

APPENDIX 1

**MEDIA STUDIES
MAJOR REQUIREMENTS CHECKLIST**

Name:	ID#:
Expected Graduation Date:	

Course Number and Title	Waiver/Substitution	Semester	Units	Grade
100-LEVEL (take both, 8 units)				
MS 100: Introduction to Media Studies (4)				
MS 101: Multi-Media Storytelling (4)				
200-LEVEL				
Core (choose two, 8 units)				
MS 201: Civic Media (4)				
MS 202: Media History (4)				
MS 203: Cultural Industries (4)				
Electives (choose two, 8 units)				
MS 221: Audio Production (4)				
MS 222: Video Production (4)				
MS 223: Journalism I: Reporting (4)				
MS 224: Journalism II: Specialty Reporting (4)				
MS 225: Digital Media Production (4)				
300-LEVEL (20 units total)				
Core (take both, 8 units)				
MS 312: Media Audience and Research (4)				
MS 313: Media Theory and Criticism (4)				
Electives (choose three, 12 units, must include one Studies course)				
MS 301: Green Media (4)				
MS 302: Communication for Social Change (4)				
MS 306: The Documentary (4)				
MS 307: Advanced Radio Production (4)				
MS 311: Communication Law and Policy (4)				
MS 315: Telenovelas/Soap Operas (4)				
MS 317: Latin American Cinema (4)				
MS 318: Indian Cinema (4)				
MS 319: LGBT Cinema (4)				
MS 320: Digital Media Production (4)				
MS 322: MP III: Advanced Media Production (4)				
MS 323: Publication Editing and Design (4)				
MS 325: Feature Writing/Magazine Writing (4)				
MS 327: MP III: Scriptwriting (4)				
MS 328: Photojournalism (4)				
MS 329: Arts Reporting and Reviewing (4)				
MS 330: MP III: Documentary Production (4)				
MS 331: MP III: Narrative Film Production (4)				
MS 335: Feminist Thought (4)				
MS 340: MP III: Experimental Cinema (4)				
MS 350: Human Rights and Film (4)				
MS 380: Latinos in US Media (4)				
MS 390: Special Topic (4)				
MS 390: Special Topic (4)				
MS 398: Directed Study (1-4)				
400-LEVEL CAPSTONE (choose one, 4 units)				
MS 400: Politics and the Media (4)				
MS 403: Race, Ethnicity and Media (4)				
MS 405: Gender and the Media (4)				
MS 407: Alternative Media and Social Change (4)				
MS 409: International/Global Media (4)				
MS 410: Popular Music and Communication (4)				
MS 411: Popular Culture Studies (4)				
MS 412: Media, Memory, History (4)				
MS 414: Undoing Gender (4)				
Additional Media Studies Units				
TOTAL MAJOR UNITS=48			Total Units=	

APPENDIX 2

FILM STUDIES MINOR REQUIREMENTS CHECKLIST

Name:	ID#:
Expected Graduation Date:	

Course Number and Title	Waiver/Substitution	Semester	Units
REQUIRED COURSES (8 units)			
MS 102: Introduction to Film Studies (4)			
MS 222: Video Production (4)			
CHOOSE THREE FROM THE FOLLOWING (12 units)			
ENGL 205: Native American Literature and Film (CD) (4)			
MS 250: Africa Films Africa (CD) (4)			
MS 306: The Documentary (4)			
MS 317: Latin American Cinema (4)			
MS 318: Indian Cinema (4)			
MS 319: LGBT Cinema (4)			
MS 322: MP III: Advanced Media Production (4)			
MS 327: MP III: Scriptwriting (4)			
MS 330: MP III: Documentary Production (4)			
MS 331: MP III: Narrative Film Production (4)			
MS 340: MP III: Experimental Cinema (4)			
FREN 340: French and Francophone Cinema (4)			
MS 397: Directed Project (4)			
MS 398: Directed Study (4)			
LAS 362: History, Literature and Film in Latin America (4)			
Total Units for the Minor: 20	Total Units =		

Additional courses taken to meet the 20 unit requirement	Semester	Units
MS 195: Freshman Seminar (<i>with permission from Film Studies Director</i>)		
MS 390: Special Topics (<i>with permission from Film Studies Director</i>)		
MS 395: Media Workshop (<i>with permission from Film Studies Director</i>)		
MS 396: Media Internship (<i>with permission from Film Studies Director</i>)		
Total Units =		

Comments: Students must obtain a grade of "C" or higher in every class in the minor and may not count pre-requisite courses in which a grade of "C-" or lower is obtained.

Initial Advising Approvals:

Final Graduation Approvals:

Student's Signature:	Date:	Student's Signature:	Date:
Advisor's Signature:	Date:	Advisor's Signature:	Date:
Dept. Chair's Signature:	Date:	Dept. Chair's Signature:	Date:
		Dean's Approval:	Date:

APPENDIX 3

**JOURNALISM
MINOR REQUIREMENTS CHECKLIST**

Name:	ID#:
Expected Graduation Date:	

Course Number and Title	Waiver/Substitution	Semester	Units
CORE SEQUENCE (12 units)			
MS 223: Journalism I: Reporting (4)			
MS 224: Journalism II: Specialty Reporting (4)			
MS 420: American Journalism Ethics (4)			
ELECTIVE (8 units)			
MS 311: Communication Law & Policy (4)			
MS 323: Jour III: Publication Editing and Design (4)			
MS 325: Jour III: Feature Writing (4)			
MS 328: Jour III: Photojournalism (4)			
MS 329: Jour III: Arts Reporting and Reviewing (4)			
MS 400: Politics and the Media (4)			
Elective with Director's approval			
Total Units for the Minor: 20	Total Units =		

Comments: Students must obtain a grade of "C" or higher in every class in the minor and may not count pre-requisite courses in which a grade of "C-" or lower is obtained.

Initial Advising Approvals:

Final Graduation Approvals:

Student's Signature: Advisor's Signature: Dept. Chair's Signature:	Date: Date: Date:	Student's Signature: Advisor's Signature: Dept. Chair's Signature: Dean's Approval:	Date: Date: Date: Date:
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APPENDIX 4

APPENDIX 5

Curricular Map

Program Learning Outcomes (PLOs) to Institutional Learning Outcomes (ILOs):

Institutional Learning Outcomes

1. Students reflect on and analyze their attitudes, beliefs, values, and assumptions about diverse communities and cultures and contribute to the common good. (Critical Thinking)
2. Students explain and apply disciplinary concepts, practices, and ethics of their chosen academic discipline in diverse communities. (Critical Thinking)
3. Students construct, interpret, analyze, and evaluate information and ideas derived from a multitude of sources. (Critical Thinking; Quantitative Reasoning; Information Literacy)
4. Students communicate effectively in written and oral forms to interact within their personal and professional communities. (Written and Oral Communication)
5. Students use technology to access and communicate information in their personal and professional lives. (Component of Information Literacy)
6. Students use multiple methods of inquiry and research processes to answer questions and solve problems. (Critical Thinking; Quantitative Reasoning; Information Literacy)
7. Students describe, analyze, and evaluate global interconnectedness in social, economic, environmental and political systems that shape diverse groups within the San Francisco Bay Area and the world. (Critical Thinking)

Program Learning Outcomes

1. History: (a) Students should be able to explain the key developments and social actors of media history, from the oral era to the printing press to digital media. (b) Students should be able to explain how these key developments were and continue to be embedded within larger cultural, economic, political, and social conditions around the world. (c) Students should be able to recognize and distinguish between key media history theories and terms.
2. Theory: (a) Students should recognize and be able to define key analytical concepts in Media Studies, including but not limited to: political economy, globalization, hegemony, culture, ideology, representation, aesthetics, rhetoric, reception, text, genre, myth, interpretation. (b) Students should be familiar with at least three influential bodies of scholarship within media/cultural studies and be able to explain and mobilize these ideas in their papers. Example bodies of scholarship include but are not limited to: Public Sphere, Frankfurt School of Critical Theory, Birmingham School of Cultural Studies, Psychoanalysis, Feminist & Queer Thought, Critical Race Theories, Structuralism & Semiotics, Post-structuralism & Postmodernism, and Digital Media Scholarship. (c) Students should understand what theorizing involves (making serious, and ideally testable, generalizations about the world based in deep understanding of social and cultural phenomena) and be able to synthesize and theorize from evidence and reading.
3. Policy: (a) Students should be able to describe the role of media in politics and give appropriate examples of the ways in which mediation affects core democratic processes—for example, the role(s) of media in elections, public policy making, public debate, social change movements, international/global relations, and other democratic political processes. (b) Students should be able to describe the role(s) of government and the courts in regulating media institutions. Examples include, but are not limited to: First Amendment based laws structuring press freedoms; the historical and contemporary role

of the Federal Communication Commission (FCC) in regulating media ownership, licensing and content; contemporary US and global policy making around internet administration and net neutrality.

4. Research: (a) Students should be able to: identify a significant research topic for a project; formulate the appropriate research question(s); state the project’s relevance and contribution to knowledge and frame it within an appropriate theoretical context. (b) Students should be able to conduct and write up a focused literature review-- i.e. they should know how to use the library, databases, and reference lists in published works to find sources, know how to identify the most central sources in an area, and know how to write about other people's' work in an ethical and useful way. (c) Students should be able to select and use an appropriate media studies method – such as text analysis, interviewing, ethnography, historical analysis -- to answer their research questions. (d) Students should be able to analyze and write up their original research into a coherent report, identifying key themes and patterns, and coming to a conclusion, thereby completing a significant and relevant research project.
5. Production
 - a. Audio/Video/Digital: (i) Students will have a basic understanding of the theories and techniques underpinning media production. (ii) Students will be able to operate basic production equipment including video cameras, sound recording devices and computer editing software. (iii). Students will be able to work collaboratively to create media projects that reflect their ability to work together and produce work that is greater than the sum of its parts.
 - b. Journalism: (i) Students will understand the difference between journalism and other types of writing, namely that the main ingredients in journalism are verified and attributed facts clearly presented for an audience. (ii) Students will be able to gather, evaluate, prioritize and contextualize information from a variety of sources – direct observation, interview, and review of secondary and tertiary sources. (iii) Students will be able to convey reported information in a fair, accurate and engaging manner, regardless of medium.

	ILO #1	ILO #2	ILO #3	ILO #4	ILO #5	ILO #6	ILO #7
PLO #1	X						X
PLO #2	X		X	X	X	X	X
PLO #3	X				X	X	X
PLO #4		X	X	X		X	X
PLO #5a		X			X	X	
PLO #5b		X	X	X	X	X	

APPENDIX 6

Assessment Plan for 2015 - 2016

Rubrics for assessing learning outcomes through student exams, papers, and creative projects were developed. Assessment rubrics for all Program Learning Outcomes are below. Assessment locations include final exams, research projects, end of semester student project screenings, and production projects (films, videos, news stories). For specific locations and schedules for each learning goal, see *Media Studies Assessment by Semester, 2015 – 2016*.

Rubrics for Instructors Assessing Program Learning Outcomes

Instructors: Use this grid to track the success of each student (all students must be included) across each learning outcome. This can be done while grading papers or exams (add a hash mark for each student on each criteria to the grid as you grade and then total up each column) or as an independent assessment activity. Using this grid we should be able to track the % of students who are succeeding at each level, and overall, in the learning goal.

Grades represent:

- A – student has complete mastery
- B – student demonstrates good skills
- C – student has passing skills
- D-F – student is not passing this criteria

N = number of students in this category; % = percentage of the total accounted for by this column (e.g. % of A’s in a, b, c)

Learning Outcome #1: History	A	B	C	D-F
a. Students should be able to explain the key developments and social actors of media history, from the oral era to the printing press to digital media.				
b. Students should be able to explain how these key developments were and continue to be embedded within larger cultural, economic, political, and social conditions around the world.				
c. Students should be able to recognize and distinguish between key media history theories and terms.				
Totals N (%)				
Learning Outcome #2: Theory	A	B	C	D-F
a. Students should recognize and be able to define key analytical concepts in Media Studies (see Program Learning Outcomes for list).				
b. Students should be familiar with at least three influential bodies of scholarship within media/cultural studies and be able to explain and mobilize these ideas in their papers (see Program Learning Outcomes for list).				

c. Students should understand what theorizing involves (making serious and ideally testable generalizations about the world based in deep understanding of social and cultural phenomena).				
Totals N (%)				

Learning Outcome #3: Policy	A	B	C	D-F
a. Students should be able to describe the role of media in politics and give appropriate examples of the ways in which mediation affects core democratic processes—for example, the role(s) of media in elections, public policy making, public debate, social change movements, international/global relations, and other democratic political processes.				
b. Students should be able to describe the role(s) of government and the courts in regulating media institutions. Examples include, but are not limited to: First Amendment based laws structuring press freedoms; the historical and contemporary role of the Federal Communication Commission (FCC) in regulating media ownership, licensing and content; contemporary US and global policy making around internet administration and net neutrality.				
Totals N (%)				

Learning Outcome #4: Research	A	B	C	D-F
a. Students should be able to: identify a significant research topic for a project; formulate the appropriate research question(s); state the project’s relevance and contribution to knowledge and frame it within an appropriate theoretical context.				
b. Students should be able to conduct and write up a focused literature review-- i.e. they should know how to use the library, data bases, and reference lists in published works to find sources, know how to identify the most central sources in an area, and know how to write about other peoples' work in an ethical and useful way.				
c. Students should be able to select and use an appropriate media studies method – such as text analysis, interviewing, ethnography, historical analysis -- to answer their research questions.				
d. Students should be able to analyze and write up their original research into a coherent report, identifying key themes and patterns, and coming to a conclusion, thereby completing a significant and relevant research project.				
Totals N (%)				

Learning Outcomes #5a: Production – Video & Audio	A	B	C	D-F
(a) i. Students will have a basic understanding of the theories and techniques underpinning media production.				
(a) ii. Students will be able to operate basic production equipment including video cameras, sound recording devices and computer editing software.				
(a) iii. Students will be able to work collaboratively to create media projects that reflect their ability to work together and produce work that is greater than the sum of its parts.				
Totals N (%)				
Learning Outcomes #5b: Production – Journalism	A	B	C	D-F
(b) i. Students will understand the difference between journalism and other types of writing, namely that the main ingredients in journalism are verified and attributed facts clearly presented for an audience.				
(b) ii. Students will be able to gather, evaluate, prioritize and contextualize information from a variety of sources – direct observation, interview, and review of secondary and tertiary sources.				
(b) iii. Students will be able to convey reported information in a fair, accurate and engaging manner, regardless of medium.				
Totals N (%)				

Assessment Locations and Assessment Schedule, 2015 – 2016 (by semester)

Learning outcomes assessed, #1 History (a), (b) and (c)

Outcome	Course(s)	Tool(s)	Instructor(s)
1a Students should be able to explain the key developments and social actors of media history, from oral communication eras to the printing press to digital media.	Intro Media Studies	Exams/papers	Lenert
1b Students should be able to explain how these key developments were and continue to be embedded within larger cultural, economic, political, and social conditions around the world.	Media History	Exams/papers	Kaiser

1c	Students should be able to recognize and distinguish between key media history theories and terms.	Media History	Exams/papers	Kaiser
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Learning outcomes assessed: #2 Theory (a), (b), and (c)

	Outcome	Course(s)	Tool(s)	Instructor(s)
2a	Students should recognize and be able to define key analytical concepts in Media Studies, including but not limited to: political economy, globalization, hegemony, culture, ideology, representation, aesthetics, rhetoric, reception, text, genre, myth, interpretation.	Media Theory & Criticism	Exam/final papers	Arzumanova
2b	Students should be familiar with at least three influential bodies of scholarship within media/cultural studies and be able to explain and mobilize these ideas in their papers. Example bodies of scholarship include but are not limited to: Public Sphere, Frankfurt School of Critical Theory, Birmingham School of Cultural Studies, Psychoanalysis, Feminist & Queer Thought, Critical Race Theories, Structuralism & Semiotics, Post-structuralism & Postmodernism, and Digital Media Scholarship.	Media Theory and Criticism	Exam/ final papers	Arzumanova
2c	Students should understand what theorizing involves (making serious, and ideally testable, generalizations about the world based in deep understanding of social and cultural phenomena) and be able to synthesize and theorize from evidence and reading themselves.	Media Theory and Criticism Senior Seminar(s)	Exam/final papers Final papers	Arzumanova Various Faculty

Learning outcomes assessed: #3 Policy (a) and (b)

	Outcome	Course(s)	Tool(s)	Instructor(s)
3a	Students should be able to describe the role of media in politics and give appropriate examples of the ways in which mediation affects core democratic processes -- for example, the role(s) of media in elections,	Intro Media Media and Politics	Exam/Final Paper Final paper	Barker-Plummer Barker-Plummer Kaiser

	public policy making, public debate, social change movements, international/global relations, and other democratic political processes.			
3b	Students should be able to describe the role(s) of government and the courts in regulating media institutions. Examples include, but are not limited to: First Amendment based laws structuring press freedoms; the historical and contemporary role of the Federal Communication Commission (FCC) in regulating media ownership, licensing and content; contemporary US and global policy making around internet administration and net neutrality.	Comm Law and Policy	Exam/Final Paper	Lenert

Learning outcomes assessed: #4, Research (a), (b), (c), and (d)

Outcome	Course	Tool	Instructor(s)	
4a	Students should be able to: identify a significant research topic for a project; formulate the appropriate research question(s); state the project's relevance and contribution to knowledge and frame it within an appropriate theoretical context.	Senior Seminars	Final papers	Arzumanova Taylor
4b	Students should be able to conduct and write up a focused literature review-- i.e. they should know how to use the library, data bases, and reference lists in published works to find sources, know how to identify the most central sources in an area, and know how to write about other peoples' work in an ethical and useful way.	Senior Seminars	Final papers	Arzumanova Taylor
4c	Students should be able to select and use an appropriate media studies method – such as text analysis, interviewing, ethnography, historical analysis -- to answer their research questions.	Senior Seminars	Final papers	Arzumanova Taylor
4d	Students should be able to analyze and write up their original research into a coherent report, identifying key themes and patterns, and coming	Media Audience and Research	Final papers	Arzumanova Taylor

	to a conclusion, thereby completing a significant and relevant research project.	Senior Seminars		
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* We run 2-4 topical senior seminars each semester all of which produce research papers, one or two will be selected for assessment re theory and research goals.

Learning outcomes assessed: #5 Production (a) and (b)

	Outcome	Course(s)	Tool(s)	Instructor(s)
5a	(i) Students will have a basic understanding of the theories and techniques underpinning media production. (ii) Students will be able to operate basic production equipment including video cameras, sound recording devices and computer editing software. (iii) Students will work collaboratively to create media projects that reflect their ability to work together and produce work that is greater than the sum of its parts.	Video + Audio Production Video + Audio Production Video + Audio Production	Final projects Final projects Final projects	Hoffman Plotnick
5b	(i) The student understands the difference between journalism and other types of writing, namely, the main ingredients in journalism are verified and attributed facts clearly presented for an audience. (ii) The student can gather, evaluate, prioritize and contextualize information from a variety of sources – direct observation, interview, review of secondary and tertiary sources. (iii) The student can convey reported information in a fair, accurate and engaging manner, regardless of medium.	Journalism 1 Journalism 2	Final projects Final projects Final projects	Moore Robertson

APPENDIX 7

Alumni Employment Data: Media Studies Graduates Employment Patterns 2009-2015

Where do USF Media Studies students work after graduation? Based on data gathered from self-reported responses by students through a Facebook Alumni page administered by the department program assistant, and follow-up tracking of students with LinkedIn accounts, we have identified some employment patterns for graduates from the years 2009-2014.

Please note that these data only cover the last five years in which we have been systematically tracking students. In addition, these data do not include all students, only those who connect to the department's FB page or who have LinkedIn accounts. And, while recent, these data may already be outdated as not all students stay in touch or keep their LinkedIn accounts current. Finally, of course, the places where students work in the first few years after graduation may not be indicative of where they will end up. With these caveats in mind, we found the following patterns:

(i) Promotions, Production, and Management

The three main areas of work students take up after graduation are *promotions* related jobs such as advertising, marketing, and public relations (32%), followed by media *production* (29.3%) such as video, journalism, digital content creation and technical support, and *administration* or management jobs (25.4%) in various industries, including media, education, finance, real estate, fashion, music, and so on. About 3% of students in this data are educators and about 2% are in graduate school. About 7% are in miscellaneous sales and service jobs (e.g. retail, waiting tables, etc.). Table One summarizes these patterns.

Table One

Job Type	Number	%
Advert/Market/PR	58	32
Production	53	29.3
Admin/Management	46	25.4
Misc. Sales and Service	13	7.2
Educators	5	2.8
Grad School	4	2.2
Law	2	1.1
Totals	181	100

(ii) Industry Segments

Within these general job types, students are working in a wide range of professional contexts, for example while they may be in a management role it could be for an educational or non-profit or if they are in production it may be as a journalist for TV news or as an in-house video producer for a tech company.

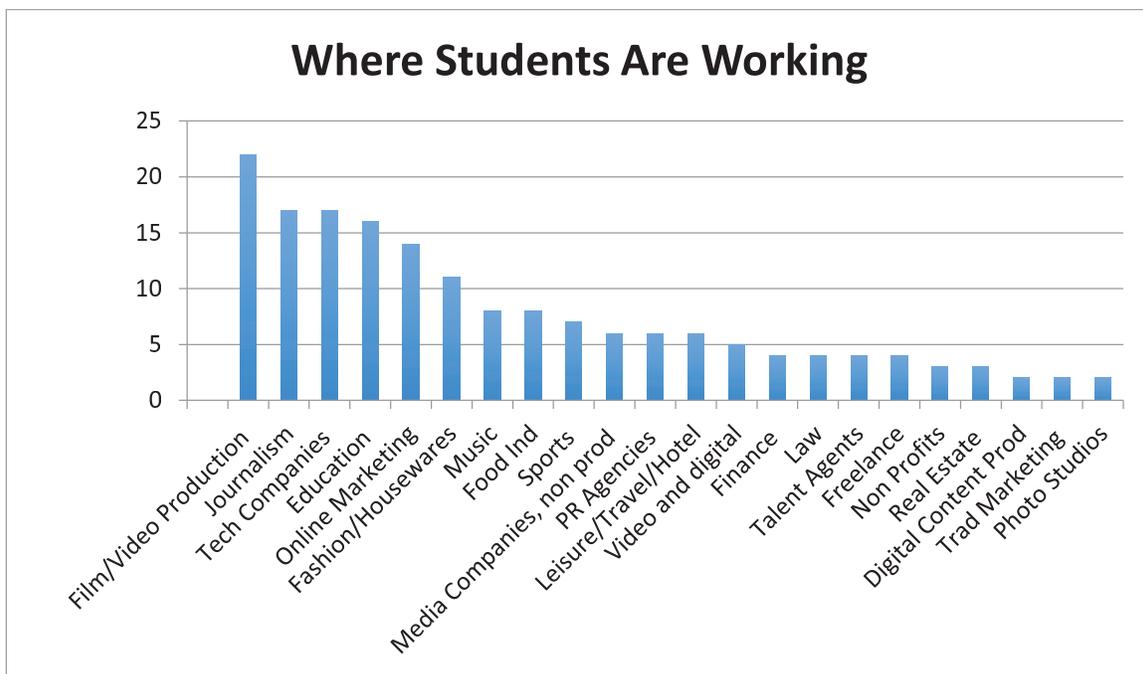
As Figure One indicates, Video and Film production companies – from major film companies such as Paramount and Fox Searchlight to small independent companies created by students themselves (e.g. Kontent Films) -- are the largest segment employing students in this database

(22). Journalism, especially web based and video/TV based journalism, are also well supported (17). Only one student reported working in print media, however.

Tech Companies, such as Apple, Google, Uber and Glassdoor also employ USF Media Studies students (17) as content creators, in-house video producers, administrators and tech support staff. A number of students are also employed in the education sector both as educators, administrators, and as PR and development staff (16). Fashion (11), music (8) and food (8) and sports (7) companies are also represented in this student data and students are working both as producers (in-house video production for the Giants, for example, and content creation for Williams-Sonoma online) and as administrators and managers (for example, restaurants and organic food delivery).

A significant segment of students (14) are employed by online marketing companies, some of which are innovative start-ups looking for ways to monetize the web, but at least a few of the companies listed are, unfortunately, well known “spammers.”

Figure One



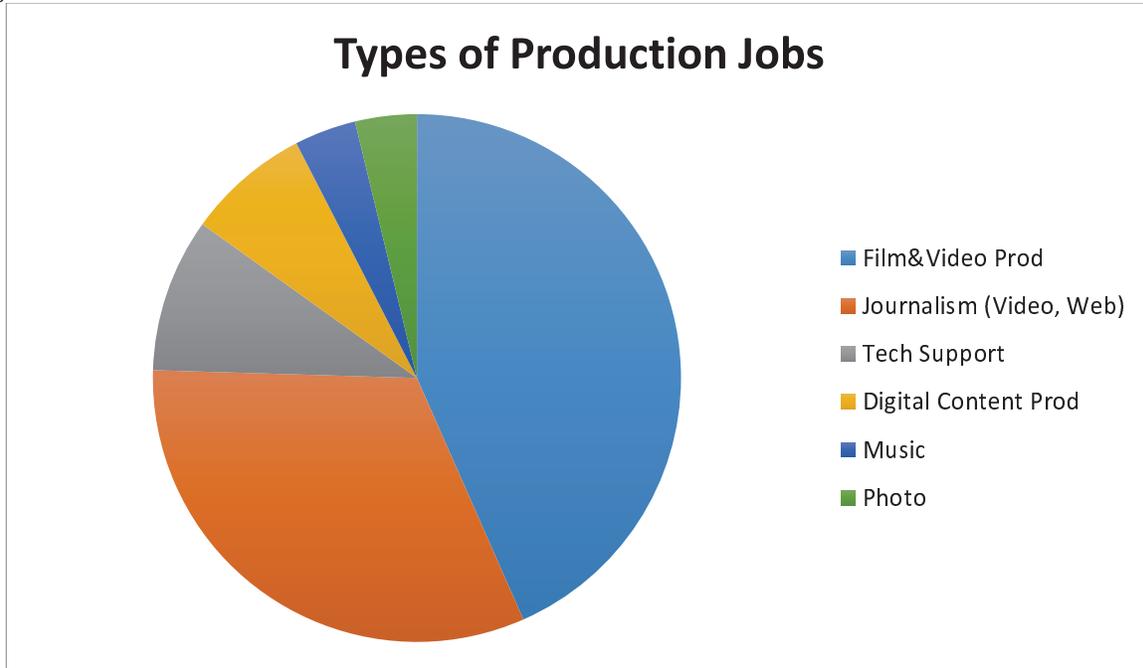
(iii) Types of Production Jobs

Figure Two breaks down the media production work that students are engaged in. Most students who are working in production (about 29% of all students) are working in video production, from film production companies to YouTube and in-house production for corporations and institutions.

The next largest type of production is web and TV/video based journalism, some with well known TV companies like NBC, ABC, Al Jazeera, and Discovery Networks, others with more

recent web based politics (Opposing Views), lifestyle (9fi5th), and culture blogs (Uproxx Media, Vocativ). A small number of students are working as professional photographers, and a growing number in tech support.

Figure Two



Summary/Conclusion

Most USF Media Studies students (61%) enter into communications and media related jobs either as media creators (film and journalism) or as communications based promotions professionals (advertising, marketing, and public relations). Like graduates of any liberal arts major, a substantial percentage (25%) are also working in management and administrative positions in a range of contexts from education to fashion and food. Almost all students in this database are working with video and digital technologies from web journalism to video production to tech support and online marketing, and many are working in multimedia contexts (video, digital, writing). There are surprisingly few students in this group attending graduate school or working for non profits, categories that have been more central in previous cohorts.

Companies employing USF Media Studies students

- 1015 Folsom
- 49ers
- 5by
- 9fi5th
- ABC 23 / Fox 28
- Adaptive Insights
- Aegis Realty
- AerNow
- AES

Al Jazeera Media Network
Apple
Apple
Argyle Executive Forum
Automatic Entertainment
Ayasdi
Ballard High School
Berlitz
Biscovey Academy
Bloomingdales
Blowtorch
Blue Mountain Resorts Ltd
Blueprint Healthcare Real Estate Advisors
Brotha J Productions
Bulungi Creative
Cengage Learning
Chapman University
Chapman University
Chris Burkard Studio
City of Hope
City of Los Angeles
Claremont Mckenna College
ClearCare
Collective Digital Studio
Colliers International
Columbia University
Come Recommended
Cost Plus World Market
Counter Culture; Rodarte Entertainment
Customer Experience
Cutline Communications
Debra Manners Talent Agency
Delta Dental
Detention Watch
Discovery Networks
Dot & Bo
DoubleDutch
EverAthlete Performance
Evolution Hospitality
Farmers Insurance
Financial Products
Fix that Mac
Foodstirs
Fox Searchlight Pictures
Francis Ford Coppola Presents
Fujisankei

Getaround
Glassdoor
Google
Google Play
Grainger
Grayling
Gymboree
Havas Worldwide
Heat Advertising
Hedley & Bennett
Hewlett-Packard
Hilton Guam Resort & Spa
HL Group
Hoff Productions
Holiday Inn
Honeywater Films
Horizon Media
Hotel Nikko
Hulu
ICM Partners
IHPR
Innovative Dining Group
Intel
Intelligent Light Source
IPG Mediabrands
Isolation Network
Kennedys Lawyers
Kontent Films
Kroger
Kunze Productions
LAANE / Jobs to Move America
Lock & Key
Loveland Carr Properties
Marquette University High School
Mezzanine SF
Mission Cheese LLC
Modern Family-ABC Television
Mountain Grill
MUFF Society Producer
NASA
NBC Bay Area
NewsBeat Social
Noble Carriage
Noise Pop
Nomad Pass
Novogradac & Company LLP

O'Connell & Dempsey
Oakland Athletics
On Board
OneMod
OneStop Media
Opposing Views
Palin Communication
Paramount Pictures
PDA Lounge
Petit Pot
Piphany Productions
Pottery Barn
PromGirl
PwC
Quora
Racepoint Global
RagingWire Data Centers
Red Light PR
Reel Music Ltd.
Refinery29, Inc.
Riot Games
Roklin Entertainment
Rolling Stone
Roxie Theater
Saks Fifth Avenue
San Francisco Giants
San Franpsycho
San Jose Giants
Seattle University
SF Business Times
SF Public Press
Shady Side Academy
Shutterstock
Silveira Law
Sonos, Inc.
Sprouts Cooking Club
Square
Square Inc.
St. James Elementary School
Stanford University
Stitch Fix
Sunshine Sachs
Sussex County Miners
Teak Motion Visuals
TechCrunch China
Technicolor

TelcoLynx
Text100 Paris
The City Drive Group
The Ford Agency
The Ruins
Thee Parkside / Dino & Luigi Presents
theMIX Agency
Travelers Today
Truth.
twofifteenmccann
Uber
UCSC
Uniqlo
University of Miami Brain Connectivity
UPROXX Media
USF
USF
Vice Media Inc.
Viki
Visa
Vocativ
VSCO
Wexley School for Girls
Wick Marketing
Williams Sonoma
YouTube

APPENDIX 8

Masters of Arts in Media and Social Change || New Program Proposal

Prepared by Dorothy Kidd, Chair, Department of Media Studies

Date Submitted: September 2015

College: Arts and Sciences

Proposed Degree: Master of Arts

Proposed Start Date: August 2017

Social Change Media: General Description, Rationale, Course Offerings and Students:

Introduction

The M.A. in Social Change Media at USF is an interdisciplinary program that equips students with a global understanding of media power and the media ecology, a critical awareness of local and transnational problems, the professional skills to effectively assess and assist organizations, and the production skills to create the necessary communications complements for projects of social change.

As former USF President Privett has said, what we need is “smart activists.” Media, by anyone’s standards, are key to this work. The San Francisco bay area is a petri dish of experimentation, in which many non-profit, governmental and citizen’s organizations are developing innovative and effective media and communications initiatives and tools to support local, national and transnational social justice work.

USF is well-situated to take advantage of these rich resources, and to provide the comprehensive training to equip future leaders. The M.A. in Social Change Media will provide a combination of three overlapping sets of necessary knowledge, which, our research shows, are not provided by any other post-secondary institution: critical media studies focusing on best practices of strategic social change in the U.S. and internationally; training in making and distributing media with a social change impact; and real-life practice experiences with SF-based organizations.

The program will appeal to several different groups of students --the best of our current USF undergraduates; already-employed staff of non-profits and social change organizations, government entities and large communications organizations who are changing in response to public pressure; and students who want to upgrade their communications skills to work in these three sets of organizations.

A. Overall description of the program

The Social Change Media program will be an intensive M.A. that combines study of the contemporary media landscape, production training, and hands-on practice in real-world projects.

The 48-unit program will highlight the following elements:

- Based in the Media Studies department, the program will draw from and complement existing USF programs such as Performing Arts and Social Justice, Sociology, Politics, Communication Studies, Critical Diversity Studies, Urban Studies, Public Affairs, Computer Science, Art & Architecture and Education.
- An M.A. informed by interdisciplinary theory/praxis: faculty cohort recruited primarily from full-time faculty across the university who have already developed research and/or taught courses that focuses on social change media.
- The use of the San Francisco bay area as a laboratory for best practices in social change communications. Students will have access to professionals and civic organizations already working on the ground through guest visits, on-site collaborations, and internships.
- A flexible schedule to allow working adults to participate.
- A flexible schedule for current USF undergraduates that would allow them to finish the M.A. in 4+1
- A rigorous program that combines theory, methodology and media practice based on best practices of social change communicators. Students' capstone projects can include a moving image production, a thesis or a major project designed to serve a non-profit or public service organization.
- Sophisticated use of the most appropriate media production technologies available in a community; smart and effective rather than high-tech.
- Local community engagement courses, practicum and internship experiences for students; and the opportunity for students to contribute to community service for our community partners.
- Affiliation with similar programs in Canada, Mexico and India.
- Programs abroad for students to work in communications for social change.
- An advisory board composed of faculty members whose academic work and teaching assignments highlight social change communication, and practitioners in the SF Bay area, the U.S. and internationally.
- Interconnection with other academic programs, graduate and undergraduate, such as Masters of International Studies (MAIS), Masters of Public Affairs (MPA), Digital Technologies for Teaching and Learning, Human Rights Education Masters in Education.

Administering the program

The program is to be administered by the department of media studies. Faculty members on the advisory board will include media studies representatives and representatives from departments and programs across the university.

Context

The following are some of the ways that social change media is central to contemporary life.

- Media (across all platforms) are the primary means by which people all over the world communicate. However, as leading technologists at M.I.T.'s Civic Media Centre tell us, the most profound questions confronting us are "social and cultural," not technical. The program will incorporate a critical diversity and transnational approach.
- Citizens' rights to communications are considered part of the primary means to democratization around the world. The U.S. first led the world in designing a constitution whose first amendment declared the rights of citizens to the freedom of speech and of the press. Article 19 of the United Nations Declaration of Human Rights elaborated on this with its recognition of the rights to freedom of opinion and expression "through any media and regardless of frontiers." The program will provide students with the theory, knowledge and practical application of communication rights.
- "Social media" sites and applications are now primary instruments for many citizen-directed efforts of social change, such as twitter hash tags and applications that allow you to upload videos directly to the ACLU. Nevertheless, citizens in many parts of the world, including the U.S. use a trans-media approach in which they incorporate the most appropriate communications media of, by and for their constituencies. The program will take a trans-media approach, and rigorously examine the best inclusive practices.
- Citizens' organizations and social movements are central players in effecting long-lasting social change around the world. The program will provide students with a contemporary and critical review of the theory and practice of social change organizations around the world.
- Documentary films are a principal tool in bringing the attention of governments and the wider public to crucial issues dealing with human rights, the environment, public security and critical diversity. The program will draw from existing faculty in film studies to train students in documentary film.
- Documentary film and video are used around the world to promote public discussion. The USF Human Rights Film Festival has played a key role in providing a forum for such discussion for thirteen (13) years. The program will draw on faculty expertise from this program.
- Effective use of information and communications technologies (eg. big data, social media, and crowd-sourcing, among others) are essential tools in dealing with many different public

issues from natural disasters to promoting new public policy changes. Faculty from across the university will provide the theoretical and professional courses to equip students to work in this field.

Rationale:

- The media ecology has changed drastically. Getting the word out and promoting citizen deliberation and action regarding pressing public issues is no longer as dependent on global media companies. Citizens everywhere have access to some media and hand-held communications tools, and have developed their own media production capacities. Nevertheless, the distribution of media resources is by no means equitable. Many communities, even in the U.S., have limited access to broadband Internet, or smart phones. Students need to learn how to analyse and provide media support in all kinds of different circumstances.
- Citizens' media efforts, (news reports via cellphone, cellphone photos and videos, GPS tracking and crowd-sourcing) have been instrumental in providing necessary information in natural disasters, such as the Asian tsunami of 2004, the Japanese earthquake and tsunami of 2011, the Sichuan earthquake in Southwestern China in 2008, and the typhoon in the Philippines in 2013. Students can learn best practices for crisis situations.
- Social movement media efforts have been important in mobilizing citizens in social and political change efforts in places as different as South Africa, China, Iran, Tunisia, Egypt, Greece, Spain, Chile and the U.S. Students can learn how best to apply critical media production skills.
- Citizens' video documentaries have been used to document human rights abuses all over the world. Students will learn how to make effective videos for use as legal evidence, in persuading the public to recognize and help remedy wrongs, or as motivational examples.
- There has been an outpouring of reports, but a dearth of critical interdisciplinary understanding of media as part and parcel of social change praxis. This M.A. program will provide students with a combination of theory & practice (and historical/political context) that will allow them to take a leading role in emerging social change interventions.

Student learning Outcomes

General Outcomes

- a) Demonstrate a critical understanding of the histories, theories and methodologies related to social change communications
- b) Demonstrate an understanding of the international political, economic and social forces that shape the media ecology and social change initiatives
- c) Demonstrate an understanding of the ethical and cultural values necessary for social change communications

For general outcomes a, b and c, Students will have to complete the core courses.

Specific Outcomes

- a) Demonstrate an understanding of the existing landscape and practices of civic organizations and/or other social change initiatives in the U.S. and internationally
- b) Demonstrate skills in collaboration and networked communications oriented towards social change organizations.
- c) Demonstrate skills in information and media production including moving image production, digital journalism, web research, and data analysis.

Practical Outcomes

- Prepare students for careers in media, information, and communication sectors, for community-based public organizations, governmental, non-governmental and international organizations, communication policy analysis, media research, journalism and multimedia and education.
- Prepare students for entry into PhD programs in Media, Screen Studies, Communication, Cultural Studies, Community Development, Politics, Sociology, International Studies and cognate fields.

Potential Students

- Non-profit, NGO or government employees, or students wanting to work in those fields.
- Professionals currently working in civic media, and social change fields, including political, environmental, legal, and economic analysts, and independent scholars; or others looking for an intellectual environment in which to challenge conventional understanding of the media in order to engage purposefully with a range of vital social change issues.
- Media Studies undergraduate students who could complete a B.A. and M.A in 4+1 (five years). An opportunity for the best USF undergraduates to seamlessly complete an M.A. in five years.

Projected Faculty Requirements

The breadth of experience available among USF faculty across the five colleges will greatly enhance the student experience and opportunities. The core of the faculty will be drawn from existing faculty in the College of Arts and Sciences. Given successful enrollment, the program will require **two full-time faculty lines** (**one** in 2016 and **one** in 2017).

Projected Non-Faculty Staff Requirements

Based on enrollment figures, the program will require a program assistant to support faculty in program development and implementation, and who can serve as liaison between students and other USF offices.

SEMESTER BY SEMESTER

Note: All students must complete at least one Research Methods, one Theory and one Production class).

Note: this is a draft of a typical course selection and will be modified.

Semester 1 (students choose 4)

Media and Social Change Theory
Trans-media Story-telling
Social Change Media Analytics
Global Communications Policy
Service Learning Placement

Semester 2 (students choose 4)

Critical Research Methods
Social Change Art & Media Practices
Media, Inequality & Representation
Trans-media & Digital Story-telling
Human Rights and Communications
Service Learning Placement

Semester 3 (students choose 4)

Thesis, Project, Production or Extended Coursework

Descriptions of Courses

Media and Social Change Theory

Seminar introduces students to social change theory with special attention given to social justice initiatives vis a vis commercial and public service media, and independent communications practices of social change organizations and movements. Topics include review of the historical development of social change communications, theories of ideology, cultural production and representation, transnational social justice movements, alternative media and cultural practices, and globalization and the digitization of society.

Critical Research Methods

Seminar introduces students to research methods used within the fields of social change communications and to the philosophical and pragmatic arguments behind the various approaches. Topics include understanding statistical information including big data, content and discourse analyses, designing questionnaires, conducting interviews, participant observation, social mapping, and graphical design.

Trans-media Story-telling

Students will learn how to quickly produce compelling narratives about social issues in a variety of media formats, including mobile audio and video, radio and podcasts.

Social Change Media Analytics

Seminar includes a critical examination of the use of social change media analytics and a lab that introduces students to some applications. Topics include mapping digital inequalities, the use of

big data, GIS mapping, data visualization, and best practices in cultural analytics in social change practices around the world.

Media, Inequality & Representation

Taking an intersectional approach, the seminar examines the history and contemporary practices regarding social inequalities in media representation in the U.S. with respect to class, race/ethnicity, gender and sexuality. Topics include: the history of the African American press, watchdog campaigns to challenge stereotypes/misrepresentation, policy interventions, and contemporary practices of using social media in cultural and political campaigns.

Social Change Art and Media Practices

Seminar takes an historical and comparative approach to the use of art and cultural performance in social change. Topics include the development of practices of popular theater, mural work, comic books, video games, culture jamming and digital story-telling by social movements in the U.S. and internationally.

Global Communications Policy

Seminar examines the current global media and communications industries through the lens of media economics and political power. Topics include national and international media policies regarding media ownership, intellectual copyright, censorship, online violence and harassment.

Human Rights and Communications

This course combines a review of the use of communications to advance human rights, with the production of the annual University of San Francisco Human Rights Film Festival.

Service Learning Placement

Experiential learning through internship or job placements developed in partnership with the M.A. program and the McCarthy Center. Opportunities to test, apply, demonstrate, and expand on academic learning in an organizational setting. Students will develop a detailed learning and project contract to be approved by an on-site supervisor, a departmental faculty advisor, and the Media Studies Coordinator. At the completion of the project, the student shall submit a written report of the experience to the faculty advisor for evaluation and a grade.

Thesis

Students either produce an academic thesis, a research communications project or a media production. Thesis includes a writing project of 20,000 to 25,000 words.

Social Change Project

Students will design a project in collaboration with an organization or campaign, working with faculty mentors and informed by the critical analysis of the program. Project includes a report to support a particular social change effort or campaign. Students will submit with their final project, a paper presenting the literature review and describing how the project was informed by a critical analysis of the issue plus a full description of the methods used to design and implement the project

Social Change Media Project

Students will design a project in collaboration with an organization or campaign, working with faculty mentors and informed by the critical analysis of the program. The final project could take many forms, including a documentary film, investigative journalism, GIS mapping, media campaign development, communications framing for social change or social media strategy. Students will submit with their final project, a paper presenting the literature review and describing how the project was informed by a critical analysis of the issue plus a full description of the methods used to design and implement the project.

Competition

The New School, NY. M.A. School of Media Studies

Similar to our proposal in its combination of “progressive education, an activist orientation, and the advancement of global perspectives.” Two-year program with a thesis and non-thesis option. Non-Thesis option includes up to four production courses.

Queen’s College. M.A. in Media Studies.

30-credit program combining theory, practice and real-world projects designed by a community of media makers and researchers working to effect real-world changes with and through media. *No media production courses.*

Sacred Heart University, Detroit. M.A. Media Literacy and Digital Culture.

The classes in the Media and Social Justice concentration focus on the role of media in reinforcing or challenging power and inequality in social and institutional relationships. The Media and Social Justice concentration trains students through a variety of in-class exercises, out-of-class projects and capstone experiences with educational, health, corporate, and non-profit organizations of their choice.

University of Windsor, Canada. M.A. Communication and Social Justice.

Bridges two main approaches to the study of communications, media and culture—namely, Political Economy and Critical Cultural Studies. *Little media production.*

Prescott College, Arizona. M.A. Arts Social Justice and Human Rights.

3-semesters. Focuses on the application of organizing and mobilization theory into existing projects on the local, national and international scenes with an emphasis on direct action and involvement. Graduates of SJHR will be uniquely situated through the development of practical and analytical skills, experiences and connections to impact any situation that requires collaboration for social justice. *Limited media production training.*

Arizona State University. New College of Interdisciplinary Arts and Sciences

The research track prepares students for positions as researchers, analysts and advocates in governmental, intergovernmental and nongovernmental agencies. The advocacy track prepares students to be leaders in nonprofit, social movement, governmental and intergovernmental organizations. However, *no media component.*

Adler University Chicago. M.A. in Media and Communication for Social Change.

The program is scheduled to begin fall 2015. This innovative new program will prepare students to leverage digital media as part of integrated strategies to impact and drive social change.

Offered entirely online.

University of Queensland, Australia. M.A. Social Change Communication.

1.5 year program. Primarily theory, methodology of communication for social change. *No production.*