USCAnnenberg

Communication and Civic Engagement
Annenberg Youth Academy | Summer 2018
Mon/Tue/Wed/Thu/Fri | Period 1 | 9:00 am - 10:15 am (1hr15min)
June 17 – July | 4 weeks
Location: ANN 106

Course Information

Instructor: Rogelio Alejandro Lopez
Office: ASC G6
Email: rogeliol@usc.edu
Office Hours: Monday, 4:00pm-5:00pm

Course Description

Communication and Civic Engagement provides students with an overview of the field of communications with an emphasis on civic engagement theories, concepts, and approaches. Students will examine what the study of communications entails, the types of insights this field derives, and how research can inform a better understanding of the world. Specifically, the course will explore the intersection of communications with civic engagement, with an emphasis on civic media, civic imagination, participatory politics, and activism.

Learning Objectives

By the end of this course, students will:
  ● Acquire a basic understanding of the study of communications, theories, and concepts.
  ● Understand relationships between communications, civic engagement, social change.
  ● Explore a variety of digital tools, platforms, and design techniques for media making.
  ● Develop a basic media production portfolio and website to be shared publicly online.
  ● Explore and develop theories, skills, and practices for citizenship in the digital age.
  ● Get a sense of what a college course can be in terms of content, format, and rigor.

Description of Assignments

Students will be responsible for the following assignments:

Online Portfolio (5%): Each student will create a wordpress website at the beginning of the course in-class, and will post all creative projects to the website. Students will also be expected to design and arrange their website as they see fit, including bios, menus, or other relevant

tools. The overall portfolio, its design, and user-experience will be evaluated and graded at the end of the course.

Creative Projects (3 / 10% each / 30% total): Each student will create a total of (3) creative projects in class per week (for weeks 1-3), and this content will be uploaded to their website/online portfolio. The creative projects include: 1) world-building visual narrative; 2) remix or mashup; 3) photo-essay.

Short Papers (2 / 15% each / 30% total): Each student will write a 2-3 page paper based on theories or concepts covered in lecture to examine a real-world issue or occurrence. Students will outline and draft these papers during in-class writing sessions, and will submit _printed and stapled copies_ of the papers at the beginning of class on Tuesday, June 19th and Monday, July 2. The paper format includes 11-12 point font, 1-inch margins, in MLA format, and must include name, date, course, instructor, page numbers, and a paper title. Students are expected to cite a _minimum of three sources_, including: 1) a required reading from the course: 2) an additional scholarly source (this can include "optional" readings); 3) a reliable news source, academic blog, or government source.
- Paper 1: Civic Media
  - Prompt: Draw from readings and lectures to briefly describe the relationship between political participation and media: When is media considered political? How can media help us "do politics"? Define "civic media" in your own words. Find a real-world example of civic media, and provide three reasons why it should be considered "civic media" based on what we have discussed in class.
- Paper 2: Participatory Politics
  - Prompt: Briefly describe what "political participation" means to young people, drawing from personal experience and our readings and lectures. Define "participatory politics" in your own words, and whether this idea reflects your own experience. Provide a real-world issue, current event, cause, or movement that speaks to you, and describe three ways you have used/or could potentially use the "5 tactics of participatory politics" to engage with the issue/event/cause/movement,.

Field Trip Reports (10%): Each student will write a 1-page reflection for the field trip taken during the program (below). The instructor will provide specific key points and prompts to touch upon, and the essay will be due on Friday, June 22.
- Japanese American National Museum, Thursday, June 21.

Final Class Media Project (15%): Each student will create a final media project as part of their final assignment. Students are free to choose from any of the previously covered formats and provide a more in-depth view or choose a new format from the list below. Additionally, each student will be required to present their final projects for at least ten minutes at the end of the course. Specific guidelines will be further explained at the beginning of Week 4. The possible creative projects include:

- Photo/Image Remix
- Video or Music Mash-Up
- Informative or Advocacy Infographic
- Photo Essay
- Multimedia Story/Informative Report
- Video Interview or Video-Essay
- Paper Zine
- Media Campaign Essentials: Leaflets, Political Pamphlets, and Pledge Cards
- Building a Civic Imagination World in Minecraft
- Audio Story/Podcast

Participation and Attendance (10%): Attendance for the course is mandatory and will comprise 10% of the student's total grade. Excused absences require email communication with the instructor and supporting documentation (ex. doctor's note). More than 2 unexcused absences will result in a grade deduction. Students are also expected to be in class on time, and excessive tardiness will affect the final grade, and arriving more than 15 minutes late will result in an unexcused absence.

Extra Credit (5%): Student will have the opportunity to earn extra credit by doing one of the following:
- Additional Field Trip Report
- Additional Creative Project

Grading Breakdown

Assignment	Due Date	% of Grade
Online Portfolio	Wed - June 13	5%
Creative Project 1	Friday - June 15	10%
Short Paper 1	Tue - June 19	15%
Creative Project 2	Friday - June 22	10%
Short Paper 2	Monday - July 2	15%
Creative Project 3	Friday - June 29	10%
Field Trip Reflection	Friday - June 22	10%
Final Media Project	Friday - July 6	15%
Attendance and Participation	n/a	10%
Extra Credit	Friday - July 6	5%

Total		105%

Grade Scale

97-100%: A+	80-83%: B-	64-66%: D
94-96%: A	77-79%: C+	60-63%: D-
90-93%: A-	74-76%: C	0-59%: F
87-89%: B+	70-73%: C-	
84-86%: B	67-69%: D+	

Required Texts

All course texts will be provided to students by the teaching staff, and reading them in a timely fashion is mandatory for all enrolled students. Students should plan to dedicate at least 1 hour for each assigned reading prior to class, and must be prepared to ask questions and engage with the material. The instructor reserves the right to implement pop-quizzes if students are not keeping-up with readings. For specific readings, see weekly schedule and bibliography.

Course Policies

Classroom & Participation Conduct - The fear of public speaking, also known as glossophobia, is among the most common in the world. As such, cultivating an intentional, mutually respectful, self-reflexive, and democratic participation environment - where disagreement is not a personal attack, antagonistic, nor disruptive - is key. With that said, there is zero tolerance for communication that is disrespectful, hateful or harmful, or that violates USC's Code of Ethics.

Technology Use - The use of laptops or phones during class is *not permitted* unless stated otherwise by the instructor. Students should come to class prepared to be fully engaged as listeners, without technological distractions. Please come prepared to take notes with pen/pencil and a notepad instead.

Assignment Submission - Students should expect to print all assignments and bring the hard-copy to the start of class for direct submission to the instructor on the due date. If the student is unable to submit on the due date due to an emergency, they must let the instructor know as soon as possible via email and provide documentation. Unless approved by the instructor, late assignments, either written or presentations, will drop a total letter grade per additional late day, and will receive a zero after the third day.

Academic Integrity - All work produced during and for this course must be the student's own, and references to the work of others will follow academic guidelines (ex. proper citations, fair use) and must be adequately attributed. There is zero tolerance for plagiarism in this course, and any student suspected of academic dishonesty will be reported to the Student Judicial Affairs and Community Standards Office - where sanctions can range from a failing grade in the course to expulsion from the university. For more information, see Sections 11 and 13 of the University Student Conduct Code.

Academic Accommodations - Special accommodations can be made for students registered with Disability Services and Programs (DSP). Students must provide official documentation from DSP as soon as possible - preferably within the first week of class. If you have any questions about this process, please contact DSP directly via email at ability@usc.edu or by phone at (213) 740-0776.

Course Schedule

Week 1 - Civic Media and Communication

Monday - June 11 - Introduction to Communication
Required Reading: Wood, J. T. (2011). Communication Mosaics: An Introduction to the Field of Communication
Optional Reading: Hall, S. (2006). Encoding/Decoding.

DUE BEFORE CLASS: Media and Technology Use Survey

Tuesday - June 12 - Civic Theory and Citizenship
Required Reading: Westheimer, J., & Kahne, J. (2004). Educating the "Good" Citizen: Political Choices and Pedagogical Goals.
Optional Reading: Levine, P. (2016). The Public and Our Problems. In We Are the Ones We Have Been Waiting For (pp. 3–7).

Wednesday - June 13 - Civic Media
Required Reading: "Civic Media: A New Hope," Rogelio Alejandro Lopez
Optional Reading: "Civic Media: An Introduction," Gordon and Mihailidis
DUE IN CLASS: Online Portfolio

Thursday - June 14 - Citizenship in the Digital Age
Required Reading: "New Media, New Civics," Ethan Zuckerman
Optional Reading: "Acting Politically in a Digital Age," Noelle McAfee
Activity: Introduction to Research

Friday - June 15 - Media Workshop - The Civic Imagination

Required Reading: "Superpowers to the People! How Young Activists Are Tapping the Civic Imagination," Jenkins, Shresthova, Gamber-Thompson, & Kliger-Vilenchik
DUE IN CLASS: Creative Project 1

Week 2 - Youth, Media, and Participatory Politics

Monday - June 18 - Youth and Political Participation
Required Reading: "Putting Our Conversation Into Context: Youth, Old Media, and Political Participation," Jennifer S. Light
Optional Reading: "Media in Action: A Field Scan of Media and Youth Organizing in the United States, Costanza-Chock et al.

Tuesday - June 19 - Youth Media Cultures
Required Reading: "Sharing Snapshots of Teen Friendship and Love," Katynka Z. Martinez
Optional Reading: "Memes" (in Keywords in Remix Studies).
Media: Critical Media Project
DUE: Short Paper 1

Wednesday - June 20 - Participatory Politics
Required Reading: "The Five Tactics of Participatory Politics," Lissa Soep
Optional Reading: "Participatory Politics," Jenkins et al. (in Keywords in Remix Studies), "Youth Agency in Public Spheres: Emerging Tactics, Literacies, and Risks," Lissa Soep.

Thursday - June 21 - **Field Trip: Japanese American National Museum**
Required Reading: TBD/Race and the Media
Media: Museum Virtual Archive/Documentary

Friday - June 22 - Media Workshop - Remix, Culture Jamming, and Mash-Ups
Required Reading: "Remix," "Mashup," and "Fair Use" in (in Keywords in Remix Studies).
Media: GenderRemixer
DUE: Creative Project 2
DUE: Field Trip Reflection

Week 3 - Media Activism and Politics of Resistance

Monday - June 25 - Media and Social Movements
Required Reading: "Out of the Shadows, Into the Streets" Foreword and Introduction, Sasha Costanza-Chock
Optional Reading: "Networks of Outrage and Hope" Introduction, Manuel Castells
Media: #BlackLivesMatter and Social Media

Tuesday - June 26 - Youth Media Activism
Required Reading: "By Any Media Necessary: Introduction," Jenkins et al.

Optional Reading: TBD/Conservative Media Organizing

Wednesday - June 27 - Media as Tools of Resistance
Required Reading: "Phone Aren't Smart Until You Tell Them What To Do," Lissa Soep
Optional Reading: "Mapping the Electronic Repertoire of Contention," Costanza-Chock
Media: "Chavez Ravine: A Los Angeles Story"

Thursday - June 28 - **Field Trip: Dodger Game**
Required Reading: "Revisiting the Chavez Ravine," Avila, E. (2003)

Friday - June 29 - Media Workshop - Worker Photo Essay
Required: Hardt, H., & Ohrn, K. B. (1981). The eyes of the proletariat: The worker-photography movement in Weimar Germany. Studies in Visual Communication, 7(3), 46-57.
DUE: Creative Project 3

Week 4 - Identity Politics, Difference, and Social Change

Monday - July 2 - Race, Ethnicity, and Citizenship
Required Reading (Choose 1): "Asian American Youtube Celebrities Creating Popular Culture Networks," Lori Kido Lopez, "Impure Dissent: Hip Hop and the Political Ethics of Marginalized Black Urban Youth," Tommie Shelby, "Undocumented, Unafraid, and Unapologetic: Dream Activists, Immigrant Politics, and the Queering of Democracy," Christina Beltran
DUE: Short Paper 2

Tuesday - July 3 - Gender, Sexuality, and LGBTQ Politics
Required Reading (Choose 1): "Son Enough: Developing Girls' Agency in India Across Domestic and Civic Spheres through Feminist Media Practice," Glynda Hull et al., "Analog girl in a digital world: hip hop feminism and media activism," Aisha Durham, "Case Study: Marriage Equality, Facebook Profile Pictures, and Civic Participation," Brady Robards and Bob Buttigieg

Wednesday - July 4 - *NO CLASS*

Thursday - July 5 - Final Presentation Workshop

Friday - July 6 - Final Presentations *LAST DAY OF CLASS*
DUE: Final Media Project
DUE: Extra Credit

Student Support Services

Student Writing Center - Students looking to improve, strengthen, and/or polish their academic writing can make an appointment at The Writing Center for individual consultation and/or group

workshops. For more information visit their website (https://dornsife.usc.edu/writingcenter/), or contact the center via phone (213-740-3691) or email (writing@usc.edu).

Student Counseling Services - Students experiencing personal or emotional distress can make an appointment at the Engemann Student Health Center, which provides general counseling, psychiatric services and therapy, and various kinds of wellness support groups. For more information about making an appointment, visit the Engemann website (https://engemannshc.usc.edu/counseling/), or call (213) 740-7711. Crisis therapists are also available via phone 24/7 at (213) 740-7711.

Relationship and Sexual Violence Prevention Services - The Engemann Student Health Center also provides support services for gender and power-based harm, such as sexual assault, domestic violence, and stalking. An appointment can be made in person at Engemann, Suite 356, or by phone at (213) 740-4900 (press "zero" after hours in case of emergency). For more information, visit https://engemannshc.usc.edu/rsvp/.

Protection Against Harassment and Discrimination - The USC Title IX Office and Office of Equity and Diversity respond to harassment and/or discrimination faced by a protected status or characteristic, whether race, ethnicity, nationality, physical disability, gender, sexual orientation, veteran status, etc. For more information about the Office of Equity and Diversity, visit http://equity.usc.edu/. To report an instance of harassment or discrimination, visit http://titleix.usc.edu/, email at titleix@usc.edu, or call (213) 740-5086.

Student Support and Advocacy - The USC Student Affairs provides various student support and advocacy services, including: helping students navigate the university, breaking down university policies, assisting students with crisis management, facilitating a leave of absence (medical and non-medical), and grade disputes. For more information, visit https://studentaffairs.usc.edu/ or call (213) 821-4710.

Campus and Public Safety - The Department of Public Safety (DSP) oversees the safety of the USC campus and surrounding community, by physically patrolling the campus with DSP officers, responding to crime or complaints, providing students with safe transportation after hours, offering safety trainings and tips, and providing real-time safety information via text and email alerts. For more information about any of these services, visit https://dps.usc.edu/, or call (213) 740-6000. To contact DSP during an emergency, please call (213) 740-4321.