USCAnnenberg

JOUR 372: Engaging Diverse Communities
2 Units

Fall 2020 – Mondays – 3-4:40 p.m.
Section: 21109
Location: Online via Zoom

Instructor: Adam Perez
Office: Online
Virtual Office Hours: By appointment
Contact Info: adampere@usc.edu

I. Course Description

Engaging diverse communities is more important than ever in journalism. At a time when trust in media has eroded, many media organizations are focusing on building relationships, trust and engagement specifically with diverse communities. Community can be defined in many ways. It can refer to a physical location, but also can go beyond that. Community may be defined as people with common interests, values and/or backgrounds. We'll look more at what may define community in this course through the lens of diversity. Good reporting begins with good foundational knowledge about a community. Yes, you can "parachute" into a location and produce decent work if you are empathetic and smart. But deeper, ground-breaking work takes real understanding of a community's history and contemporary issues. Besides race, gender and ethnicity, it is important to note that "diversity" includes socio-economics, sexual orientation, citizenship status, religion, disability and generational issues. Many of these communities are intersectional, and are not limited to geography, and thrive online.

A journalist's reach into communities for stories and sources has never been easier than it is today, thanks in large part to social media. With unprecedented speed, journalists can gauge the pulse of a community through social platforms like Twitter, Instagram, Facebook, WhatsApp and Snapchat. These platforms also allow journalists to include in their news stories social media content produced by private citizens themselves. Sometimes social media posts even become the news. As the course name suggests, we will learn about and from diverse communities that are poorly covered (if covered at all). Additionally, this course will teach you how to use various methods, including social media, to find new voices. We will continue to hone our traditional reporting skills, but we also will learn how to engage with a community using community listening, engagement methods, as well as social media and social distancing reporting techniques. For example, we will discuss who is affected by issues and how to reach these groups. We will also discuss how to identify strong, citizen-produced content. Lastly, we will learn how to use social media to crowdsource information, public reactions and potential sources from citizens across our city.

II. Student Learning Outcomes

- Explain how the term "diverse communities" can encompass many kinds of differences, which include (but are not limited to) age, race, ethnicity, sex, gender, disability, religion, etc. (Assignments: In-class exercises)
- Identify news coverage gaps within underserved communities and analyze effects of past coverage (Assignments: KPCC Community Listening Assignment, Community engagement research proposal, Community engagement project)
- Identify how underserved communities have addressed coverage gaps (Assignments: Community engagement research proposal, Community engagement project, Final paper, KPCC Community Listening Assignment)
- Verify social media content (Assignments: In-class exercises)
- Use various platforms such as YouTube, Twitter, Instagram, Facebook and SnapChat to engage in social listening for new voices and story ledes. (Community engagement research proposal, Community engagement project, Final paper)
- Identify effective audience engagement strategies (Community engagement research proposal, Community engagement project, Final paper)
- Design strategy to engage with underserved audiences based on best practices and identified need (Community engagement research proposal, Community engagement project, Final paper)

III. Course Notes

This class meets online only via Zoom. Class materials, lectures, assignments, homework and grades will be posted in Blackboard. Students will use social distance reporting and engagement methods for this course. Our class will have its own Medium publication for your work and other assignments. We will also collaborate with other class sections for the Medium page.

IV. Description and Assessment of Assignments

All major assignments will have an assignment sheet with detailed requirements, expectations and grading rubrics.

- **In-class assignments & homework**
- **KPCC Community Listening Assignment:** Our class will team with KPCC this semester to conduct a community listening project. You will receive a handout with specific requirements and grading rubric.
- **Annenberg Media content analysis and community engagement research proposal (8 pages):** You'll conduct a content analysis of an assigned section of Annenberg Media (this could be the website, ATVN, or social channels) and identify gaps and needs in coverage. Then you'll write a community engagement project proposal around coverage gaps surrounding a diverse community. Your paper will have several sections, including: Introduction (with methodology and literature-2 pages), Content Analysis (3 pages), Conclusion (2 pages) and Proposal (1 page). You will receive a handout with specific requirements and grading rubric.
- **Annenberg Media Community Reporting Project:** You will execute the project pitched in your research proposal. This involves listening, monitoring, facilitating, engaging with the community, and reporting using social distance methods. This work will be done for Annenberg Media. This assignment will be done in teams. As your instructor I will be the first editor on your piece. Then it will be sent to Annenberg Media. You will receive a handout with specific requirements and grading rubric.

- **Final reflection post (Medium blog post):** What have you learned about engaging diverse communities through this course and through your engagement project? What was your biggest challenge? What have you learned about diversity? What tips do you have for others doing engagement? You must interview at least one reporter related to any of these themes and provide links to your work and other examples. You will receive a handout with specific requirements and grading rubric.

V. Grading
a. Breakdown of Grade

Assignment	% of Grade
■ In-class assignments & homework	20%
■ Community engagement research proposal	30%
■ Annenberg Media community engagement project	30%
■ KPCC community listening assignment	10%
■ Final reflection blog post	10%
TOTAL	**100%**

b. Grading Scale

95% to 100%: A	80% to 83%: B-	67% to 69%: D+
90% to 94%: A-	77% to 79%: C+	64% to 66%: D
87% to 89%: B+	74% to 76%: C	60% to 63%: D-
84% to 86%: B	70% to 73%: C-	0% to 59%: F

c. Grading Standards

Journalism

All assignments will be edited on a professional basis and you will be judged first on the accuracy, fairness and objectivity of your stories. You will then be evaluated for broadcast style, editing, production value, originality and the ability to meet deadlines.

"A" stories are accurate, clear, comprehensive stories that are well written and require only minor copyediting (i.e., they would be aired or published). Video work must also be shot and edited creatively, be well paced and include good sound bites and natural sound that add flavor, color or emotion to the story.

"B" stories require more than minor editing and have a few style or spelling errors or one significant error of omission. For video, there may be minor flaws in the composition of some shots or in the editing. Good use of available sound bites is required.

"C" stories need considerable editing or rewriting and/or have many spelling, style or omission errors. Camera work and editing techniques in video stories are mediocre or unimaginative, but passable. Sound bites add little or no color - only information that could be better told in the reporter's narration.

"D" stories require excessive rewriting, have numerous errors and should not have been submitted. Camera work is unsatisfactory or fails to show important elements.

"F" stories have failed to meet the major criteria of the assignment, are late, have numerous errors or both. Your copy should not contain any errors in spelling, style, grammar and facts. Any misspelled or mispronounced proper noun will result in an automatic "F" on that assignment. Any factual error will also result in an automatic "F" on the assignment. Accuracy is the first law of journalism. The following are some other circumstances that would warrant a grade of "F" and potential USC/Annenberg disciplinary action:

- Fabricating a story or making up quotes or information.
- Plagiarizing a script/article, part of a script/article or information from any source.
- Staging video or telling interview subjects what to say.
- Using video shot by someone else and presenting it as original work.
- Shooting video in one location and presenting it as another location.
- Using the camcorder to intentionally intimidate, provoke or incite a person or a group of people to elicit more "dramatic" video.
- Promising, paying or giving someone something in exchange for doing an interview either on or off camera.
- Missing a deadline.

d. Grading Timeline
Assignments will be graded and return within one to two weeks after submissions.

VI. Assignment Rubrics
Assignment rubrics and requirements will be distributed to students for every major assignment in the course.

VII. Assignment Submission Policy
A. All assignments are due on the dates specified. Lacking prior discussion and agreement with the instructor, late assignments will automatically be given a grade of F (0). Instructor is not obligated to accept late assignments.
B. Assignments must be submitted via Blackboard unless otherwise indicated by your instructor.
C. Assignments are due before the start of class on the date indicated unless otherwise indicated by your instructor.
D. Unless otherwise indicated, all assignments must be your original work produced this semester for this course only.
E. Students should adhere to state and local guidelines for social distancing, as well as USC Annenberg school guidelines for reporting during the COVID-19 pandemic.
F. No assignments will be accepted after the last day of class. Failure to turn in an assignment by the last day of class will result in a failing grade for that assignment.

Students are encouraged to submit their work for consideration to Annenberg Media or the Daily Trojan, or pitch it to mainstream media outlets. Visit http://bit.ly/SubmitAnnenbergMedia for more information about that submission and review process and email Daily Trojan news editors at dt.city@gmail.com for more on how to pitch your work to the campus newspaper.

VIII. Required Readings and Supplementary Materials

Recommended Text:

Community-Centered Journalism: Engaging People, Exploring Solutions, and Building Trust
By Andrea Wenzel, Paper: 978-0-252-08522-2

ISBN: 978-1-138-78489-5

As a journalist, you must be familiar with the news of the day. Please read, view or listen to the daily reports of the news organizations listed below not only for the news, but also how each platform reports, writes and delivers the news. There are subtle and significant differences in how news is delivered on the air, on digital platforms and in print.

Other required readings (and video and audio) are included in the syllabus and will be made available via Blackboard. All materials are fair game for the weekly discussions or pop quizzes.

Go Digital
Los Angeles Times: latimes.com
LA Taco: https://www.lataco.com/
ABC7: https://abc7.com/news/
NBC News: nbcnews.com
The New York Times: nytimes.com
VICE News: https://news.vice.com/en_us
The Washington Post: washingtonpost.com
BuzzFeed News: buzzfeed.com/news

Follow on Twitter

@AP	@Latimes
@VICE	@WashingtonPost

Watch one National and one Local TV Broadcast Daily

ABC World News	CBS Evening News
KABC	KCBS/KCAL
KNBC	KTLA
KTTV	NBC Nightly News
Spectrum Local News	

Listen to NPR
KPCC/Southern California Public Radio

Watch on Snapchat Discover

CNN	NBC News	USC Dímelo
New York Times	NowThis	

Watch these News Organizations on Instagram Stories
CNN   The Guardian
New York Times   Vice

Newsletters
Pew Research Center Daily Briefing of Media News: http://bit.ly/readthisdaily
API's Need to Know: http://bit.ly/readAPItoo
Nieman Lab: http://bit.ly/andniemantoo
Let's Gather Newsletter: https://www.letsgather.in/

Helpful websites
The Diversity Style Guide: https://www.diversitystyleguide.com/
The NAHJ Cultural Competence Handbook: https://nahj.org/nahj-cultural-competence-handbook/
Transjournalist Style Guide: https://transjournalists.org/style-guide/
SPJ Diversity Toolbox: https://www.spj.org/diversity.asp
BBC Social Media Academy: http://www.bbc.co.uk/academy/journalism/skills/social-media
Journalist's Toolbox: http://www.journaliststoolbox.org/archive/mobile-journalism/
NPPA: https://nppa.org
SPJ: http://www.spj.org
NPR training: http://training.npr.org/category/social-media/
NPR Social Media Code of Ethics: http://ethics.npr.org/tag/social-media/

News focused on specific communities
The Root: www.theroot.com
Remezcla: The New Latin Wave: https://remezcla.com/
LA Taco: https://www.lataco.com/
Bitch: https://www.bitchmedia.org/
The Los Angeles Sentinel: https://lasentinel.net/
Disability Scoop: https://www.disabilityscoop.com/latest-news/
NBC Asian America: https://www.nbcnews.com/asian-america
NBC Latino: https://www.nbcnews.com/latino
The Los Angeles Blade: https://www.losangelesblade.com/category/news/local-news/

IX. Laptop Policy
All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the **Annenberg Digital Lounge** for more information. To connect to USC's Secure Wireless network, please visit USC's **Information Technology Services** website.

X. Add/Drop Dates for Session 001 (13 weeks: 8/17/20 – 11/13/20)
Friday, September 4: Last day to register and add classes for Session 001
Friday, September 4: Last day to change enrollment option to Pass/No Pass or Audit for Session 001
Friday, September 4: Last day to drop a class and receive a refund to avoid a mark of "W" on student record and STARS report
Friday, September 4: Last day to purchase or waive tuition refund insurance for fall
Friday, October 2: Last day to drop a course without a mark of "W" on the transcript only. Mark of "W" will still appear on student record and STARS report and tuition charges still apply. [Please drop any course by the end of week three for session 001 (or the 20 percent mark of the session in which the course is offered) to avoid tuition charges.]
Friday, October 2: Last day to change a Pass/No Pass course to letter grade

Friday, November 6: Last day to drop a class with a mark of "W" for Session 001

XI. 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.

	Topics/Daily Activities	Readings and Homework (Due BEFORE class starts)	Deliverable/Due Dates
Week 1 Date: 8/17	Module 1: The importance of engaging diverse communities. The Maynard Institute faultlines	Readings https://www.listeningpostcollective.org/about https://www.americanpressinstitute.org/publications/reports/strategy-studies/listening-engaging-community/single-page/ https://www.spj.org/dtb2.asp https://www.poynter.org/tech-tools/2017/a-guide-to-building-deeper-relationships-with-the-communities-you-cover/	
Week 2 Date: 8/24	Module 2: Community engagement case studies. Content Collaborations Discuss Annenberg Media Content Analysis and Community Engagement Research Proposal GUEST SPEAKERS FROM ANNENBERG MEDIA	Complete Modules 1 and 2 Readings https://journalismthatmatters.org/wp-content/uploads/2017/06/Journalism-for-Democracy-and-Communities-6.20.17.pdf https://niemanreports.org/articles/meet-the-new-black-press/	Complete lecture, readings and homework in Module 1 and 2 on Blackboard
Week 3 Date: 8/31	Module 3: Getting to know your community; Covering Los Angeles.	Complete Module 3 Readings	Complete lecture, readings and homework in Module 3 on Blackboard

		http://www.mediadese rts.com

https://building.theatla ntic.com/audience-research-at-the-atlantic-how-we-use-it-and-what-we-dont-expect-it-to-do-for-us-dacbb53bc053

https://ethics.journalis m.wisc.edu/why-should-i-tell-you-a-guide-to-less-extractive-reporting/

https://outliermedia.o rg/

https://www.niemanl ab.org/2018/03/by-mass-texting-local-residents-outlier-media-connects-low-income-news-consumers-to-useful-personalized-data/ | |
| Week 4
Date: 9/7 | Module 4: Mining and Verifying User-Generated Media | Complete Module 4

Readings

https://www.cjr.org/q_ and_a/new-york-times-iran-ukraine-flight.php

https://www.poynter.o rg/reporting-editing/2019/3-things-we-learned-about-misinformation-after-the-el-paso-and-dayton-shootings/

https://www.journalis m.org/2020/07/30/a mericans-who-mainly-get-their-news-on-social-media-are-less- | [**Labor Day:** Monday, September 7]

Complete lecture, readings and homework in Module 4 on Blackboard |

		engaged-less-knowledgeable/	
Week 5 Date: 9/14	Module 5: Solutions Journalism Techniques, Part I. KPCC GUEST SPEAKER Community listening methods	Complete Module 5 Readings https://thewholestory.solutionsjournalism.org/stop-drowning-alone-start-sailing-together-cf5c13d1f3e6 https://pages.wearehearken.com/hubfs/Engagement%20and%20Solutions%20Reporting%20Checklist.pdf	Complete lecture, readings and homework in Module 5 on Blackboard **DRAFT DUE: Annenberg Media content analysis and community engagement research proposal**
Week 6 Date: 9/21	Module 6: Solutions Journalism Techniques, Part II. KPCC GUEST SPEAKER	Complete Module 6 Readings https://membershippuzzle.org/articles-overview/redistributing-power https://ethics.journalism.wisc.edu/why-should-i-tell-you-a-guide-to-less-extractive-reporting/	Complete lecture, readings and homework in Module 6 on Blackboard **DUE: KPCC COMMUNITY LISTENING PROJECT**
Week 7 Date: 9/28	Module 7: Building trust in news	Complete Module 7 Readings https://knightfoundation.org/articles/why-diverse-online-communities-don-t-trust-journalists-and-seven-ways-to-fix-it/ https://thewholestory.solutionsjournalism.org/for-a-lot-of-people-there-has-never-been-trust-d0c6095cefd3	Complete lecture, readings and homework in Module 7 on Blackboard **FINAL DUE: Annenberg Media content analysis and community engagement research proposal.**
Week 8 Date: 10/5	Module 8: Examining Power and Privilege Engaging community during crisis: Mobile witnessing	Complete Module 8 Readings https://niemanreports.org/issues/summer-2020/	Complete lecture, readings and homework in Module 8 on Blackboard

	GUEST SPEAKER: ALLISSA RICHARDSON		
Week 9 Date: 10/12	Module 9: Covering issues of social justice. A conversation about objectivity and ethics in journalism	Complete Module 9 Readings https://thewholestory.solutionsjournalism.org/how-oscar-perry-abello-challenges-power-d69bd1f82aa7	Complete lecture, readings and homework in Module 9 on Blackboard
Week 10 Date: 10/19	Module 10: Language around covering diverse communities Project Check In.	Complete Module 10 Readings https://www.poynter.org/ethics-trust/2020/new-york-times-tweet-passive-voice/	Complete lecture, readings and homework in Module 10 on Blackboard **CHECK IN: Annenberg Media Community Reporting Project**
Week 11 Date: 10/26	Module 11: What we can learn from experimentations in ethnic media GUEST SPEAKER DANIELA GERSON	Complete Module 11 Readings http://immigrantmediareport.journalism.cuny.edu/	Complete lecture, readings and homework in Module 11 on Blackboard
Week 12 Date: 11/2	Module 12: Community engagement project presentations. Engaging community around common interests, experiences, platforms	Complete Module 12 Readings https://www.niemanlab.org/2019/06/meet-tiktok-how-the-washington-post-nbc-news-and-the-dallas-morning-news-are-using-the-of-the-moment-platform/	Complete lecture, readings and homework in Module 12 on Blackboard **DUE: Annenberg Media Community Reporting Project**
Week 13 Date: 11/9	Module 13: Newsroom culture. Challenges Faced in Newsrooms Surrounding Diversity; Thinking Through Strategies; How to be an Ally. PANEL PRESENTATION	Complete Module 13 Readings https://voices.aaja.org/index/2017/7/25/missed-deadlines https://www.jocresources.com https://source.opennews.org/articles/how-be-ally-newsroom/	Complete lecture, readings and homework in Module 13 on Blackboard **FINAL BLOG POST DUE IN MEDIUM**

FINAL EXAM PERIOD Date: 11/23, 2-4 p.m.	Reflections		

XII. Policies and Procedures
Additional Policies

• Please adhere to the following guidelines for class: Attend class dressed as you would attend an in-person class. If possible, try to use a laptop on a table for class sessions because we will sometimes have group activities during class that can be difficult to participate in from a mobile device. Try to keep your camera on during class. If possible avoid distracting backgrounds. Try to attend class in a quiet space. Keep your mic on mute unless you are speaking. Use the "raise" hand function to speak during class. Be respectful of others during class. Use the chat function to further class discussions or ask questions. I want to recognize that there are times you may not feel comfortable with your camera on for various reasons and that is okay, but it is preferred that you keep your camera on if you can.
• If you need assistance with Wi-Fi access, study space, technology considerations or anything else related to this course experience, please reach out to me. The school may be able to help with many of these things.
• I want to recognize you are taking this course during a pandemic. Times can be stressful. Please reach out to me if you have any challenges related to this course, assignments, etc. I am here to help and work with you.

Communication
Feel free to contact me during office hours, schedule an appointment, or email me. Emails during weekdays will usually be answered within 24 hours. For urgent messages you may text me as well.

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 into the instructor by the last day of class. Note: The internship must by unpaid and can only be applied to one journalism or public relations class.

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.

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

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
uscsa.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.

XIII. About Your Instructor

Adam Perez is a freelance documentary filmmaker and photographer based in Los Angeles. His work centers on intimate stories that expose the nuances of race, gender, identity and culture. He was a Logan Fellow at the Carey Institute for Global Good where he was working on a short documentary about the journey of a trans man.

His short documentary *19 hours* screened at the LA Film Festival, was viewed over 21 million times and won the Ruben Salazar excellence in journalism award. His work has appeared on TIME magazine, The New York Times, The Los Angeles Times, The New Yorker, and Nextflix among others. Perez graduated with honors from the Columbia Graduate School of Journalism and cum laude from the University of Southern California's Annenberg School for Communication and Journalism.