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Office hours: W 11-1pm; Th 3:30-4:30 + by appointment
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Course Overview

Since USC's founding in 1880, it has reshaped South Los Angeles in both visible and non-visible ways. Moreover, recent completion of the USC Village – “a living and learning environment unlike any other in the greatest global city in the world” – confirms that USC shows no signs of slowing down in its altering of the physical and sociocultural landscapes of South LA. Putting the debates about whether these changes are positive aside, you should be cognizant of the massive role your university plays in community and regional development. In short, being in this course provides you with the space to grapple with the following overarching questions: As members of the university, what does our relationship look like with the neighboring communities? Are we interlopers who come to South LA for an abbreviated period of time before heading elsewhere, or are we a permanent part of the city fabric? How can we bridge the academic/community divide in ways that advance our own development and benefit the communities right outside these gates?

In order to begin tackling these questions, this course requires you to engage with a community partner in the city of Los Angeles—in this case, a local high school. Through this equal partnership, you will start bridging University and classroom learning with “real world” experiences. In addition to facilitating engagement with the diverse community surrounding USC through critical media literacy, this course is designed to provide students with critical thinking and writing skills, and a thorough introduction to a variety of community issues. The professor will designate (and establish a formal working agreement with) a local school partner for the semester. A teacher at the school, as well as a USC Annenberg professor, will evaluate student work.

Course Objectives

Students enrolled in this course will learn to:

- Employ tools that will help them gather information about and form a basic understanding of the local community based on its population.
- Collaborate with a local school, teacher, and students by
 - Listening, reflecting on, communicating with, and valuing the students with whom they interact.
 - Designing and executing media literacy lesson plans (using www.criticalmediaproject.org) centered on identity issues
 - Creating a media-centered “project based learning” assignment reflecting on the local community
- See USC as part of the community, rather than elevated, distanced from, or in conflict with the community.
- Explore the role they can play as members of and participants in the community.
- Assess current and potential avenues for social change and DIY advocacy in relation to the community members (students and school) they are working with.

Ethical Guidelines: Responsibility, Conduct and Respect

Class meetings and visits to the designated high school should be safe spaces for both USC students and those who work/study at/visit the site. USC students must possess an open mind and sense of self-awareness with regard to their own identities (i.e. race/ethnicity, gender, age, class, sexuality, religious affiliation, ability, etc.), so as to not impose their ideas and values onto others. While on high school premises, students are to follow the lead of the high school teacher, respect the schedule (e.g., attend all visits and arrive on time), the subjects discussed, and the opinions of those they encounter. It is also crucial that Annenberg students exercise discretion when visiting the high school classroom and interacting with the teacher and students. Students should view themselves as representatives of this course and project, the instructor, their peers, and USC. The high school partner is relying on USC student participation, and it is important that Annenberg students are motivated, respectful and accountable.

High School Requirements:

- Local high **school paperwork** that establishes ground rules and standards of conduct
- USC required minors **training** and HireRight **background check** (sent via email)
- Proof of TB test and fingerprinting/Live Scan
 - You must provide **written proof of a TB test** within the last 4 years (after 1/1/16); You may provide proof from your doctor OR take another TB test at the USC Health Center. You may have a test done on your own time, or go on select days when test will be administered on campus. Note: you must go in TWICE for TB test—one day for the test and the next day to have your test read by a medical professional.
 - LiveScan **may** be required in select schools. It will be offered one day on USC campus (date TBD) or can be done at the multiple locations: see [here](#). You will be reimbursed if you do this off campus.
- Students enrolled in this course must be **willing and able to travel to specified/assigned high school** campus. USC students will use their own transportation or reimbursed public transportation/ridesharing to travel between USC and the designated site.

Coursework:

- Complete background/contextual readings and reflections as assigned.
- Participate in mandatory site visits to school (approximately 2-hour commitment, including travel time, per visit). Site visits are designed to promote cross-pollination between USC and designated high school.
- Write population analysis.
- Personalize lesson plans that facilitate and support instruction of Critical Media Project in local high school classroom.
- Write an end-of-term reflection, assessment, and evaluation of school visits and classroom experience with students (based on teaching experience and exit cards).

Your grade will reflect the quality of assignments you complete, your professional adherence to mutually agreed upon schedule and attendance as well as each aspect of the course listed below. The high school teacher will help me evaluate your work. Additional details will be provided about the following assignments during the course of the semester:

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| • Attendance and participation | 10% |
| • School visits/instruction (lesson plans, exit cards + weekly email check ins) | 20% |
| • Population survey and analysis, 5 pages (based on local school area) | 15% |
| • Reading reflections (3 total, 2-3 pages each) | 15% |
| • Classroom observation notes/write up, including exit card entry (2-3 pages) | 10% |
| • PBL prompt in consultation with your teacher (2 pages) | 10% |
| • Final reflection paper (5-7 pages) | 20% |

Course Grading Policy:

Grades will be assigned as follows:

- A outstanding, thoughtful and insightful work and analysis, showing an ability to think beyond the basic course material.
<A grade of A+ (97-100) *may* be given to *individual* assignments in *rare* instances where expectations are exceeded.>

- A-/B+ above average work, demonstrating effort and keen understanding of conceptual ideas and their relation to work in the community site

- B/B- average work, needs improvement on ideas and argument

- C+/C shows little effort, lacks clarity and/or argument

- C- and below fulfilling the bare minimum and showing little understanding of the material

Each assignment will be worth 100 points and will be converted to a percentage score depending upon the weight assigned to each. Your percentage scores on the assignments will be totaled and translated to a letter grade as per the scale shown below:

A+	= 97-100 (only possible on individual assignments)		
A	= 96-94	C	= 76-74
A-	= 93-90	C-	= 73-70
B+	= 89-87	D+	= 69-67
B	= 86-84	D	= 66-64
B-	= 83-80	D-	= 63-60
C+	= 79-77	F	= 59-00

If you have concerns regarding a grade on a given assignment, you must first wait 24 hours (cooling off period) before appealing it in writing, stating the reasons why you feel the grade is inaccurate. All concerns should be addressed within 10 days of receiving the graded assignment. After that, no appeals will be accepted for review and the grade will be considered final.

School Schedules

Students will work with Professor Trope and a course assistant to coordinate site visits that align with designated participating schools near USC campus.

Tentative Weekly Schedule

	Topics/Daily Activities	Readings and Homework	Deliverable/Due Dates
Week 1 1/15	Introduction to Community Engagement Research & Overview of Research Toolkits	In class: Ernest L. Boyer, "Creating the New American College" MetaConnects toolkit + Data Center Research for Justice " Research Methodologies Comparison Sheet "	
Week 2 1/22	Community Engagement & Service Learning via Critical Media Literacy	Randy Stoecker, "The Goose Approach to Research" in <i>Research Methods for Community Change: A Project-Based Approach</i> Critical Media Project, " Why Identity Matters "	Stoecker reading reflection due 1/22
Week 3 1/29	Volunteerism & Mutual Expectations	Douglas Kellner and Jeff Share, "Critical media literacy, democracy, and the reconstruction of education" Henry Jenkins, " Introducing the Critical Media Project: An Interview with Alison Trope "	Kellner/Share reading reflection due 1/29
Week 4 2/5	Social Change in Local Schools Guest: Enrique Legaspi	Ernest Morrell, et. al. excerpt from <i>Critical Media Pedagogy: Teaching for Achievement in City Schools</i> Carmen Gonzalez, "Teaching Across Difference Through Critical Media Production" Critical Media Project, " Race/Ethnicity Overview "	Morrell reading reflection due 2/5 ALL required paperwork and training for schools must be turned in/completed by 2/5. NO EXCEPTIONS.
Week 5 2/12	Civic participation & Social Change	N. Chen, F. Dong, J. Huang, J., S. Ball-Rokeach, M. Parks, "Building a new media platform for local storytelling and civic engagement in ethnically diverse neighborhoods." Jeff Chang, "Vanilla Cities and Their Chocolate Suburbs: On Resegregation"	

Week 6 Week of 2/17	Observation visit	Meet and greet + observation Students take pre-survey	Population Analysis + Lesson 1 review 2/17
Week 7 Week of 2/24	Lesson #1 visit	Introduction CMP & Identity	Lesson 2 review 2/24
Week 8 Week of 3/2	Lesson #2 visit	Media Representation (production/consumption)	Lesson 3 review + discuss prompt with your teacher 3/2
Week 9 Week of 3/9	Lesson #3 visit	Intersectionality	Lesson 4 review + prompt due 3/9
USC spring beak	USC spring beak	USC spring beak	USC spring beak
Week 10 Week of 3/23	Lesson #4 visit	Belonging & Displacement	Lesson #5 review 3/23
Week 11 Week of 3/30	Lesson #5 visit	Media Industries: Visibilities & Invisibilities	Lesson #6 review 3/30
Week 12 Week of 4/6	Lesson #6 visit (Animo only) LAUSD spring break		
Week 13 Week of 4/13	Lesson #6 visit (LAUSD only) Animo spring break	Advocacy & Storytelling for Change	Lesson #7/ workshopping plan due 4/13
Week 14 Week of 4/20	Lesson #7 Visit (LAUSD only) Animo spring break	I Too Am/Representing My Community (workshopping final projects)	

Week 15 Week of 4/27	Lesson #7 visit (Animo only)	High school student projects due USC student check in with high school teachers	
FINAL EXAM PERIOD	High Schools visit USC and showcase final projects + panel discussion TBD Friday 5/1	Students take post-survey week of 5/4	Final reflection paper due by or before Monday 5/11 10am

Statement on Academic Conduct and Support Systems

a. Academic Conduct

Plagiarism

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

b. Support Systems

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298

equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and

any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710

uscса.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Annenberg Student Success Fund

<https://annenberg.usc.edu/current-students/resources/additional-funding-resources>

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

Breaking Bread Program [undergraduate students only]

<https://undergrad.usc.edu/faculty/bread/>

The Breaking Bread Program is designed to provide individual undergraduate students with an opportunity to meet and have scholarly discussions with faculty members outside of the normal classroom setting. Through this program, students and faculty enjoy good company and great conversation by literally “breaking bread” over a meal together and USC will pick up the tab!

Your meal event can take place anywhere outside of the normal classroom setting. Your venue can be a restaurant or eatery on or off-campus.

GUIDELINES FOR WORKING WITH MINORS

USC is committed to creating an environment for children that is safe, nurturing, empowering, and that promotes growth and success. USC's **Code of Conduct with Youth** requires all staff and students to adhere to strict standards of behavior and to report suspected abuse.

In addition to abiding by the University's code of conduct, please note that **you may not post photos of children at your JEP site on social media** (Facebook, Snapchat, Instagram, etc.). Sharing images of minors requires the written consent of the child's parent or guardian.

- USC's policy on protecting minors is detailed here: <https://policy.usc.edu/protecting-minors/>
- Additional training on preventing child abuse is available here: website.praesidiuminc.com/enroll (registration code: uscyouthprog)

Reporting Child Abuse:

Staff and volunteers will report concerns or complaints about other staff and volunteers, other adults, or youths to your professor or USC youth protective services. If you wish to make an anonymous report about a concern, call the USC Help & Hotline at 213-740-2500 or 800-348-7454. If you suspect child abuse, consult your professor and then report to the Los Angeles County Department of Children and Family Services (<https://mandreptla.org/cars.web/> or 800-540-4000). If you suspect abuse at the hand of a non-family member, consult your professor and then call the USC DPS/LAPD (213-740-6000 or 911).

To review and sign the USC Code of Conduct with Minors, please visit <https://forms.gle/q2ec9xw57k7LdyDe8> by Friday September 20.

You are not allowed to participate at the schools without a signed Code of Conduct.