.]

Friday, October 2: Last day to change a Pass/No Pass course to letter grade

Friday, November 6: Last day to drop a class with a mark of “W” for Session 001TBD:

Last day to register and add classes for Session 001

Course Schedule: A Weekly Breakdown

Class Sessions

Class sessions will be a short lecture/presentation with in-class discussion. The assigned reading and discussion will provide the necessary backdrop for the exams. As the semester progresses we will be building on rapidly changing current events, as such, attendance is very important. Students are to have completed all assigned reading prior to class so that participation can be full and vibrant.

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

Dates	Topic	Readings/Classwork
Week One August 18 August 20	Introductions What do we mean by Communication? What do we mean by Social Movement?	<ul style="list-style-type: none">• Son and Ball-Rokeach, “The whole community communication infrastructure: The case of Los Angeles”;• Treréa and Mattonic, “Media ecologies and protest movements”;• Tilly, “Social Movements as Historically Specific Clusters of Political Performances”
Week Two August 25 August 27	What is a Successful Social Movement? What is a Failed Social Movement? The Role of Communication.	<ul style="list-style-type: none">• Mazumder, “What Protests Can (And Can’t) Do”;• Roberts, “Why the Occupy Movement Failed”;• Smith, McCarthy, McPhail & Augustyn, “From Protest to Agenda Building: Description Bias in Media Coverage of Protest Events in Washington, D.C.”
Week Three Sept. 1 Sept. 3	Communication & the Civil Rights/ Black Power/ Black Panthers Movement	<ul style="list-style-type: none">• Hughes, “The Highlander Folk School”;• Eyes on the Prize: Kwame Ture Interview (1986)• Rhodes, “The National Press and the Black Panther Party”;• The Black Panthers documentary
Week Four Sept. 8 Sept. 10	Black Lives Matter and Communication	<ul style="list-style-type: none">• Rickford, “Black Lives Matter: Toward a Modern Practice of Mass Struggle”;• Zahniser & Smith, “Black Lives Matter Leaders Meet with LA Officials”• Other Protests Flare and Fade – This Seems Different• 7 Lessons from Those Who Marched with King• The Black Lives Matter Foundation• Raised Millions, It’s Not BLM

Week Five Sept. 15 Sept. 17	The American Indian Movement / The Chicano, Puerto Rico & Latino Movements and Communication	<ul style="list-style-type: none"> • Heppler, “Framing Red Power”; • Nicolescu, “Cases of Equality – Idle No More and the Protests at Standing Rock”; • “American Indian Protest and Persuasion” • Maxwell, “The Chicano Movement”; • Kennis, “An Unworthy Social Movement?; • Barreto, Sylvia Manzano • Ramírez & Rim, “Latino Participation in the 2006 Immigration Protest Rallies”; • Costanza-Chock, “Out of the Shadows and Into the Streets” Students Present
Week Six Sept. 22 Sept. 24	Asian American and Pacific Islander Movements and Communication	<ul style="list-style-type: none"> • Issue Brief #160: Asian American Protest Politics; • Wei, “The Asian American Movement”; • Helekunihi Walker, “Terrorism or Native Protest? Hawaiian Resistance to Colonialism” • Seattle’s Asian American Movement • Protests in Samoa Against 3 Bills Students Present
Sept. 29 October 1	Midterm Review Midterm	
Week Seven October 6 October 8	The Women’s Movement, MeToo and Communication	<ul style="list-style-type: none"> • Terkildsen & Schnell, “How Media Frames Move Public Opinion: An Analysis of the Women’s Movement”; • Barker-Plummer, “News as a Political Resource: Media Strategies and Political Identity in the U.S. Women’s Movement”; • Soule & Olzak, “When Do Movements Matter? The Politics of Contingency and the ERA”; • Hansen, “The Hopeful Hashtag: Digital Feminist Publics in the Trump Era”; • Manikonda, Beigi, Liu & Kambhampati, “Twitter for Sparking a Movement, Reddit for Sharing the Moment: #metoo through the Lens of Social Media” Students Present
Week Eight October 13 October 15	The Men’s Rights Movement/ the LGBTQ Movement and Communication	<ul style="list-style-type: none"> • Schmitz & Kazyak, “Masculinities in Cyberspace: An Analysis of Portrayals of Manhood in Men’s Rights Activist Websites”; • Messner, “An Analysis of Men’s Rights Movements Discourse” • The Red Pill Screening Divides Campus • Meeting the Enemy-Cassie Jaye TedTalk • Black Cat & LGBTQ rights wouldn’t exist without the riots”; • “An Unexpected Milestone for L.G.B.T.Q. Rights”;

		<ul style="list-style-type: none"> • Gray, “Queer Nation is Dead/Long Live Queer Nation” • The Pride March/What Does Pride Mean Now Students Present
Week Nine October 20 October 22	The Youth/Student Movement and Communication	<ul style="list-style-type: none"> • Kazin, “The Port Huron Statement at Fifty”; • De Groot, “Ronald Reagan and Student Unrest in California”; • Macafee & De Simone, “Killing the Bill Online? Pathways to Young People’s Protest Engagement via Social Media”; • Johnston, “Student Protests, Then and Now” • Anti War Demonstrations and American Public Opinion • 50th Anniv. Free Speech Movement Students Present
Week Ten October 27 October 29	Occupy & Anti-Globalization Movements and Communication	<ul style="list-style-type: none"> • Costanza-Chock, “Mic Check! Media Cultures and the Occupy Movement”; • Hendry “Reconsidering the “Failure” of Occupy” • Eagleton-Pierce, “The Internet and the Seattle WTO Protests” • Aelst & Walgrave, “New media, new movements? The role of the internet in shaping the ‘anti-globalization’ movement” • Four Days in Seattle documentary • Is there a Future for Occupy documentary Students Present
Week Eleven November 3 November 5	Conservative Movements and Communication	<ul style="list-style-type: none"> • Dreier & Martin, “The News Media, The Conservative Echo Chamber and the Battle Over Acorn”; • Karpowitz, Monson, Patterson & Pope, “The Impact of the Tea Party Movement” ; • Schmitt, “The Legend of the Powell Memo” ; • Munson, “Conservative Social Movements and College Students”; • Crashing the Tea Party documentary • Donald Trump Delivers at CPAC Students Present
Week Twelve Nov. 10 Nov. 12	Intersectionality Review	<ul style="list-style-type: none"> • Brown, Ray, Summers & Fraistat, “#SayHerName: a case study of intersectional social media activism” • Crenshaw - Urgency of Intersectionality TedTalk
Nov. 24	FINALS	

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.

Policies Related to Online Learning

Synchronous session recording notice

Live class sessions will be recorded and made available to students through Blackboard (including transcriptions). Please remember that USC policy prohibits sharing of any synchronous and asynchronous course content outside of the learning environment. As a student, you are responsible for the appropriate use and handling of these recordings under existing SCampus policies regarding class notes (<https://policy.usc.edu/scampus-part-c/>). These rules will be strictly enforced, and violations will be met with the appropriate disciplinary sanction.

Going back to Campus

Although we are starting the semester with online instruction only, conditions may improve. In such case, courses listed as hybrid will give opportunity to students to attend class in person. This will happen only by following the strictest health guidelines and safety protocols. These are listed in the [Trojans Return](#) page. Please take the time to read this ahead so that you are prepared in case it is possible to return to in-person instruction.

Attendance, Participation, and Zoom etiquette.

Attendance policy

Students are strongly encouraged to attend live sessions via Zoom. This is the best way to engage with the course and keep up to date with class activities and assignments. However, there will be no penalty for failing to attend live sessions, and students who miss live sessions will be able to keep up with the class by reviewing class recordings and engaging through asynchronous class activities and assignments. Note that university guidelines dictate that faculty should only maintain normal attendance, participation, and assessment expectations for students when the class time falls within reasonable learning hours in the student's time zone, defined as 7:00am to 10:00pm in the student's time zone.

Participation

Participation is part of your grade. The current modality of teaching includes synchronous and asynchronous lessons, assignments, exercises, and evaluation processes, and each affords different types of participation. In a synchronous zoom environment, when proper, participation is synchronous. This may include talking, when appropriate, during a zoom meeting, or using the

chat function to generate or participate in discussions. Blackboard offers different types of participation, including participating in forums and completing asynchronous assignments.

The distant nature of these learning environments may prompt us to forget that we are a community and that each of us and our ideas deserve respect. For this reason, it is imperative that you remember to respect the opinion of others, regardless of how much you disagree.

Zoom etiquette

Although you are not obligated to turn your camera on, we highly recommend it. Please wear appropriate clothing. Please keep your microphone off during zoom class, except when you're asked to unmute for discussion or questions. Please use appropriate backgrounds.

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:

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

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 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, 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

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

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

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.

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, where he led a national campaign to establish public interest obligations for digital television broadcasters – People for Better TV.

Previously Prof. 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.

Prof. 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.