

GESM 131g Seminar in Social Analysis: Media and the Latinx Community 4 Units

Fall 2021 – Tues./Thurs. – 2-3:20 p.m.

Section: 35448R

Location: THH 215

Instructor: Laura Castañeda, Ed.D.

Office: ASC 121-C

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

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I. Course Description

Welcome to GESM 131: News Media and the Latinx Community. During this freshman seminar we will work on understanding the social, economic and cultural forces that have shaped the U.S. news media's changing coverage of the Latinx community, the largest racial/ethnic group in the U.S. We will seek to explain the causes and consequences of a wide range of complex phenomena that have impacted the portrayal of the Latinx community including economics, politics, language and social/cultural settings. We will explore how individual and collective human action has shaped the news media landscape, as well as the impact of race, class, ethnicity, language, immigration status and gender on the journalism profession.

Spanish-language, bilingual news and Latinx-focused media of all types will be analyzed including newspapers and magazines, online publications, radio/podcasting and broadcast media. We also will *briefly* touch upon during discussions news media coverage of the relative absence of Latinx images in television and film, photography, books, music, social media, sports and art. The period covered is the mid-1800s to present day.

We will examine how U.S. society's growing Latinx population, expanding media technologies, and increasing emphasis on target marketing and advertising have increased the number and influence of Latinx media in the United States.

We will welcome guest speakers in person and via Zoom.

Equally important, we will learn about *qualitative research*, since journalism primarily relies on interviews, observation and ethnography. Social analysis is the practice of systematically examining a social problem, issue or trend. Besides interviews, observation and ethnography, other methods used in qualitative research include surveys, experiments, and longitudinal studies.

The best method for research depends on your subject, your audience and the question(s) you are seeking to answer. For example, if you want to study the motivations and perceptions of podcasters, a qualitative method such as interviews would likely be a better choice than a quantitative method emphasizing objective measurements and statistical, mathematical, or numerical analysis of data. However, you will also learn how to use USC's myriad of databases and learn about the differences between qualitative and quantitative social science research.

By the end of this course, you should be able to understand design and conduct a mini qualitative social science project to gain better insights into the multiple roles Latinx media and general market media have played in coverage of the Latinx community and its issues the U.S. from the past to present.

We will analyze qualitative case studies and work in small groups in class on various aspects of the final project.

II. Student Learning Outcomes

Learning Objectives

By the end of this course, you will be able to:

- *Apply* a qualitative method of social analysis to the study of U.S. media and the Latinx community.
- *Understand* the usefulness and accuracy of qualitative data in explaining social phenomena.
- *Demonstrate* the interplay between human action and organizations (Latinx journalists and media outlets) and social and cultural settings (political, geographic, linguistic, era) through papers (a midterm and reflective papers), class discussions, class presentations and a group project.

Learning Assessments

Learning objectives will be measured by:

- A class presentation (done in pairs or groups of three) that involves selecting a peer-reviewed qualitative paper focused on Latinos and media, and discussing how successfully the author(s) framed their research question(s), chose their subjects, created their interview guides, and presented their findings. A template will be uploaded to Bb. This will be graded as complete/incomplete. (Understand the usefulness and accuracy of qualitative data in explaining social phenomena).
- Four 1- to 2-page reflective papers based on class readings, videos and guest speakers that reflect upon the main ideas/people that you have read/viewed/interacted with. Thoughtful responses are descriptive, comparative and critical/evaluative. Write your own thoughts, experiences and connections with the readings. Cite page numbers. These are graded as complete/incomplete. But remember, even if you can't attend class, assignments must be uploaded to Bb on time. Examples and a rubric will be uploaded to Bb. (Demonstrate interplay between Latinx journalists and cultural settings; Understand usefulness, accuracy, of qualitative data).
- A 7-10 page midterm paper, not counting notes and bibliography, about a specific type of news media (magazine, newspaper, web, radio, television) and how it covers Latinx issues and the community over a discrete period of time. This may involve working with journalism librarian Chimene Tucker (cetucker@usc.edu) for help with research. MLA style is required. Examples and a rubric will be uploaded to Bb. (Demonstrate interplay between Latinx journalists and cultural settings).
- A 10-15 page final paper/group project, not counting notes and a bibliography, that involves designing, conducting and producing a mini-qualitative research project about Latinx media. Cite a variety of in-class and outside readings. A short presentation is due on the last day of class. Examples and a rubric will be uploaded to Bb. (Apply qualitative method; Understand usefulness, accuracy, of qualitative data).

III. Course Notes

- Read, view and/or listen to all assigned materials before each week's class sessions (texts and articles uploaded to Bb or available online).
- Engage in class discussions.
- Complete all assignments on time.
- Actively engage with guest speakers and discussion leaders by asking questions.

IV. Description and Assessment of Assignments

- A class presentation (done in pairs) and class participation
- Five 1- to 2-page reflective papers
- A 7-10 page midterm paper
- A 10–15-page group final paper/project

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.

V. Grading

a. Breakdown of Grade

Assignment	Points	% of Grade
Class Presentation (in pairs or threes) and in-class participation/activities	15	15
Reflective papers (total of four worth 5% each)	20	20
Midterm Paper (20%) and draft (5%)	25	25
Final Group Project (30%) plus draft (5%) and Group Presentation (5%)	40	40
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

A's are reserved for work that is outstanding (thoughtful and illuminating) and for class participation that reflects full mastery of course concepts and methods. Papers are superbly-written, well-argued and have no or very few grammatical errors.

B+ and B grades are given for work and class participation that is above average, demonstrating effort and basic mastery of course materials. Papers may have some grammatical errors but are well organized and well-written.

B- and C+ grades will be given for work and class participation that shows minimal effort and/or a passable level of understanding but needs substantial improvement in ideas and argument. Papers have significant errors and are not well organized.

C and C- grades are for minimally acceptable work that fulfills the bare minimum of specified requirements, demonstrating both little effort and little understanding of the material. Papers have many grammatical errors and lack organization.

D work is below the minimum standard for acceptable writing. Papers have significant problems with writing, critical thinking and organization.

F = Unacceptable work that fails to meet any criteria of the assignment.

d. Grading Timeline

Graded assignments will be returned within a week after they are turned in unless otherwise specified.

VI. Assignment Rubrics

Rubrics for each assignment will be posted on Bb.

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.

B. Assignments must be submitted via Blackboard in a Word doc.

VIII. Required Readings and Supplementary Materials

(These texts are available in the bookstore in paperback, via e-book or to rent)

The Elements of Journalism, by Bill Kovach and Tom Rosenstiel, Third Edition, Three Rivers Press, 2014.

ISBN-10-978-0804136785 (Paperback)

ISBN-10-978-0804136785 (E-book)

Qualitative Research: A Guide to Design and Implementation, by Sharan B. Merriam and Elizabeth J. Tisdell, 4th Edition, John Wiley & Sons, 2015.

ISBN-10: 111900361X

ISBN-13: 978-1119003618

On Blackboard

MLA Style Website

USC Library's Journalism Research Guide

Other readings and videos will be uploaded to Blackboard and are listed in the Weekly Schedule and linked in this syllabus.

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. If you are not an Annenberg student, this requirement does not apply to you.

X. 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

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. All readings/video viewings and assignments should be completed before that day's class session or on the specified due dates.*

Homework:

Upload to Bb in the "Discussion" section a short written bio or video telling us about yourself by **Sunday, Aug. 16.**

In-class:

Week 1 – Media and the Latinx Community

Tuesday, August 24 (The following readings/videos should be read/viewed before we meet for class)

Class introductions. Ice breaker.

How do we define the "Latinx" community and "news media" in the United States?

Discuss what we mean by "news media" vs. "entertainment media"

Explain the use of "Latinx" and "Latine" vs. "Latino" and "Hispanic"

Readings:

Articles On Bb:

"Waves of Migration," from *Latinx Voices: Hispanics in the U.S.*, by Fernando I. Rivera in Coronado and Kight, Chapter 1.

"Linguistic Diversity in Hispanic/Latinx Media," by Laura Gonzalez in Coronado and Kight, Chapter 15.

'Latinx' explained: A history of the controversial word and how to pronounce it, by Adriana Rodriguez.

"For Most Latinos, Latinx Does Not Mark the Spot," by the NYTimes Education Network.

Videos on Bb:

“Do People Prefer the Term ‘Hispanic’ or ‘Latinx?’” <https://www.youtube.com/watch?v=0Zx4m2ok6D0>

Instructor will randomly assign students to work in pairs or groups of three for the class presentation on qualitative studies. Each group must sign up for a date to present using the designated Google doc on Bb.

Thursday, August 26

How is qualitative research different from quantitative research? How are both used by journalists and researchers? How you can use USC’s rich array of databases.

Readings**From Text:**

Kovach and Rosenstiel, Chapter 1

Articles on Bb:

“How Latinos are Shaping America’s Future,” by Hector Tobar, National Geographic. July 2018.

[“The State of the Latino News Report”](#)

In-Class:

Review group presentation rubric on academic journal papers for group presentations.

Review rubric for midterm

Week 2 – Latinidad and colorism in the media; What is Qualitative Research?

Tuesday, August 31 (The following readings/videos should be read/viewed before we meet for class).

In recent years and due to recent news events, the issue of “Latinidad” and “colorism” within Latino communities is now being discussed more than ever before.

Videos:**On Bb:**

[The Problem with Latinidad](#)

[The Anti-Blackness of Latinidad](#)

Audio on Bb:

[What does it mean to be Latino? The ‘Light-Skinned Privileged’ Edition](#)

Articles on Bb:

[The Limitations of “Latinidad:” How Colorism Haunts ‘In the Heights’](#)

Homework:

Midterm proposals due on Tuesday, Sept. 7.

Thursday, September 2 – (This class session will be held asynchronously. We will not meet in class today. Instead, please do the readings and watch the pre-recorded lecture on Blackboard on your own time).

What is qualitative research, its purpose, characteristics and goals?

Readings**From Text:**

Merriam & Tisdell, Chapter 1

Videos Bb:

Qualitative research

Week 3 – The Latinx Community and Newspapers

Tuesday, September 7 (The following readings/videos should be read/viewed before we meet for class).

The pre-conquest social/political/journalistic roles of *La Gaceta de Tejas*, *El Crepúsculo de la Libertad* and other newspapers in what became the Southwestern U.S. The development of 19th century Latino newspapers and the issues they covered, beginning with *El Misisipí* in 1808, as an exile, bilingual, commercial newspaper; the role of U.S. Latino newspapers, such as *El Habanero* in 1824, promoting Latin American independence; the role of newspapers such as *El Clamor Público* following the 1848 Treaty of Guadalupe Hidalgo; and the evolution of immigrant, labor, religious, and activist Latino newspapers.

Readings:**From text:**

Kovach and Rosenstiel, Chapter 2

Article on Bb:

“Francisco Ramírez: California Editor and Yanqui Conquest,” by Félix Gutiérrez, *Media Studies Journal*, Spring-Summer 2000, pp. 16-23.

Homework:

Midterm proposals due today.

Reflective Paper No. 1 is due next Tuesday, Sept. 14.

In-class:

Review examples, rubrics, for reflective papers.

Thursday, September 9

Latinos comprise a huge and growing segment of the U.S. population. However, the number of Latinx reporters in newsrooms is shrinking, and coverage of Latinx communities remains problematic, such as newspapers and magazines, and how technology and the changing economic model has led to a digital revolution.

Readings:**From text:**

Kovach and Rosenstiel, Chapter 3

Reports on Bb:

Digital First Responders: How Innovative News Outlets are Meeting the Needs of Immigrant Communities
News Leaders Association 2019 Diversity Survey (Review the summary).

“Here’s the State of Hispanic Media Today – and Where it Goes from Here.” (Review the Summary).

Hispanic Media Today, **Pgs. 4-6**

Homework:

Reflective Paper No. 1 is due next Tuesday, Sept. 14.

In-Class:

Review rubric for final project. Groups will be assigned at random to work together. Final proposal due Thursday Sept. 30. The topic can change at a later date.

Week 4 – Designing Your Study, Selecting a Sample

Tuesday, September 14 (The following readings/videos should be read/viewed before we meet for class).

Exploring different research designs

Readings

From Text:

Merriam & Tisdell, Chapters 2 & 3.

Article on Bb:

“Messaging to the Messengers: An Ethnographic Study of Latino Ethnic Media and Health Reporting in the Los Angeles Community,” by Casillas Ryan, Cook, et al.

Homework: Reflective Paper No. 1 due today.

Thursday, September 16

How to design a study and select a sample of people to study

Readings:

From Text:

Merriam & Tisdell, Chapter 4

Article on Bb:

“Local Television News in Salinas, California: Defining and Informing a Latino Community With Excessive Crime News Coverage,” by Brown & Roeme.

Homework:

Group final project proposals due Thursday, Sept. 30.

In-class:

Design activity.

Week 5 – Interviews, Observation, Documents, Artifacts

Tuesday, September 21 (The following readings/videos should be read/viewed before we meet for class).

We will learn about conducting effective interviews, being a careful observer and gathering documents and artifacts

Readings:

From Text:

Merriam & Tisdell, Chapters 5, 6 and 7

On Bb:

“Is it Really Representation? A Qualitative Analysis of Asian and Latino Characterizations in Broadcast Television,” by David Stamps.

[LA City Council Forgives 6 Months of Back Rent for Olvera Street Merchants](#)

Homework:

Reflective Paper No. 2 due Tuesday, Sept. 28

Group final project proposals due Sept. 30

In-class:

Group activity to prep for Olvera Street visit

Thursday, September 23 – Field Trip

As a class, Covid protocols allowing, we will visit [Olvera Street](#) to practice our observational skills.

Week 6 – The Latinx Community and Television News**Tuesday, September 28 (The following readings/videos should be read/viewed before we meet for class).**

Television news broadcasting use to mean one thing – an older Caucasian male partnered with a young, usually blond woman, sitting at the anchor desk. Today, we see more diversity than ever before in front of the camera, thanks in no small part to social media. Spanish-language television, which was once a behemoth, is also feeling the pains of digital growth.

Readings:**From Text:**

Kovach and Rosenstiel, Chapter 4

Articles on Bb:

Latinos in TV Network News 2008-2014: Still mostly invisible and problematic. By Federico Subervi.

From Radio Stations to Television Networks: The Evolution of Spanish-language Broadcasting in the U.S., by Kenton T. Wilkinson, Chapter 8, in Coronado & Kight.

Homework:

Reflective Paper No. 2 due today

Final group project proposals due Sept. 30

In-class:

Instructor review of midterm proposals

Small group peer review of midterm proposals

Write two questions for our guest speaker on Thursday and be prepared to ask her at least one during his visit.

Thursday, September 30

Guest speaker: Rebecca Aguilar, former TV reporter, President of the Society of Professional Journalists, founder of Latinas in Journalism Facebook group.

Readings:**On Bb:**

Hispanic Media Today, Pgs. 11-15

Homework:

Final group project proposals due today.

First drafts of midterm due Sunday, Oct. 3 by noon.

In-class:

Q&A

Week 7 – Midterm Review/Student Hours**Tuesday, October 5**

I will meet individually with you to help with midterms

Homework:

Midterm is due Tuesday, Oct. 12

Thursday, October 7

I will meet individually with you to help with midterms

Homework:

Midterm is due Tuesday, Oct. 12

Week 8 – The Latinx Community and Radio News**Tuesday, October 12 – (The following readings/videos should be read/viewed before we meet for class).**

Public radio is desperate for Latino voices and stories. Spanish-language radio is going strong. And podcasting is another way Latino voices are making themselves heard. Radio is far more accessible to many communities than newspapers, the internet or television, especially expensive streaming services.

Readings:**From Text:**

Kovach & Rosenstiel, Chapter 5&6

Article on Bb:

[“Everything you Need to Know About Hispanic Radio,” by Court Stroud. Forbes. MAY 18, 2018.](#)

[13 Latino Podcasts that Should be on your Radar, by Remezcla. By Manuel Betancourt. 2016.](#)

From Grassroots to Big Business: The Emergence and Development of Hispanic/LatinX Radio in the U.S. by William Kinnally, Chapter 7, in Coronado & Kight.

[Latino USA](#)**Homework:**

Midterms due today

Reflective Paper No. 3 due Oct. 19

In-class:

Write two questions each for our guest speaker next Tuesday. Be prepared to ask at least one during their visit.

NO CLASS ON THURSDAY – FALL BREAK – OCT. 14-15**Week 9 – Guest speaker****Tuesday, October 19 – Brian de los Santos, Laist Editor, KPCC****Homework:**

Reflective Paper. No. 3 due today.

In-Class:

Q&A

Thursday, October 21 – The Latinx Community and Digital Media

(The following readings/videos should be read/viewed before we meet for class).

The growing presence of Latinx-oriented media online reflects the changing use of media among U.S. Hispanics. In 2006, the internet was the fourth most-used source of news among U.S. Hispanics, behind television, radio, and newspapers. By 2016, the internet was right behind television as the most-used news source among Hispanic Americans, with 74 percent reporting they use the internet for news.

Readings:

From Texts:

Kovach and Rosenstiel, Chapter 7&8

Articles on Bb:

[Among U.S. Latinos, the Internet now Rivals Television as a Source of News.](#) New Research Center, 2018.

[Facebook Diversity Report: Efforts Still Failing Black and Hispanic Employees, Especially Women](#)

[Latino Social Media and Digital Usage 2018](#)

[New Nielsen Report Examines the Impact of Digital Technologies on the Lives of Latinx Consumers](#)

Homework:

Keep working on your final projects

In-class:

Write two questions for our guest speaker on Thursday and be prepared to ask at least one during their visit.

Week 10 – Tuesday, October 26 – Guest speaker: Gabriela Fernandez, Audience Engagement Editor, Los Angeles Times

In-Class:

Q&A

Homework:

Keep working on your final projects

Readings:

Report on Bb:

Hispanic Media Today, Pgs. 16-18

Homework: Keep working on your final projects

In-class:

Q&A

Thursday, October 28 – The Latinx Community and Advertising

Advertising has become a multi-billion-dollar business with many niche “experts,” including agencies that focus specifically on the Latinx market. Ads come in English, Spanish, or a mix of both in what is called Spanglish. But what’s more effective – inclusion by diversifying general market advertising? Or creating specific advertising for different communities?

Readings:

From Text:

Kovach & Rosenstiel, Chapters 9&10

Articles on Bb:

The Evolution of Latinas in Advertising, by Raquel Reichard, Latina. 2016

After Riding a Wave of Growth in Latino Consumers, This Ad Agency's Job Just Got Harder, by Meg James, LATimes, 2017.

Tapping into the Hispanic/LatinX Buying Power: An Overview of Hispanic Marketing and Advertising in the U.S. by Sindy Chapa, Chapter 11 in Coronado & Kight.

In-class:

Design an ad for Latinos

Week 11 – The Latino Community and Marketing/PR**Tuesday, November 2**

What influential and long-lasting actions have impacted Latinx media in the U.S.? How have companies tried to capture a share of the huge Latino market in the U.S.?

Readings:**On Bb:**

Is Marketing in Spanish Still Relevant to Hispanics? By Isaac Mizrahi, Forbes, 2017

In-class:

Design a marketing plan for Latinos.

Thursday, November 4 – Data analysis, validity, reliability, and ethics (The following readings/videos should be read/viewed before we meet for class).

We will discuss data analysis.

Readings:**From Text:**

Merriam & Tisdell, Chapter 8

Article on Bb:

“Stereotypes of Race and Nationality: A Qualitative Analysis of Sport Magazine Coverage of MLB Players,” by Andrea M. Eagleman

In-class:

Small group activity

Homework:

Reflective Paper No. 4 due Tuesday, Nov. 9

Week 12 – Writing up qualitative research**Tuesday, November 9 (The following readings/videos should be read/viewed before we meet for class).**

We will learn how to write up qualitative research including the abstract, introduction, research questions/hypotheses and methodology.

Readings:**From Text:**

Merriam & Tisdell, Chapter 10 and Appendix

Homework:

Reflective Paper No. 4 due today.

In-class:

Review research questions

Thursday, November 11

We will learn how to write up qualitative research including the findings, possible future research and paper conclusion.

Readings:**Article on Bb:**

“High school journalism and the making of young citizens,” by Clark and Monseratte.

Homework: Keep working on final projects

In-class:

Workshop future research ideas

Week 13 – Field Trip, Group meetings re: Final Projects**Tuesday, November 16**

Food journalism is making a resurgence, especially in Los Angeles, one of the world’s food capitols. We’ll discuss this topic – and research possibilities involving food – at [Mercado la Paloma](#) near USC Covid protocols allowing.

Articles on Bb:

[Twenty LA Tacos that made 2020 Suck Less](#)

[For over 137 Years, No Newspaper has Covered Mexican Food Better than the LA Times](#)

Groups must sign up on Google Doc to meet with me in my office (ASC 121-C) on Nov. 18 or Nov. 23.

Thursday, November 18

Group meetings re: final projects

Week 14**Tuesday, November 23**

Group meetings re: final projects

NO CLASS ON THURSDAY–THANKSGIVING BREAK– NOV. 24-26**Week 15 – Review final group projects****Tuesday, November 30**

First drafts of final projects due today

General review of drafts by instructor; Peer review of drafts.

Thursday, December 2 – Group Final Project Presentations

Short presentations by each student group of initial final project results.

Course and instructor evaluations

Homework: Final drafts of Group Projects due Tuesday, Dec. 9, 2-4 p.m.

Classes End: Dec. 3

Study Days: Dec. 4-7

Final Exams – Dec. 8-15

Winter Break – Dec. 16 – Jan. 9

FINAL EXAM PERIOD: Tuesday, December 9, 2-4 p.m.

Final Group Project due today. Please upload to Bb in a Word doc.

XII. Policies and Procedures

Students who take a class should experience the class. That means coming to all meetings (short of dire circumstances), reading all assignments and participating in all discussions. I expect you to work hard. There are no shortcuts. Assignments will be graded on content and on form. However, even if you have excellent ideas, if you cannot clearly express them in writing or other formats, then you will not receive a high grade in this course. I have been teaching writing for 20 years and am more than happy to work with you on this, even though this is not the focus of this course.

Students are expected to be in class unless they are ill or encounter an unexpected emergency. If you cannot come to class, please email me ahead of time. Please notes from a fellow student if you miss class. Zoom will record all class sessions. Participating in class is beneficial for you and your classmates. You will be better prepared for your projects. Moreover, it shows me that you have done the readings and thought about the issues. You are encouraged to express your views and to disagree respectfully with others.

You will not be graded on your personal opinions in your writings. However, opinions stated in your writing must be supported by appropriate sources (this is spelled out in the "Writing Guidelines"). You are entitled to believe anything, and you are welcome to express your beliefs. However, "believing" is not adequate support for an opinion expressed in a paper or an exam. You will not be graded on your belief, but you will be graded on your ability to articulate your conclusions and support them through citation of texts. Expressing opinions or beliefs without reasonable support will lower your grade. Nor will you be graded on "effort." Effort is expected, and I can only assess your work, not how much time you put into your papers/presentations.

Participation is graded in this course. I'll be doing everything I can to encourage you to join the conversation, but I won't call on you unless you volunteer. It will be a long, boring semester if mine is the only voice you hear. Hearing only my voice bores me as much as it does you, so I'm asking you to help me make this an interesting course. I don't want students worrying about whether their answer is right or their comment is good. I hope you'll make mistakes so that we can all learn from them. Learning to speak up in a group is a skill that you'll need throughout your life. In this course, you have the opportunity to develop that skill with little grade pressure. I hope you'll take advantage of the opportunity.

More on 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.

Assignment Submission, Makeups and Late Policy

Assignments are due on the specified date. They should be uploaded to Blackboard in a Word doc at the appointed time. Assignments should have the student's name at the top and should be paginated. All assignments should be 12-point type and 1.5-line spacing.

Late assignments will receive an F unless you have prior permission from your instructor to turn in your assignment after the deadline. The longer the lead time before the due date, the more likely you are to receive an extension. Short of emergency circumstances, do not expect an extension to be given the day before the paper is due.

Make-ups for the mid-term or a late final are possible given prior arrangement with the instructor and under very limited circumstances.

Communication

I am available during student hours after our Tuesday and Thursday classes, and by appointment. But please feel free to reach out to me *at any time*.

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

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.

XIII. About Your Instructor

Dr. Laura Castañeda, Ed.D. is a Professor of Professional Practice and the 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.com*, *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). Castañeda was awarded the 2019 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 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. Her doctorate is from USC's Rossier School of Education. 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.