USCAnnenberg

ASCJ 210: Contours of Change –
in Media & Communication
Spring 2021 – 4 Units

Lecture: Section: 21920
Monday, Wednesday – 3:30 – 4:50pm
Location: Online (unless a miracle occurs)

Discussion Sections:
21921R: Monday 5:00-5:50pm
21922R: Tuesday 9:00-9:50am
21923R: Tuesday 11:00-11:50am

Professor: Mark Lloyd
Office: Online
Office Hours: Tuesday 10am – 2pm (by appointment)
Contact Info: marklloy@usc.edu

Teaching Assistants:

Sarah Clayton	**Anna Loup**
Office: Online	**Office:** Online
Office Hours: By Appointment	**Office Hours:** Schedule via https://calendly.com/aloup/ascj-210
Contact Info: sclayto@usc.edu	**Contact Info:** aloup@usc.edu

Course Description

A central theme and topic of discussion in many Annenberg classes is that of "change"; more specifically how the study of communication might best prepare students for rapidly changing social conditions. We challenge our students to consider: 1) the changing political, economic, technological and cultural context of media and communication technologies – the sociocultural practices of meaning making; and 2) how communication practices have built on earlier histories/understandings of communication, media, and society. Students have responded to these ideas by asking how they should approach the inevitability of change in the communication fields and prepare – professionally, intellectually, and socially – for becoming and being responsive, innovative, and transformative agents and citizens amid such change?

A core theory of this course is that cultivating curious, critical, and proactive habits is the best way to approach the unknown future. To this end we begin with an exploration of the ideas and practice of critical thinking, and move to an examination of identity, institutions, globalization and networks with a constant focus on the role of media and communication policy and practice. The course will encourage students to see and understand change through different lenses and concepts, and consider their significance in relation to what may be uncomfortable controversies – in such arenas as race, gender, politics, government, education, markets, and religion.

This is a class for lower-level college undergraduate students at a prestigious private university. The lectures and class discussions are meant to help students understand how to read and listen critically, and to demonstrate the ability to comprehend, analyze and evaluate various historical and contemporary events, struggles, and perceived "certainties." Thus, while some themes will be presented to students historically and theoretically, the class will also offer opportunities via student-driven case studies connected to our contemporary moment.

Student Learning Outcomes
Students in this course will learn how to:
- Compare, analyze and evaluate both academic and popular writing;
- Identify and apply the benefits and limits of theory to communication practice;
- Assess concepts (such as race, gender, nationality, class and networks) in relationship to communication;
- Gain and retain an awareness of their own agency and power to instigate change, while being cognizant of systems and structures of constraint; and
- Sharpen both critical thinking skills and empathy and the ability to demonstrate those skills.

There are no prerequisite to this course, beside a commitment to demonstrating the habits of scholarship and an open mind.

Course Notes
This is an on-line course, but if some radical change in circumstances permits we will endeavor to meet in class. Because some students may be attending the course asynchronously all lectures will be recorded. All readings, podcasts and some video will be made available via Blackboard. Students are expected to read, listen to or watch all the ***assigned*** course material before class.

Policies and Procedures

Additional Policies (including DIEA statement)
Students are required to do all weekly readings, and be prepared to contribute to class discussions. Class discussions should be honest but respectful, no class member should be subject to name-calling or derision in class or in any other forum (including online communication).

Attendance is mandatory for both lectures and discussion section. 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.

Communication
Please feel free to meet with the Professor during office hours on Zoom, *but make an appointment* and clarify whether you are open to other students meeting at the same time.

Note from Professor: I get too much email, and I will not respond to email asking procedural questions already address in this syllabus or in class, but will attempt to respond to all other email within 48 hours.

Technological Proficiency and Hardware/Software Required

Access to a relatively up-to-date desktop or laptop with broadband internet access is required. We will be relying on Zoom for class, and all of our coursework will be accessed via Blackboard, all software and hardware necessary to participate effectively in class should be available to the student before the first class.

Required Readings and Supplementary Materials

All required readings and other supplementary materials will be provided on Blackboard.

Description and Assessment of 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/s?
2) How does it contrast with other readings that week?
3) Do you agree or disagree and why?
A link will be created for you to turn in a copy of your readings posts. All posts are due on Monday before start of class. Posts will be marked down a grade for each week they are late.

Case Studies – Presentations and Response Papers: You will receive details about each case study separately. Each case study will require group work, a group presentation, and an individual response paper.

Midterm: The midterm will be a timed 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 be an essay in response to a question/prompt, it will 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 to be excused. Discuss your situation with either the Professor or Teaching Assistant in a timely manner.

Grading Breakdown

Assignment	Points	% of Grade
Reading Posts	20	20%
Case Study/Group Work	20	20%
Case Study/Individual Response Papers	10	10%
Midterm	25	25%
Final	25	25%
TOTAL	100	**100%**

Grading Scale

95 to 100%: A	90% to 94%: A-	86% to 89%: B+	82% to 85%: B
80% to 81%: B-	77% to 79%: C+	74% to 76%: C	70% to 73%: C-
67% to 69%: D+	64% to 66%: D	60% to 63%: D-	0% to 59%: F

Grading Standards

Letter Grade	Description
A	**Excellent; demonstrates extraordinarily high achievement; comprehensive knowledge and understanding of subject matter; all expectations met and exceeded.**
B	**Good; moderately broad knowledge and understanding of subject matter; explicitly or implicitly demonstrates good, if not thorough understanding; only minor substantive shortcomings.**
C	**Satisfactory/Fair; reasonable knowledge and understanding of subject matter; most expectations are met; despite any shortcomings, demonstrates basic level of understanding.**
D	**Marginal; minimal knowledge and understanding of subject matter; more than one significant shortcoming; deficiencies indicate only the most rudimentary level of understanding.**
F	**Failing; unacceptably low level of knowledge and understanding of subject matter; deficiencies indicate lack of understanding.**

Grading Timeline

Grading Timeframe and Missing or Inaccurate Score Inquiries/Disputes
Every attempt will be made to grade assignments/exams and post grades within two weeks. Scores for all assignments and exams are regularly updated on Blackboard. You are responsible for notifying the Instructor **within one (1) week** of a score posting if you think a score is missing or inaccurate. Moreover, you only have this period of time to contest a score on an assignment/exam. If you fail to inquire/notify us of any discrepancy, missing score, or contest a score within one week of the date the score is posted, no further changes will be made.

Assignment Submission Policy

A.   All assignments are due on the dates specified. Lacking prior discussion and agreement with the instructor, late readings posts and case study responses will be marked down one full grade for each week the assignment is late. Unless there is a medical excuse, late midterms and finals will automatically be given an F.
B.   Assignments must be submitted via email to the professor and your TA, unless otherwise specified.

Add/Drop Dates for Session 001 (15 weeks: 1/15/2021 – 4/30/2021; Final Exam Period: 5/5-12/2021)

Friday, February 5: Last day to register and add classes for Session 001
Friday, February 5: 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 9: Last day to drop a Monday-only class without a mark of "W" and receive a refund for Session 001
Friday, March 5: Last day to drop a course without a mark of "W" on the transcript for Session 001. 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 (or the 20 percent mark of the session) to avoid tuition charges.]
Friday, March 5: Last day to change pass/no pass to letter grade for Session 001. [All major and minor courses must be taken for a letter grade.]
Friday, April 9: Last day to drop a class with a mark of "W" for Session 001

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 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 the role of media.

Week 1: Making Sense of Change – Jan. 20
- Georgia Runoff – The Daily: I Have Zero Confidence in My Vote
- The American Abyss – Snyder
- How They Stormed the Capitol – The Daily
- America We Have a Problem – Edsall
- Why We Believe Obvious Untruths
- Intro Into Critical Thinking

Week 2: Identity, Part One – Jan 25 & 27
- Steve Matthews,"Identity and Information Technology"
- danah boyd, "It's Complicated"
- Genderbread Person v4.0 or Breaking Through the Binary
- Laurel Westbrook & Kristen Schilt, "Doing Gender, Determining Gender"
- So Your Friend Came Out as Non-Binary

Guest Speaker: Megan van der Toorn, Ed.D, Center Director, LGBTQ+ Student Center

Week 3: Identity,Part Two/Women and Men – Feb. 1 & 3
- The Fight Over Men is Shaping Our Political Future
- Postmodern Feminism
- Saini, Angela. (2017)."The Missing Five Ounces of the Female Brain" Inferior: How Science Got Women Wrong- and the New Research That's Rewriting the Story. p.97-123.
- Cassie Jaye Video

Case Study: Communicating Covid

Week 4: Identity/Race & Caste – Feb. 8 & 10
- Origin of the Idea of Race
- Wilkerson, "Caste: The Measure of Humanity"
- Saini, Angela (2019). "Prologue" & "Roots: What Race Means Now In Light of New Scientific Research" Superior: The Return of Race Science. p. 5-11 & 137-155.
- Vinay Harpalani, "Ambiguity, Ambivalence, and Awakening: A South Asian Becoming Critically Aware of Race in America," pp. 71-83.

Week 5: Identity/Ethnicity & Community – Feb. 17
- Robert Putnam, "Community" in *Our Kids: The American Dream in Crisis*, pp. 191-226
- The Psychology of Home
- What Makes an American
- Black Patriots

Guest Speaker: Carolina Castillo, Ed.D, USC-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? 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 – Feb. 22 & 24
- What is Religion
- Diane Winston, "Mapping the Royal Road."
- Varun Soni, "Why I'm haunted by my religion's dark side"
- Christopher Smith & Richard Cimino, "Atheisms Unbound: The Role of the New Media in the Formation of a Secularist Identity"

Guest Speaker: Prof. Diane Winston, Knight Center Chair in Media and Religion

Week 7: Education Part 2 – Mar. 1 & 3
- Reflections on Social Institutions
- Higher Education as a Social Institution or Business
- Welcome Back . . . A brief History of Education in the US
- Brendesha M. Tynes, Liberatory Media Literacy

Guest Speaker: Vanessa V. Volpe, Assistant Professor, North Carolina State University

Week 8: How Do We Govern Ourselves? – Mar. 8 & 10
- Mark Lloyd, Selections from *Prologue to a Farce*
- Richard John, "From Franklin to Facebook"
- Danielle Allen, "The Road From Serfdom"
- Cass Sunstein, "Democracy and the Internet"

Week 9: Review & Case Study – March 15 & 17

MID-TERM Mar. 17

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. 22 & 24
- Foreign Aid is About US Interests
- Imperial Trajectories
- The Marshall Plan and America First
- Globalization and the Backlash

Week 11: Markets and Media – Mar. 29 & 31
- Sway: Stop Whining About Big Government (Listen or Read Transcript)
- What is Capitalism - a Short History Jürgen Kocka - Read
- Are Economists to Blame for the Mess We Are In - Read
- McChesney Digital Disconnect - Read
- capitalism and poverty - wolfe (watch)

Case Study: TBD

Week 12: Economic Systems Cont. – April 5
- Adler – Socialism on the Agenda
- The 99% Economy and One for the Believers

Guest Speaker: Prof. Paul Adler

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: Advertising and Consumer Culture – April 12 & 14
- Why Culture is Harder Than Science (Read)
- Captains of Consciousness - Advertising and Consumer Culture
- "Solutions for the Rest of Us"; Data and Goliath: The Hidden Battles to Collect Your Data and Control Your World
- "Digital Reputation in an Era of Runway Data"; The black box society: The secret algorithms that control money and information, pg 19-58

Week 14: Networks, Surveillance & Power – April 19 & 21

- • How Chinas Microsoft Hack Puts Us All At Risk

- • As Understanding of Russian Hacking Grows So Does Alarm
- • Manuel Castells, "IT, Globalization and Development"

Week 15: Surveillance and Power – April 26 & 28
- • Video: United States of Secrets Pt. 2
- • Scheer, "They Know Everything About You"
  Guest Speaker: Prof. Robert Scheer

Case Study Due April 26
Review April 28
Study Days May 1-4
FINAL EXAM Due May 12

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

Statement on Academic Conduct and Support Systems
a. Academic Conduct
Plagiarism
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.

The School of Communication maintains a commitment to the highest standards of ethical conduct and academic excellence. Any student found responsible for plagiarism, fabrication, cheating on examinations, or purchasing papers or other assignments will be reported to the Office of Student Judicial Affairs and Community Standards and may be dismissed from the School of Communication. There are no exceptions to the school's policy.

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course, without approval of the instructor.

b. 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 Campus Support and Intervention - (213) 821-4710
campussupport.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.

Annenberg Student Success Fund
https://annenberg.usc.edu/current-students/resources/additional-funding-resources
The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

Professor bio:
Mark Lloyd is a Clinical Professor at the University of Southern California-Annenberg School of communication. He is a communication lawyer and a journalist.
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. He also served as a member of the Biden Policy Committee on Innovation, serving on the subcommittee on Digital Equity.

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, several years teaching communication policy at the Georgetown University Public Policy Institute, and from 2018 to 2020 he was a professor of professional practice in the Max Bell School of Public Policy at McGill University in Montreal.

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 and How to Fix It*, 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.

Teaching Assistants bios:

Sarah Clayton

A proud "northerner" from the UK, Sarah Clayton is in her final year of her Ph.D. studies and researching migration experiences and crypto/blockchain technology diffusion in Puerto Rico. Her previous research includes, but is not limited to, the bitcoin blockchain scalability debate, the politics of U.S. virtual currency regulation, and how mechanisms of trust guide stakeholder perceptions and behavior in the cryptocurrency community. Prior to moving to the U.S., she earned her BA in New Media and her LLM in Cyberlaw from the University of Leeds and worked in marketing for a corporate domain name management and internet governance consulting company in London. In her spare time, she enjoys hiking, traveling, yoga, wellness retreats, and spending time with family and friends.

Anna Loup

Anna's interests are focused on underlying critical infrastructures that enable and maintain digital communication technologies. She is predominantly interested in the power structures inherent in how these critical infrastructure systems are developed, implemented, and maintained at both the policy and engineering levels.

Anna's dissertation work uses systems analysis to understand and compare the dynamic and complex relationships present in the development of technical systems of communication and innovation between 1945 and 1969 and the present day.

When not working, she likes to take advantage of Chesapeake Bay Watershed and can be found in her garden or planning her garden for next year, backpacking with her husband and dog, Callahan, fly fishing, and sailing.