JOUR 467: Gender and the News Media
4 units
Spring 2015, Tuesday, 12-3:20 p.m.
Section: 21384R
Location: ASC G38

Instructor: Laura Castañeda, Ed.D
Office: ASC 121-D
Office Hours: Tuesday, Thursday, 10-12 noon, or by appointment.

Course Description:
This course aims to stimulate critical thinking and increase media literacy about news and gender issues. It will cover key theoretical concepts, historical milestones and contemporary issues facing female and male journalists. And it will review how key strides made by women and men in newsrooms have impacted newsroom diversity. It will tackle issues still facing journalists today, especially female journalists, such as the glass ceiling and the mommy track. And it will analyze how today’s news media treat women and men, and how that treatment influences public perceptions and news coverage about gender issues.

Overall Learning Objectives and Assessment:
Each student will lead one course discussion, write three 750-word Op-Eds, and write one longer analysis piece for the final (modeled after the Sunday Review pieces in the New York Times). The final project will be done in steps, such as researching and choosing a topic, and writing drafts, and students will be graded on each step. Students will present their final projects on the last day of class. All pieces will focus on gender issues. Students will be graded on the timeliness of their topic, the quality of their research, their reasoning and persuasiveness, and their writing.

Description of Assignments:
Learning is a collaborative and social experience, and students learn from each other. Therefore you owe it to your classmates to attend class and make your contribution to their learning. I hope you are prepared to be challenged and to challenge the readings. I do not personally endorse every reading I assign. The views you read are those of the authors.

You are required to complete all of the readings from the text and those that are posted on Blackboard each week. Class participation will count as part of the final grade. More specifically, this includes leading one class discussion, questioning guest speakers, and a presentation of your final project. The discussion you lead should highlight the week’s gender-related news and the week’s required readings. Depending on enrollment, two students may work together to lead a class discussion. The news you discuss can appear in print, broadcast or online, and must involve...
gender issues. Please post these pieces, or links to them, on Blackboard’s “Discussion” section, so that students can have access to them.

Three 750-word Op-Ed pieces are required. Don’t fret – we’ll learn how to write Op-Eds in class. Each Op-Ed should focus on an issue involving gender. Each Op-Ed piece should have an interesting introduction, three or four main points, an acknowledgement of any counter arguments, and a great conclusion. Ideally, some of these pieces will get published at Neon Tommy, Annenberg’s digital news site, or The Daily Trojan. Your grade will not be based on publication – that is just gravy. You also will be given a chance to rewrite one Op-Ed if you are not happy with your grade. The new rewritten grade will be averaged with your old grade. The final, of course, cannot be rewritten.

The final project will be a 1,500-word analysis piece modeled after those founding the Sunday Review section of The New York Times. Several examples will be posted on BB and discussed in class. As with the Op-Eds, the topic must focus on gender. The analysis must be presented on the last day of class using five PowerPoint slides. The final version of your final project is due during finals week (May 13 at 12 noon). You will be required to research and propose three topics for your final. After one topic is approved, you must produce two drafts before turning in your final draft.

Please send your assignments to me via e-mail attachment (Word), and to be super safe, also post them on Blackboard.

This class is open to non-journalism majors. You do not have to be journalism major to do well in this course. However, writing clearly and concisely is important. Run-on sentences, sloppy punctuation and excessive errors in grammar, spelling and syntax will hurt your grade.

**Grading Breakdown:**

Your grade will be determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation/Discussion Leader</td>
<td>10 percent</td>
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<tr>
<td>Op-Ed No. 1 (750 words)</td>
<td>10 percent</td>
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<tr>
<td>Op-Ed No. 2 (750 words)</td>
<td>15 percent</td>
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<tr>
<td>Op-Ed No. 3 (750 words)</td>
<td>20 percent</td>
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<tr>
<td>Final ideas/research/drafts</td>
<td>20 percent</td>
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<tr>
<td>Final Project (1,500 words) and Presentation</td>
<td>25 percent</td>
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<tr>
<td>Total</td>
<td>100 percent</td>
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Here is the suggested grading scale from the USC website:

- A=4.0
- A+=3.7
- A+=3.3
- B=3.0
- B+=3.3
- B+=3.2
- C=2.0
- C+=2.3
- C+=2.2
- D=1.0
- D+=1.3
- D+=1.3
- F=0
Assignment Submission Policy:
All assignments are due on the dates specified on the syllabus. Lacking all prior discussion and agreement with the instructor, late assignments will automatically be given a grade of F. Assignments must be sent to me via email in a Word doc, and posted on Blackboard.
You must turn in assignments on the day they are due even if you know you will miss class and have contacted me beforehand. Just send it to me via e-mail attachment and post it on Bb. They must arrive by the beginning of that day’s class session, which is 12 noon.

Required Readings and Supplementary Materials:
Please check Blackboard weekly for other required reading (i.e., newspaper, web, magazine articles, and web videos).

Other news sites:
Add/Drop Dates for 15-week Courses:
Jan. 30: Last day to register and add classes; Last day to drop a class without a mark of “W” except for Monday-only classes and receive a refund.
Feb. 3: Last day to drop a Monday-only class without a mark of “W” and receive a refund.
April 10: Last day to drop a class with a mark of “W”.

Course Schedule: A Weekly Breakdown:
Important note to students: Be advised that this syllabus is subject to change – and probably will change – based on the progress of the class, news events, and/or guest speaker availability.

WEEK 1 -- Tuesday, Jan. 13 – Course Overview; Data on Gender and the News

Review the course/syllabus and what’s expected from students.

Review the latest data on the status of women and men in journalism today, including the Web; news media images of women and men.

Sign-up for class discussions. (The schedule will be posted on BB).

In-Class: View and discuss She Says: Women in News, a PBS documentary at http://www.youtube.com/watch?v=gNZKKIv3Tk4

Readings:
From text:
Introduction Pg. 1-13

On Bb:
Video on the Terrible Way the Media Treated Women in 2013
http://jezebel.com/this-commercial-totally-nails-the-double-standard-for-m-1478197103

The Online Journalism Revolution Will Produce More Powerful White Men
http://www.slate.com/blogs/xx_factor/2014/03/13/journalism_and_technology_merge_to_predictable_results_more_powerful_white.html

Why Women Aren’t Welcome on the Internet
http://www.psmag.com/navigation/health-and-behavior/women-arent-welcome-internet-72170/#.Usq9QZi5wZA.twitter
WEEK 2 -- Tuesday, Jan. 20 – Researching and Writing Op-Eds

Class discussion of the week’s news and/or readings

Research – Guest Speaker Chimene Tucker, USC’s Communication & Journalism and LGBT Studies Librarian, will review USC databases available to you.

How to write an Op-Ed.

In-Class: View Miss Representation, a Sundance documentary by Jennifer Siebel Newsom, which explores how the media’s misrepresentations of women have led to the underrepresentation of women in positions of power and influence. Write a short Op-Ed, or an outline of an Op-Ed, based on your reaction to this documentary.

Readings:
From Text:
Chapter 1, Sisters, Wives and Nurses, Pgs. 13-22
Chapter 2, The First Professionals, Pgs. 23-32

On Bb:
The Op-Ed Project, “Resources – Write it” section at the bottom left of the screen at http://www.theopedproject.org/

What’s wrong with America’s Newspaper Columnists in One Chart

Homework: Start thinking about your first Op-Ed, which is due Feb. 3.

WEEK 3 -- Tuesday, Jan. 27 – Males, Gender and the Media

Class discussion of the week’s news and/or readings

Does male privilege exist now? Has it ever existed? How has the media’s portrayal of men and boys evolved over the years – or has it?

In-class: View and discuss “The Bro Code.”

Readings:
From text:
Chapter 3, The Remarkable Flora Shaw, Pgs. 33-43
Chapter 4, The New Woman, Pgs. 44-59
On Bb:

“Feminists, Accept It. The Patriarchy is Dead,” By Hannah Rosin, at http://www.slate.com/articles/double_x/doublex/2013/09/the_end_of_men_why_feminists_won_t_accept_that_things_are_looking_up_for.html


The Real Boy Crisis http://www.salon.com/2013/09/25/5_ways_america_tells_boys_not_to_be_girly/

Homework: Your first Op-Ed is due next week. Please send it to me via email, and upload it onto Bb.

PLEASE NOTE: Jan. 30 is the last day to register and add classes; it also is the last day to drop a class without a mark of “W” except for Monday-only classes and receive a refund.

WEEK 4 -- Tuesday, Feb. 3 – Equity Struggles

Class discussion by students of the week’s news and/or readings

How has the decades-long struggle for equity in journalism and in the workplace in general affected where men and women are today?

In class: View and discuss “Michael Kimmel: On Gender.”

In-class exercise: Briefly review first Op-Eds, which are due today.

Readings:
From text: 
Chapter 14, Unfair Competition? Pgs. 192-206
Chapter 15, Justice, 207-217
On Bb:

Women Business Grads Earn Almost $15,000 Less than their Male Counterparts In Their First Year out of School


Male-Female Pay Gap Hasn’t Moved Much in Years
http://blogs.wsj.com/economics/2013/09/17/male-female-pay-gap-hasn't-moved-much-in-years/?fb_action_ids=10101898374659000&fb_action_types=og.recommends&fb_source=other_multiline&action_object_map={%2210101898374659000%22%3A657951984224379}&action_type_map={%2210101898374659000%22%3A%22og.recommends%22}&action_ref_map=[]

Fact Checker: Pay Parity for Women
http://www.washingtonpost.com/blogs/post-politics/wp/2013/02/12/fact-checker-pay-parity-for-women/

I’m not Ambitious and That’s OK
http://www.salon.com/2013/10/09/im_not_ambitious_and_thats_okay/

Is it Enough to Lean in?

Homework: Op-Ed No. 2 is due Feb. 17.

PLEASE NOTE: Feb. 3 is the last day to drop a Monday-only class without a mark of “W” and receive a refund.

WEEK 5 -- Tuesday, Feb. 10 – Class Field Trip to Ms. Magazine headquarters

We’ll carpool to the magazine, which is located at 433 S. Beverly Dr., Beverly Hills, CA 90212.

We’ll leave campus at 12 and return by 3:20 p.m.
Since there is no class discussion today, you will be asked to respond to a writing prompt on BB about today’s readings, which are listed below.

Readings:
From text:
Chapter 5, War and its Aftermath, Pgs. 60-73
Chapter 6, The Inter-War Years: Europe, 74-85

Homework: Op-Ed No. 2 is due next week.

WEEK 6 -- Tuesday, Feb. 17 – News, Gender and Leadership

Class discussion by students of the week’s news and/or readings

Despite the many strides made by women in the workplace, men are still overwhelmingly represented in positions of leadership in journalism, government, business, education and non-profits. What is holding women back?

Review second Op-Eds, which are due today.

In-class: View and discuss Sheryl Sandberg’s Lean in TED Talk; Carol Dweck’s comments about how boys and girls react to criticism at https://www.youtube.com/watch?v=eVGBVYUO_E8&feature=youtu.be

Readings:

From text:
Chapter 7, The Spanish Civil War, Pgs. 86-104

On Bb:
Great Expectations for Female Lawyers

Dig Deep: Beyond Lean In
http://thefeministwire.com/2013/10/17973/

Four Executives Succeeding in Business as Women

Readers’ Advice for Young Women in the Workplace
Gender Bias in the Start-up World

Why Are there Still So Few Women in Science?

**Homework:** Op-Ed No. 3 is due March 3. Start thinking about your final topic.

**Week 7 -- Tuesday, Feb. 24 – News Coverage of Working Parents**

**Class discussion by students of the week’s news and/or readings**

The “Glass Ceiling” and “Mommy Track” are phrases that we’ve heard for decades. But are both men and women today demanding a different path to parenthood and work?

**Readings:**

**From text:**

*Chapter 8, Awaiting World War, 105-117*

**From Bb:**

Young Women in College Need to Smarten up and Start Husband Hunting
http://online.wsj.com/news/article_email/SB10001424052702303496804579369420198599600-lMyQjAxMTA0MDEwNDExNDQyWj?tesla=y

It’s Not Your Kids Holding Your Career Back, It’s Your Husband
http://www.slate.com/blogs/xx_factor/2014/11/18/harvard_business_schoo_l_study_it_s_not_kids_but_husbands_that_hold_women.html?wpsrc=sh_all_dt_tw_bot

Why the New York Times Can’t Get Motherhood Narratives Right
http://www.salon.com/2014/11/13/nyt_trend_pieces_biggest_blind_spot_wh_y_the_times_cant_get_motherhood_narratives_right/

Don’t Depend on those Frozen Eggs
Baby Bust: New Choices for Men and Women in Work and Family
http://kw.wharton.upenn.edu/ wpd/files/2013/10/Baby-Bust-Sample-Chapter-Preview-WDP-site.pdf

What 800 Undergraduates Can Teach us About Work, Parenting and Leaning In

**Homework:** Op-Ed No. 3 is due next week.

**WEEK 8 -- Tuesday, March 3 – Gender and Journalists of Color**

**Class discussion by students of the week’s news and/or readings**

What issues have men and women of color (Asian, African-American, Latina, Native-American, etc.) faced in newsrooms? How has coverage of these communities evolved?

Review your third Op-Eds, which are **due today**.

**Readings:**

**From text:**
Chapter 9, The Beginning of War, Pgs. 118-130

**From Bb:**

This is What I Mean When I Say White Feminism
http://groupthink.jezebel.com/this-is-what-i-mean-when-i-say-white-feminism-1498799007

Newsroom Diversity: A Casualty of the Financial Crisis

**Homework:** Start thinking about a topic for your final.

**WEEK 9 Tuesday, March 10 – Gender and LGBT Issues**

**Class discussion by students of the week’s news and/or readings**

What added issues have gays, lesbians, bisexual and transgender journalists faced in newsrooms, and what did they do about it? How has the presence of a more diverse group of journalists affected coverage of these communities?
In-class: View and discuss “Playing Unfair: The Media Image of the Female Athlete.”

Readings:

From Text:
Chapter 10, Over There, Pgs. 131-149

On BB:

When Women Become Men at Wellesley
http://www.nytimes.com/2014/10/19/magazine/when-women-become-men-at-wellesley-college.html?emc=eta1

Neither Female nor Male

In Changing America, Gay Masculinity has “Many Different Shades”


Homework: Three topic ideas for your final due on March 24. These ideas must be researched! The instructor must approve your topic.

March 17 – 20 -- SPRING BREAK!

WEEK 10 -- Tuesday, March 24 – News coverage of Sexual Harassment and Assault

Class discussion by students of the week’s news and/or readings

What’s right and wrong with the news media’s portrayal of sexual harassment, sexual assault and drinking?

On Bb:

A Rape on Campus: A Brutal Assault, and Struggle for Justice at UVA
http://www.rollingstone.com/culture/features/a-rape-on-campus-20141119
“Rollin Stone Editor Will Dana’s Failures Have Cost Everyone Involved,” by Amanda Bennett at http://www.washingtonpost.com/opinions/rolling---stone---editor---will---danas---failures---have---cost---everyone---involved/2014/12/19/e7f2bbd0---86e0---11e4---b9b7---b8632ae73d25_story.html

“The College Rape Overcorrection” by Emily Yoffe at http://www.slate.com/articles/double_x/doublex/2014/12/college_rape_campus_sexual_assault_is_a_serious_problem_but_the_efforts.html


College Women: Stop Getting Drunk http://www.slate.com/articles/double_x/doublex/2013/10-sexual_assault_and_drinking_teach_women_the_connection.html


**Homework:** the instructor will approve your final project idea this week. Start working on your first draft, which is due April 14.
WEEK 11 -- Tuesday, March 31 – Gender and International Reporting/Photography

Class discussion by students of the week’s news and/or readings

Review topic ideas for finals.

Some of the best war correspondents and photographers have been women. Who are they, and how did they do it? Have they produced work that is qualitatively different than that of male foreign correspondents? Who are the women who have broken into news photography?

What are some of the key gender issues around the world? How does the media present these issues? Do these issues, and how they are presented, differ depending on the country?

**In-class exercise:** View and discus “Half the Sky.”

**Readings:**

From text:
Chapter 11, Females in the Desert, Pgs. 150-158
Chapter 12, The Home Front and Beyond, 159-177
Chapter 16, Vietnam, 218-234

From BB:

Breast Ironing in Cameroon

In This Rape Case, the Victim was 4
http://www.nytimes.com/2014/01/12/opinion/sunday/kristof-in-this-rape-case-the-victim-was-4.html?_r=0

The Indian Sanitary Pad Revolution

**AUDIO:** Listen to “Diary of a Bad Year: A War Correspondent’s Dilemma” at
http://transom.org/?p=36980

It’s More Dangerous Than Ever to be a Female War Correspondent
VIDEO: Pioneering Women War Correspondents
http://www.youtube.com/watch?v=4nv3D5K2BiQ

Marie Colvin Dead: American War Reporter Killed in Syria
http://www.huffingtonpost.com/2012/02/22/marie-colvin-dead-american-war-reporter-syria_n_1293037.html

On the Front Lines with Female War Reporters

Women are Covering the Hell out of Syria: So Why Haven’t you Noticed?
http://www.buzzfeed.com/sheerafrenkel/women-are-covering-the-hell-out-of-the-syria-war-so-why-have

WEEK 12 -- Tuesday, April 7 – Beauty and Gender Issues

Class discussion by students of the week’s news and/or readings

How much does the U.S. version of “beauty” affect how men and women are treated?

How to write an awesome final paper or produce a fabulous final project.

View and discuss “Killing us Softly 4.”

Readings:

On Bb:

“I'm Glad My Daughters are All Beautiful”
http://www.theguardian.com/lifeandstyle/2014/apr/04/importance-beauty-daughters-good-looking

How Old Navy is Stirring up a Plus-Sized Gaffe

“Smile Baby,” The Words No Woman Wants to Hear
http://www.salon.com/2013/09/13/smile_baby_the_words_no_woman_wants_to_hear/
**VIDEO:** Sexism Sells, But We’re Not Buying It  
[http://www.youtube.com/watch?v=g-IrhRSwF9U&list=FLkFYf2gCSY5Sw88x7iDRV-g&index=7&feature=plpp_video](http://www.youtube.com/watch?v=g-IrhRSwF9U&list=FLkFYf2gCSY5Sw88x7iDRV-g&index=7&feature=plpp_video)

There She is, Miss America  

Yes, Men Really Do Ogle Women’s Bodies  

**Homework:** Please start your book reviews if you have not already finished them.

PLEASE NOTE: April 10 is the last day to drop a class with a mark of “W.”

**WEEK 13 -- Tuesday, April 14 -- Gender and Sexting**

**Class discussion by students of the week’s news and/or readings**

What does sexting and shaming have to do with how boys and girls view themselves and each other?

Review first drafts of final projects.

**Readings:**

**From Text:**  
Chapter 17, Equal Opportunities, 235-246

**From BB:**

Why Kids Sext  

Sexting, Shame and Suicide  
WEEK 14 -- Tuesday, April 21 – Gender and Magazines

Class discussion by students of the week’s news and/or readings

Women have long played important roles in the evolution of magazines. Today, there are still many magazines focused on women and men. What do they do right? What do they do wrong?

Guest Speaker(s): TBD from Ms. Magazine.

Readings:

From Text:
Chapter 13, The War of the Sexes, Pgs. 178-191

From Bb:
VIDEO: Women’s Magazines Objectify Women as Much as Men’s Magazines Do
http://www.youtube.com/watch?v=gNZKKIv3Tk4

What a Girl Wants? Fewer Photo shopped Images of Women in Magazines, for Starters

Women’s Magazines Ignore Technology and Demean Women
http://www.theguardian.com/women-in-leadership/2013/nov/15/womens-magazines-ignoring-tech

Homework: A presentation of the initial results of your final project is due next week. Please use a five-slide PowerPoint for your presentation, which should take no more than 10 minutes in class.

WEEK 15 -- Tuesday, April 28 – Promoting Yourself/Final Presentations/Party

Class discussion by students of the week’s news and/or readings

Students present second drafts of final projects today to get feedback from classmates and instructor before May 13 final deadline. Please use a five-slide PowerPoint for your in-class presentation. (a template of the PP slides will be on BB).

Readings:

From Text
Chapter 18, Modern Times, Pgs. 247-278
On Bb:
Women and Self-Promotion

VIDEO: Ted Talk: Women Should Represent Women in the Media
http://www.ted.com/talks/megan_kamerick_women_should_represent_women_in_media.html

“Young Women Shouldn’t Have to Talk Like Men to be Taken Seriously,” by Marybeth Seitz-Brown at
http://www.slate.com/blogs/lexicon_valley/2014/12/16/uptalk_is_okay_young_women_shoudln_t_have_to_talk_like_men_to_be_taken_seriously.html?wpsrc=sh_all_mob_em_bot

Party!!!

CLASSES END -- May 1
STUDY DAYS -- May 2-5
FINALS – May 6-13

The final for this course is due Wed., May 13, at 12 noon, via email attachment. Please post it to BB, too.

Policies and Procedures:
Attendance is required for all classes, and roll will be taken at the beginning of each class meeting. Missed classes due to work, travel, job interviews, car troubles, etc., will not be excused. If you expect to miss class due to a family emergency, a medical problem, or a religious holiday, you will only be excused if you contact me beforehand (either send me an e-mail or give me a call). Tardiness is unacceptable, even during class breaks.

If you miss class, it is up to you to contact someone in the class (another student, not me) to find out what you’ve missed and what’s due next. The most successful students aren’t always the most talented. They tend to be the ones who can manage their time effectively. So plan ahead and work ahead.

Laptops are welcome in class, but I reserve the right to ask you to close all electronic devices of they become a distraction.

Internships:
The value of professional internships as part of the overall educational experience of our students has long been recognized by the School of Journalism. Accordingly, while internships are not required for successful completion of this course, any student enrolled in this course that undertakes and completes an approved, non-paid
internship during this semester shall earn academic extra credit herein of an amount equal to 1 percent of the total available semester points for this course. To receive instructor approval, a student must request an internship letter from the Annenberg Career Development Office and bring it to the instructor to sign by the end of the third week of classes. The student must submit the signed letter to the media organization, along with the evaluation form provided by the Career Development Office. The form should be filled out by the intern supervisor and returned to the instructor at the end of the semester. No credit will be given if an evaluation form is not turned in to the instructor by the last day of class. Note: The internship must be unpaid and can only be applied to one journalism class.

**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 Section 11, Behavior Violating University Standards [https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/](https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, [http://policy.usc.edu/scientific-misconduct/](http://policy.usc.edu/scientific-misconduct/).

   **USC School of Journalism Policy on Academic Integrity**
   
   The following is the USC Annenberg School of Journalism’s policy on academic integrity and repeated in the syllabus for every course in the school:
   
   “Since its founding, the USC School of Journalism has maintained a commitment to the highest standards of ethical conduct and academic excellence. Any student found plagiarizing, fabricating, cheating on examinations, and/or purchasing papers or other assignments faces sanctions ranging from an ‘F’ on the assignment to dismissal from the School of Journalism.” All academic integrity violations will be reported to the office of Student Judicial Affairs & Community Standards (SJACS), as per university policy, as well as journalism school administrators.”
   
   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 or Learning Lab, without approval of the instructor.

b. Support Systems

   **Equity and Diversity**
   
   Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity [http://equity.usc.edu/](http://equity.usc.edu/) or to the Department of Public Safety [http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us](http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us). This is important for the safety whole USC community. Another
member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage https://sarc.usc.edu/ describes reporting options and other resources.

Support with Scholarly Writing
A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students.

The Office of Disability Services and Programs
http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations.

Stress Management
Students are under a lot of pressure. If you start to feel overwhelmed, it is important that you reach out for help. A good place to start is the USC Student Counseling Services office at 213-740-7711. The service is confidential, and there is no charge.

Emergency Information
If an officially declared emergency makes travel to campus infeasible, USC Emergency Information http://emergency.usc.edu/ will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

About Your Instructor:
I have been a staff writer and columnist for The San Francisco Chronicle, The Dallas Morning News, and a staff writer and editor at The Associated Press in San Francisco, New York and Mexico. I have worked as a freelance journalist specializing in business, and have written for The New York Times, The Los Angeles Times, BusinessWeek Online, Women’s Wire, and Hispanic Business, Latina, and Latina Style magazines. I have also written freelance stories for Columbia Journalism Review, American Journalism Review and Online Journalism Review magazines. Scholarly articles have appeared in Journalism and Mass Communication Educator and Media Studies. I am co-editor of a book that was published in 2006 by Sage Publications titled “News and Sexuality: Media Portraits of Diversity.” I am the co-author of “The Latino Guide to Personal Money Management,” which was published by Bloomberg Press in 1999. The Spanish version of the book was published in 2001. My current research involves distance/e-learning and journalism schools. I earned undergraduate degrees in journalism and international relations from USC, a master’s degree in international affairs from Columbia University, where I was awarded a
Knight-Bagehot Fellowship in business and economics reporting from Columbia University, and a doctorate from the USC Rossier School of Education. In addition, I spent a year as an assistant professor of journalism at Temple University in Philadelphia during Fall 1998 and Spring 1999 before joining the USC faculty in Summer 1999. I served as Associate Director for the Annenberg School of Journalism from 2011-2014. I am currently a Professor of Professional Practice.