



**GESM 131g Seminar in Social Analysis/
Public Policy of Communications**

Fall 2021 – Tuesday, Thursday: 2:00 - 3:20 pm

Section: 35453

Location: ANN L115

Professor: Mark Lloyd

Cell Phone: (202) 255-2122

Email: marklloy@usc.edu

Office and hours: ASC 102 Wednesdays 10am - noon
and 2pm – 4pm, *but please email to make an appointment.*

COURSE DESCRIPTION:

The goal of the course is to examine the public policies, specifically the legal and political structures, which currently determine how the communications industries operate. Rather than looking at media or telecommunications as a consumer product, a means of entertainment or as a business, this course will focus on the political relationship between citizens and media and telecommunications (including internet) companies. The course will establish a historical and theoretical understanding of communications policy in the U.S. (what happened and why), relying upon readings to explore the constitutional and regulatory structures that arose in the U.S. to determine the character of the political relationship between the communications industry and the public.

A core theory of this course is that cultivating curious, critical, and *proactive* habits is the best way to approach understanding the messy present and the unknown future. To this end while we begin with an historical understanding of communication policy, we will simultaneously explore the communication practices of USC. We will also include an opportunity for students to suggest communication policy in a futuristic society.

STUDENT LEARNING OBJECTIVES:

Students in this course will:

- Learn the basics of critical legal analysis: how to think critically about the history of legislation and court decisions that continue to impact communication policy and practice;
- Identify and apply the benefits and limits of various social science methodology and theory to communication practice in the student's environment;
- Identify the connection between government policy and market and technology responses;
- Gain and retain an awareness of the student's agency and power to instigate change, while being cognizant of systems and structures of constraint.

COURSE READING:

Mark Lloyd, Prologue to a Farce: Communication and Democracy in America (University of Illinois Press: 2007)

Paul Starr, The Creation of the Media: Political Origins of Modern Communications. (New York: Basic Books, 2004.)

Robert W. McChesney, Digital Disconnect: How Capitalism is Turning the Internet Against Democracy (The New Press: 2013)

The readings are approximately 100 pages a week. All additional course readings will be found on Blackboard.

Description and Assessment of Assignments

ASSIGNMENTS AND GRADING:

You are responsible for the material covered in class and in the reading. You will be evaluated on your level of your engagement with the class materials (as demonstrated in your written work and class participation) as well as:

- 1) your capacity to explain your ideas and analysis in articulate and well-written forms
- 2) your ability to creatively explore the theories and materials presented in the class

All of your work will be graded on two primary evaluative scales:

- 1) how well it demonstrates an understanding of the readings and lectures of the class
- 2) how well it articulates and structures its argument

The final course grade will be based on the following distribution:

Take Home Midterm (8-12 pages)	20%
Two Papers Reflecting on Course Material (5-7 pages)	30%
Take Home Final Examination (8-12 pages)	25%
Group Presentation/Case Studies	20%
Class Participation	5%

You must complete ALL of these assignments in order to pass the class. Failure to complete ONE OR MORE of them will result in an F in the class.

Reflection Papers: You will be expected to write two essays on the course readings and conversations. The essays should be no more than seven pages. Each paper should cover all the readings and conversations of the designated weeks; 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 your reflections. All essays are due on Monday of the week assigned before start of class. Papers will be marked down a grade for each week they are late. Any paper submitted after three weeks will be given a failing grade.

Two Case Study/Group Projects – 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 take home paper covering the material in the first half of class. The exam will present two prompts, and students will be expected to address each prompt with a 4-6 page response.

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. 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 in a timely manner.

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 me 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.

COURSE SCHEDULE: A WEEKLY BREAKDOWN

Note: This schedule is subject to change depending upon current events relevant to class and the availability of potential guest speakers.

Week 1

8/24 & 8/26 How does public policy determine communication in the U.S.?

Reading: Lloyd, Prologue to a Farce – Introduction
 Starr, The Creation of Media – Introduction
 Blackboard: Declaration of Independence,
 U.S. Constitution/Preamble//Article1/Amendment 1

Homework Post: *What information is most important to you and what is the source?*

Week 2

8/31 & 9/2 The First Amendment – What Freedom of Expression?

Readings: Lloyd, Prologue to a Farce – Chapter 1.
 Starr, The Creation of Media – Chapter 2, 62-82
 Blackboard – The First Amendment Fails
 May 16, 1918: The Sedition Act of 1918 Enacted -
 <https://www.zinnedproject.org/news/tdih/sedition-act-1918/>

Homework Post Assignment Due

Week 3

9/7 & 9/9 The Post Office and the Constitution

Readings: Lloyd, Prologue to a Farce – Chapter 2
 Starr, The Creation of Media – Chapter 3
 Blackboard – Government Subsidies
 Richard John, A Civic Mandate for Communication

Case Study/Group Work: What are the communication policies at USC?

Week 4

9/14 & 9/16 The Post Office and the Telegraph

Readings: Lloyd, Prologue to a Farce – Chapter 3
 Starr, The Creation of Media – Chapter 5

Week 5

9/21 & 9/23 The Telephone and Patents

Readings: Lloyd, Prologue to a Farce – Chapter 4
 Starr, The Creation of Media – Chapter 6

Case Study/Group Work Due

Week 6

9/28 & 9/30 **Movies – Censorship**

Readings: Starr, The Creation of Media – Chapter 9
 Blackboard – Censorship
 Margaret Blanchard, The American Urge to Censor

First Paper Due

Week 7

10/5 & 10/7 **Movies & the Wire Service – Anti-Trust**

Readings: **Blackboard** – Anti Trust
 U.S. v. Paramount
 U.S. v. Associated Press

Week 8

10/12 & 10/14 **From Wireless to Broadcasting - Advertising**

Readings: Lloyd, Prologue to a Farce – Chapter 5-6
 Starr, The Creation of Media – Chapters 10-11
 Blackboard – Advertising & Regulating Broadcasting
 The Distorted Mirror
 The Paradox of Plenty

Week 9 **Midterm/Midterm Review**

10/19 & 10/21

Week 10

10/26 & 10/28 **Communication and the Public Interest**

Readings: Lloyd, Prologue to a Farce – Chapters 7.
 Blackboard – The Public Interest Moment
 The Creation of the Corporation of Public Broadcasting
 Ascertainments and News and Public Affairs Expansion
 Red Lion Broadcasting v. FCC
 UCC v. FCC
 New York Times v. Sullivan

Week 11

11/2 & 11/4 **Cable and the Reagan Backlash**

Readings: Lloyd, Prologue to a Farce – Chapter 8
 Blackboard – Regulating Cable Television
 Regulating Cable Television
 Cable TV and the Public Interest
 Triumph of Private Over Public Interest

Asgardia Case Study/Group Work Assigned

Week 12

11/9 & 11/11 The Internet – Pandora and Pangloss

Readings: Lloyd, Prologue to a Farce – Chapter 9
McChesney, Digital Disconnect – Chapters 4-5
Blackboard – The Nonsense of the Internet
Evgeny Morozov, The Net Delusion,
<http://evgenymorozov.com/writings.html>
Paul Starr, The Manichean World of Tim Wu,
<http://prospect.org/article/manichean-world-tim-wu>

Second Paper Due

Week 13

11/16 & 11/18 Social Media – The Daily Me and Through the Looking Glass

Readings: Lloyd, Prologue to a Farce – Chapters 9-10.
Blackboard: C. Sunstein, “the daily me”:
<http://www.pupress.princeton.edu/chapters/s7014.html>
McChesney, Digital Disconnect
Data and Goliath: The Hidden Battles to Collect Your Data

Week 14

11/23 Broadband, Net Neutrality and Emergency Communication

Readings: **Blackboard:**
Bruce Gottlieb, Net Neutrality and the Academics who Love It,
<http://www.theatlantic.com/technology/archive/2010/12/net-neutrality-and-the-academics-who-love-it/67764/>
Critical Information Needs of the American Public
http://www.fcc.gov/ocbo/Executive_Summary.pdf
Lloyd, The Communication Crisis in America and How to Fix It,
Introduction & Chapter 18.

Week 15

11/20 & 12/2 The Asgardia Project – Designing Public Policy

Group Presentations – TBD

STUDY DAYS

Dates: 12/4-12/7

Note: No final examinations may be scheduled on Study Days.

FINAL EXAM PERIOD

Dates: 12/8-12/15

Final Paper Due 12/15

COURSE REQUIREMENTS AND ATTENDANCE:

Students are required to do all of the reading, attend all classes, complete all assignments, and participate fully in class discussion. Attendance is mandatory and will be taken each class meeting. Attendance grade may be affected by your promptness and level of attention during class lecture. You are allowed two absences without explanation, after which there is a deduction off the final grade for each unexcused absence.

Add/Drop Dates for Session 001 (15 weeks: 8/23/21 – 12/3/21)

Link: <https://classes.usc.edu/term-20213/calendar/>

Friday, September 10: Last day to register and add classes for Session 001

Friday, September 10: Last day to change enrollment option to Pass/No Pass or Audit for Session 001

Friday, September 10: Last day to purchase or waive tuition refund insurance for fall

Tuesday, September 14: Last day to add or drop a Monday-only class without a mark of “W” and receive a refund or change to Pass/No Pass or Audit for Session 001

Friday, October 8: 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, October 8: 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, November 12: Last day to drop a class with a mark of “W” for Session 001

Saturday, November 13: Last day to change between letter grade or Pass/No pass in a letter graded course for Session 001.

Statement on Academic Conduct and Support Systems

a. 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.

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.

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.

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.

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 has been 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 among other work he led a national campaign to establish public interest obligations for digital television broadcasters.

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.