



JOUR 580: Reporting on Race and Justice 4 Units

Fall 2021 – Wednesdays – 12-3:30 p.m.

Section: 21619D

Location: ASC 228

Instructor: Laura Castañeda, Ed.D.

Office: ASC 121-C

Office Hours: Tues. & Thurs., 3:30-5 p.m.; Wed., 3:30-5 p.m.,
and by appointment, phone or Zoom.

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323-445-7012

I. Course Description

Nowhere is the struggle for race, equality and justice more visible than in the contested spaces of the news media. The news is both symptom and cause of racism and injustice -- reflecting and reporting society's structural challenges but also shaping them. Building on the interrogation of power, practice and truth in JOUR 595, this course contextualizes the questions of race in the news media, equipping students to understand the way history, global discourses, newsroom dynamics and technological change are shaping these foundational social issues.

Students will learn how the history of journalism in the U.S. problematizes the idea of objectivity in reporting the news. Using Los Angeles as a case study, this course will examine the treatment of specific, key moments in U.S. race history, whilst also understanding the politics and dynamics of modern newsrooms. The lived experiences of journalists of color in newsrooms, the weaponization of news debate, and opportunities presented by new technology and social media lead to practical knowledge of how race manifests in and shapes reporting in the media today.

Students will absorb this history, theory and practice in the service of producing compelling, deeply reported stories on race and justice for publication during or soon after the completion of this course.

The prime objective of this class is to expose students to the best journalistic practices in covering race and justice issues. This includes a basic understanding of critical theories of race; the challenges and opportunities in covering marginalized communities; and the collaborative approach of community reporting. These competencies will be taught through readings, discussions, guest lectures and assignments, which will help students obtain the depth and background necessary to do in-depth storytelling on race and justice issues. Students will explore the ethical and creative challenges inherent to reporting race and justice stories.

Students will develop critical analytical skills through their immersion into the content, process, motivations and impact of scholarly and journalistic experts on coverage of race.

II. Student Learning Outcomes

Overall Learning Objectives and Assignments

Learning objectives

- Produce an original story on a specific race and justice issue, using the principles and practices of community journalism (midterm).
- Identify, pitch and produce an original long-form story on a specific race and justice issue, reflecting rigorous standards of race and justice reporting (final).
- Analyze elements of critical race theory and apply this theory to journalistic practice (in-class exam).
- Describe key moments of racial history in Los Angeles and the history of ethnic media in California through your reporting if pertinent.
- Demonstrate an ability to mainstream an awareness of race and justice through reporting.

By the end of this class you will have learned:

- A fundamental background in critical race theory, to be applied to the assignments for this class.
- A basic understanding of the racial history of Los Angeles, including the Chinese Exclusion Act; the WWII Japanese Internment; the Zoot Suit Riots; redlining and segregation; the isolation of Boyle Heights by LA freeways; the Watts riots; the 1992 riots; and the protests over the murder of George Floyd.
- Basic familiarity with the history of the Black, Latino, and “ethnic press” in California, with a comparative understanding of coverage of issues by the white-dominated press.
- Concepts of “whiteness” as they function in American society.
- An understanding of the dynamics of race and power and their implications for the U.S. news media in general
- An understanding of racial tensions in California newsrooms, including a long history of racial discrimination and “othering” at the *Los Angeles Times*.
- Best practices on reporting on race and justice issues.
- An understanding the principles of community reporting, and completing at least one assignment that puts those principles to work.

III. Description of Assignments

The primary assignment will be the crafting of two stories, one medium-length and one long-form, developed over the course of the semester from conception, reporting, identifying elements, and writing or production through the final draft or cut. *Note: These two assignments can, as appropriate, converge into a single story broken into two parts, thus allowing for deeper immersion into the subject matter.*

Weekly deadlines, often in the form of graded reporting memos, will ensure that students keep up to date with the work to finish on time. *Note: As an alternative to the reported stories, students may wish*

to instead write academic papers of equal length and rigor on their subjects of choice. COMM and other non-JOUR students, especially, may prefer this option.

Six journal entries throughout the semester will be required to reflect students' understanding of the readings and grasp of the issues embedded in lectures and class discussions.

A group multimedia presentation about one of the topics discussed in class also will be expected.

One in-class examination will be given early in the semester to assess students' knowledge of the material covering the history of coverage of race and critical theories of race.

Rubrics for all assignment will be provided on Blackboard.

Online Pivot

This course has been designed to transition to fully online, should the need arise due to local, state or federal guidelines. If the delivery method is altered, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation and testing methods.

Masking and Face Covering

USC's current mandate is that everyone will be required to wear a face mask in university buildings, including classrooms. You **MUST** wear a mask appropriately (i.e., covering both your mouth and nose) the entire time you are in class. There is a no eating or drinking allowed classroom policy; however, students may *briefly* remove their masks to sip on a beverage, but masks must be worn between sips. Anyone attending class in-person without a mask will be asked to put one on or leave. Students who refuse to wear masks appropriately or adhere to stated requirements will face disciplinary action.

IV. Grading

a. Breakdown of Grade

Assignment	Points	% of Grade
Journal -- six entries – Credit/No-Credit	15	15%
In-class exam	15	15%
Midterm (including draft worth 5%)	20	20%
Reporting memos – Credit/No-Credit	10	10%
Group presentations – Credit/No Credit	10	10%
Final (including draft worth 5%)	30	30%
Total	100	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 will be judged first on the accuracy and fairness 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 edited, graded, and returned, wherever possible, within one week of the submission deadline.

V. 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.

B. Assignments must be submitted via Blackboard. Students are encouraged to submit their work for consideration to Annenberg Media or the Daily Trojan, or pitch it to mainstream media outlets. Instructors will assist in this process. 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.

VI. Required Readings and Supplementary Materials

Text (available in the bookstore or online):

Community-Centered Journalism, by Andrea Wenzel

<https://www.press.uillinois.edu/books/catalog/53bmr8ea9780252043307.html>

Other readings, podcasts and videos will be made available weekly on Blackboard and via links on this syllabus.

VII. 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.

VIII. Add/Drop Dates for Session 001:

Friday, Sept. 10: Last day to register and add classes for Session 001

Friday, Sept. 10: Last day to change enrollment option to Pass/No Pass or Audit for Session 001

Friday, Sept. 10: Last day to purchase or waive tuition refund insurance for fall

Tuesday, Sept. 14: Last day to add or drop a Monday-only class without a mark of "W" and receive a refund or change to Pass/No Pass or Audit for Session 001

Friday, Oct. 8: Last day to drop a course without a mark of "W" on the transcript for Session 001. 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 (or the 20 percent mark of the session) to avoid tuition charges.]

Friday, Oct. 8: Last day to change pass/no pass to letter grade for Session 001. [All major and minor courses must be taken for a letter grade.]

Friday, Nov. 12: Last day to drop a class with a mark of “W” for Session 001

IX. Course Schedule: A Weekly Breakdown. Topics and guest lecturers are subject to change based on news events and speaker schedules. All readings must be completed before each class session.

Week 1 – Aug. 25 – Critical Race theories and journalism; “objectivity”

Classwork: Review syllabus and assignments. Introduce critical theories of race and discuss how they apply to journalism. Discuss how objectivity has been defined by major news organizations — and whose stories that definition leaves out.

Readings:

On Bb:

“Who’s Afraid of Critical Race Theory?” by Derrick A. Bell *University of Illinois Law Review* 4 (1995): 893-910.

Race in the News, excerpt, by Ian Law (Red Globe, 2002).

Census data: US is diversifying, white population shrinking, by Mike Schneider, AP.

Seeing White: How Race Was Made (podcast episode), by John Biewen and Chenjerai Kumanyika

Journalistic Objectivity Isn’t Realistic Young Reporter’s Say, Teen Vogue, by Sara Li.

Homework: Start thinking about ideas for your midterm project.

Week 2 – Sept. 1 – “Whiteness,” “colorblind” perspectives and story pitches.

Classwork: Lecture on whiteness in U.S. press coverage, and whiteness as the norm. Further discussion of critical theories of race: if race is a cultural construct, why is it still so important? What do “colorblind” perspectives — e.g. “I don’t think we should play the race card” or “I don’t care if you’re Black or brown or green” — obfuscate when it comes to historical and structural inequalities? Additional discussion from the professor on the difference between a story topic and a pitch. If students have any ideas for stories, they will be given the opportunity to introduce and workshop those ideas.

Readings:

From text:

Community-Centered Journalism, by Andrea Wenzel, Intro

On Bb:

Dying of Whiteness: How the Politics of Racial Resentment Is Killing America's Heartland (chapter excerpt), Jonathan M. Metz, Intro, Kansas chapter and Epilogue.

Bring the War Home: The White Power Movement and Paramilitary America, by Kathleen Belew, Intro and Chapter 7.

How the White Press Wrote off Black America, By Brent Staples.

Reporting Inequality: Tools and Methods for Covering Race and Ethnicity, by Sally Lehrman and Venice Wagner, Chapter 6, "The Colorblind Conundrum."

AP Race-Related Coverage.

AP Newsletter Explaining Why 'white' isn't Capitalized

When is Race Relevant?

In-Class: AP Diversity Module.

Homework: Make at least three phone calls and send at least three emails or DMs as you explore ideas for your midterm project. Send a short memo to your professor detailing your reporting. **Reading Journal 1 due today.**

Week 3 – Sept. 8 – Community-centered journalism

Classwork: Discussion of community-centered journalism. How can journalists avoid parachuting into a community? How can they report *with* rather than *on* communities?

Readings:

From text:

Community-Centered Journalism, by Andrea Wenzel, Chapter 1

"Why Should I Tell You? A Guide to Less-Extractive Reporting," by Natalie Yahr.

Reporting Inequality: Tools and Methods for Covering Race and Ethnicity, by Sally Lehrman and Venice Wagner, Chapter 11, "Building Relationships in Undercovered Communities."

The Race Beat: The Press, the Civil Rights Struggle, and the Awakening of a Nation, Chapter 12, "New Eyes on the Old South," by Gene Roberts.

Homework: Make at least three more phone calls and send at least three more emails or DMs for your midterm project. Submit a written pitch for your midterm project.

Week 4 – Sept. 15 – Early California journalism – the early days

Guest speaker: Annenberg Professor Emeritus Felix Gutierrez.

Classwork: Further discussion of community-centered journalism. Students give oral pitches of their midterm projects and solicit feedback from their peers.

Readings:**From Text:**

Community-Centered Journalism, by Andrea Wenzel, Chapters 2-3.

On Bb:

Reporting Inequality: Tools and Methods for Covering Race and Ethnicity, Chapter 2 “Structural and Systemic Racism;” and Chapter 4, “Examining Implicit Bias in Journalism.”

“Californios! Whom Do You Support?” by José Luis Benavides, *California History*, Vol. 84, No. 2, pp 54-74.

“Ignacio E. Lozano: The Mexican Exile Publisher Who Conquered San Antonio and Los Angeles,” *American Journalism*, 21, (1), pp. 75-89

“Jovita Idar: Mexican American Activist and Journalist,” PBS, *American Masters*, August 5, 2020
https://www.pbs.org/video/jovita-idar-mexican-american-activist-and-journalist-e6zgar/?fbclid=IwAR3v_0o9AXow2MLWywojZwEEwHpBtzhvDxHSedHix84xZUy84biauWcqf08

[Ruben Salazar: The Making of the Myth](#), by Dorany Pineda, Los Angeles Times.

Homework: Continue reporting your midterm project. Send a short memo to your professor detailing your reporting. **Reading Journal 2 due today.**

Week 5 – Sept. 22 – Press coverage analysis

Classwork: Student group #1 multimedia presentation on contemporary Spanish-language media in Los Angeles. Updates from students on their midterm reporting.

Readings:**From text:**

Community-Centered Journalism, by Andrea Wenzel, Chapters 4-5.

On Bb:

“Cross Cultural Journalism,” Edited by Maria E. Len-Rios and Ernest Perry. Chapter 1, “Who is American? And Chapter 9, “Immigrants and Immigration: Reporting the New America.”

Homework: Continue reporting your midterm project. Send a short memo to your professor detailing your reporting. Continue your reading journal.

Week 6 – Sept. 29 – The Black Press

Classwork: Lecture on the history of the Black press.

Guest speaker in class: Author Clint Smith

Updates from students on their midterm reporting.

Readings:**From text:**

Community-Centered Journalism, by Andrea Wenzel, Conclusion.

On Bb:

The Black Press: Soldiers Without Swords, PBS documentary. Can be obtained through Leavy Library. We can show it together in class, possibly).

Within the Veil: Black Journalists, White Media, By Pamela Newkirk. Chapter 2, Into the Mainstream, a History of Strife.

[More than 200 Years of Latino Media in the United States:](#)

[CUNY – How Digital First Responders are Meeting the Needs of Immigrant Communities Today, 2019:](#)

Homework: Draft of your midterm due today (at least a lead, nut graf and outline). Of course, a more complete draft is best.

Week 7 – Oct. 6 – The politics of race

Classwork: Student group #2 multimedia presentation on what some news organizations are doing to address their racist histories. Updates from students on their midterm reporting.

Guest in class: Journalist Felice León on the politics of Latinidad

Readings:**On Bb:**

Selections from “[Our reckoning with racism](#),” in the LA Times

[For Latinos and the LATimes, a Complicated Past – And a Promising Future:](#)

[The Limitations Of 'Latinidad': How Colorism Haunts 'In The Heights,'](#) by Monica Castillo, NPR.

<https://www.npr.org/2021/06/15/1006728781/in-the-heights-latinidad-colorism-casting-lin-manuel-miranda>

[Latinidad, You in Danger, Girl](#), by Felice León.

Homework: Complete your midterm project and submit to the professor.

Week 8 – Oct. 13 – Press coverage of the Chinese community in California

Midterm projects due.

Press coverage analysis on the Chinatown Massacre and the Chinese Exclusion Act. Recaps from students on their midterm projects: What went well? What went wrong? What could have been improved with more time and resources?

Readings:**On Bb:**

“L.A. THEN AND NOW; Violence, Bias Mark Chinatown's Evolution,” by Cecilia Rasmussen. LATimes.

Fearing yellow, imagining white: media analysis of the Chinese Exclusion Act of 1882, by Sang Hea Kil. Journal for the Study of Race, Nation and Culture.

[The Chinese Massacre: One of LA's Worst Atrocities](#), KCET.

Homework: Make at least three phone calls and send at least three emails or DMs as you refine a pitch for your final project. Send a short memo to your professor detailing your reporting. **Reading Journal 3 due today.**

Week 9 – Oct. 20 – Student presentations; final project idea workshop

Classwork: Lecture, press coverage analysis, and student group #3 multimedia presentation on a contemporary issue re: media coverage of Asian Americans. If students have any ideas for final projects, they will be given the opportunity to introduce and workshop those ideas.

Readings:**On Bb:**

[Asian Americans have often needed to ‘prove’ racism. Then social media video came along.](#) By Clare Wang, NBC News.

[6 Charts that Dismantle the Trope of Asian Americans as the Model Minority](#), by Connie Hazhang Jin, NPR.

[Anti-Asian Violence has surged across the U.S. Since Covid-19. But it didn't start there](#), by Maura Hohman. Today.

Homework: Make at least three more phone calls and send at least three more emails or DMs for your final project. Submit a written pitch for your final project.

Week 10 – Oct. 27 – Zoot Suit riots; final project pitches

Classwork: Lecture and press coverage analysis on the Zoot Suit Riots. Students give oral pitches of their final projects and solicit feedback from their peers.

Zoot Suit Riots, 60-minute PBS documentary produced by Rodolfo Acuna. Can be obtained through the Cinema School library. We can show together in class, possibly.

Readings:**On Bb:**

After 75 years, L.A. recalls the Zoot Suit Riots, by Marisa Gerber, LA Times.

Homework: Continue reporting your final project. Send a short memo to your professor detailing your reporting. **Reading Journal 4 due today.**

Week 11 – Nov. 3 – Press coverage of Redlining and segregation

Classwork: Lecture and press coverage analysis on redlining and segregation. Updates from students on their final project reporting.

Readings on Bb:

"How Decades of Racist Housing Policy Left Neighborhoods Sweltering," by Brad Plumer and Nadja Popovich

[A 'Forgotten History' of How the U.S. Government Segregated America](#), NPR.

[Redlining in America: How a history of housing discrimination endures](#), Reuters

Homework: Continue reporting your final project. Send a short memo to your professor detailing your reporting.

Week 12 – Nov. 10 – Student presentations; final project updates

Classwork: Lecture, press coverage analysis and student group #4 multimedia presentation on contemporary issues affecting Boyle Heights/East Los Angeles. Updates from students on their final project reporting.

Readings:

On Bb:

"If You Build It, They Will Move: The Los Angeles Freeway System and the Displacement of Mexican East Los Angeles, 1944-1972," by Gilbert Estrada

"Want to tear down insidious monuments to racism and segregation? Bulldoze L.A. freeways," by Matthew Fleisher. LATimes.

Homework: Continue reporting your final project. Send a short memo to your professor detailing your reporting. **Reading Journal 5 due today.**

Week 13 – Nov. 17 – Press coverage of the 1965 and 1992 Watts and LA Uprisings; final project updates

Classwork: Lecture on the 1965 Watts Riots/Uprising and the 1992 Los Angeles Riots/Uprising. Updates from students on their final project reporting.

Homework: Continue reporting your final project.

Classwork: One-on-one meetings with the professor to discuss your final projects.

Readings:

On Bb:

Civil Racism: The 1992 Los Angeles Rebellion and the Crisis of Racial Burnout by Lynn Mie Itagaki (Minnesota, 2016). Introduction and Chapter 5.

Policing Los Angeles: Race, Resistance, and the Rise of the LAPD by Max Felker-Kantor (UC Press, 2018), Epilogue.

Imperial Citizens: Koreans and Race from Seoul to LA by Nadia Kim (Stanford University Press, 2008).

Homework: Continue reporting your final project. Send a short memo to your professor detailing your reporting. **Due Sunday, Nov. 28.**

Week 14 – No class – Thanksgiving Break – Nov 24-26

Week 15 – Dec. 1 - Student presentations; final reporting updates and draft of final due.

Classwork: Lecture, coverage analysis and student group #5 multimedia presentation on the 2020 protests for George Floyd and Breonna Taylor and others.
Updates from students on their final project reporting.
General discussion of class topics and themes.
Course evaluation.

Homework: Draft of final due today (at least a lead, nut graf and outline, but the more complete draft you can submit, the better).

Reading Journal 6 due today.

Final – Friday, Dec. 10, 11 a.m.-1 p.m.

Final project due. Please submit to Bb in a Word doc by 1 p.m.

Classes End: Dec. 3

Study Days: Dec. 4-7

Final Exams – Dec. 8-15

Winter Break – Dec. 16 – Jan. 9

X. Policies and Procedures

Attendance

It is expected that students attend class in person as required unless alternative arrangements have been made due to illness, medical reasons, or the need to isolate or quarantine due to COVID-19.

If you find yourself experiencing COVID-19 related symptoms, in keeping with university recommendations, you should:

-- Stay home! This is the best way to prevent spreading COVID-19 as supported by scientific evidence; Please do not come to an in-person class if you are feeling ill, particularly if you are experiencing symptoms of COVID-19. Nothing we do in our class is worth risking your health, my health, or the health of your peers.

-- Contact your instructor to identify options available for keeping up with course requirements and content.

Communication

Students are encouraged to contact instructors via email, text, or telephone. Instructors are available for one-on-one meetings outside of class.

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 be 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.

XI. About your instructor

Laura Castañeda, Ed.D., is a Professor of Professional Practice and Associate Dean for Diversity, Inclusion, Equity and Access at Annenberg. She has been a staff writer and columnist for *The San Francisco Chronicle* and *The Dallas Morning News*, and a staff writer and editor at *The Associated Press* in San Francisco, New York and Mexico. She has freelanced for a range of publications including *The New York Times*, *NBC Latino*, *USA Today's Hispanic Living*, *Go Travel* and *Back to School* magazines, and *TheAtlantic.com*, among others. Scholarly articles have appeared in the journals *Media Studies* and *Journalism and Mass Communication Educator*. She co-authored "The Latino Guide to Personal Money Management" (Bloomberg Press 1999) and co-edited "News and Sexuality: Media Portraits of Diversity" (Sage Publications 2005). She earned undergraduate degrees in journalism and international relations from USC, a master's degree in international political economy from Columbia University, and was awarded a Knight-Bagehot Fellowship in business and economics reporting from Columbia University. Her doctorate is from USC's Rossier School of Education. In 2019, Castañeda was awarded the **Barry Bingham Sr. Fellowship** by the American Society of News Editors in recognition of an educator's outstanding efforts to encourage students of color in the field of journalism. She also was named one of the nation's 10 journalism educators who is "making a difference" by Crain's NewsPro magazine in 2018 and named a "Disruptive Educator" by CUNY's Tow-Knight Center for Entrepreneurial Journalism in 2017. Early in her academic career, she won the Baskett Mosse Award given to an outstanding young or mid-career faculty member from the Association for Education in Journalism and Mass Communication. She also served as Associate Director of the J-School for four years.