COMM 400: Seminar in Communication
Progress in Work: Navigating Power, Difference, and Culture in Careers

Spring 2022
Tuesday/Thursday 3:30 pm – 4:50 pm
Location: ANN 209
Section: 20611

Instructor Information

Instructor: Sierra Bray (she/her) | Email: sierra.bray@usc.edu

Office hours: Thursday 2:30 - 3:30 pm or by appointment.

Course Description

Welcome to **Progress in Work: Navigating Power, Difference, and Culture in Careers.**

Employees early in their careers (e.g., newly-graduated college students!) may quickly realize that, in addition to tackling the tasks in their job descriptions, they must also navigate challenging forces in their workplace, such as sexism, racism, discrimination, pay gaps, harassment, and more. These forces can pose even more difficulties for employees from minoritized genders, races, sexual orientations, abilities, and other identities (as discussed by Kimberlé Crenshaw's framework of intersectionality). Thus, this class will offer diverse theoretical perspectives to unpack these forces, provide arenas for discussion for students' past experiences with such dynamics (e.g., in internships, current jobs) and concerns for future encounters (i.e., in future careers), and collaborate on ways to identify and cope with these forces in *real-life* workplace settings.

This class is <u>not</u> designed to leave students jaded with no hope for an improved society. On the contrary, I hope that our collaboration over the semester will ultimately *improve the lives of students in this class* who will enter the job market across various sectors in the next few years. By discussing issues like bias and discrimination that are often overlooked in practical career-readiness discourse, I hope that this course will help students feel more *prepared*, *validated*, and *emotionally-supported* when entering organizations with varying power dynamics and levels of inclusion.

Additionally, I am constantly impressed by USC undergraduates, and I have no doubt that many of the students who take this class will be trailblazers in their respective fields someday: I hope that the readings, activities, and discussions this semester will help to cultivate future leaders who are conscientious, inclusive, and equity-minded, and who will create a domino-effect in improving the culture of organizations and industries.

I recognize that people who take this class may enter an array of different fields and industries after graduation, whether it entails corporate or small-agency settings, non-profits or for-profit organizations, or various sectors such as tech, operations, education, and more. The good news is, because communication is a key driver in any workplace setting or organization, the tenets we discuss in this class are designed to reach across diverse career paths. I will also consider students' individual career goals to tailor the syllabus and introduce various guest speakers, readings, and discussion questions to help make it relevant to students' lives and ambitions.

This class combines theory-based learning (e.g., what have scholars uncovered through research and writing about power, discrimination, and bias in workplace settings?) with skills-based practice (e.g., what do people who work in organizations recommend as best practices for navigating these forces?) to provide a comprehensive understanding of this topic.

Course Objectives

- Learn fundamental concepts relating to power, culture, intersectionality, identity, bias, capitalism, discrimination, and mobility in career and workplace contexts.
- Develop an understanding of perspectives from academic scholars (across organizational communication, feminist theory, critical race theory, critical media studies, and science and technology studies), public intellectuals and popular media, and in-class guest speakers on power and discrimination in workplace settings.
- Learn how to make policy recommendations to managers, organizations, or industries to improve workplace cultures and the lives and experiences of employees.
- Gain practical and emotional skills that will help students identify, navigate, cope with, and attempt to improve issues of power and discrimination in workplace settings.

Required Course Texts

Required texts have been selected with cost in mind. All readings are available for free online at the links provided or on Blackboard is indicated. Please speak with me directly if you experience any logistical challenges in obtaining any of the reading materials below.

Course Policies

Respectful Learning Environment

I aim to foster a classroom environment that promotes **psychological safety** (what organizational scientist Amy Edmondson describes as the belief that you won't be punished or humiliated for speaking up with ideas, questions, concerns, or mistakes) and **inclusion** (which entails people feeling valued, respected, supported, and able to live up to their full potential). I count on students in class to act in ways that also create this type of environment—and we will have frequent check-ins to make sure that this environment fits these values or adjust accordingly.

At times, we will discuss what are sometimes sensitive and personal topics. Please treat your classmates with respect when they speak in class, during group activities, and any other forms of communication in class. Also, treat class as a privileged space and do not share people's personal stories outside of this space.

I will actively work so that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. I expect any of your contributions to follow this line of respect. Racism, xenophobia, homophobia, sexism, classism, ableism, and hate speech or actions that attempt to silence, threaten, and degrade others will not be tolerated.

I am open to hearing ways to improve the effectiveness of the course for you personally, or for other students or groups of people. Please keep an open and proactive channel of communication with me if you have feedback, concerns, or suggestions for this class. I will send out a required questionnaire halfway through the semester for you to share any suggestions for improvements or concerns, but welcome feedback via email or in-person meetings throughout the whole semester.

Attendance

While I expect that students will make every effort to attend classes, I recognize that personal circumstances will arise in which you cannot attend (i.e., illness, medical reasons, religious holidays, or the need to isolate or quarantine due to COVID-19). When this happens, you are responsible for checking Blackboard, asking a colleague, or asking me to obtain the materials presented in missed classes. I also ask that you initiate a conversation with me for making up missed assignments (in lieu of me reaching out to you if you miss class).

In the case that 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. Please do not come to class if you are feeling ill, particularly if you are experiencing potential symptoms of COVID-19. Nothing we do in our class is worth risking your health, my health, or the health of your peers.
- Contact me to figure out options available for keeping up with the course.

Assignment Submission & Deadlines
Papers should be submitted via Turnitin on Blackboard by 11:59pm on the day they are due. If you are experiencing a technical difficulty with the site, email me your assignment before the deadline.
Please write all papers in 12-point font, double-spaced, and have 1-inch margins. Please make sure to spell-check and proofread all papers for spelling and grammar. If you are using/citing someone else's work, please include a "References" section and follow a consistent style guide

(APA is recommended). Please save and submit all assignments in .doc or .docx format (not PDF!), so that I may return your graded papers to you with feedback and comments in "Track Changes."

Instructor Communication
I try to respond to emails within one business day (i.e., not including weekends). If it has been more than one business day and you haven't heard from me, feel free to reach out again.

I am also available for questions during my office hours, which are held after class on [hours]. Please flag me as class ends if you will be attending office hours, and we will find a place outside to have a meeting. If you cannot make this time, please email me for an appointment.

A Note on Preparing to Pivot
This course has been designed to transition to fully online should the need arise due to local, state or federal guidelines. In the event that 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 and participation methods.

Technology
Please only use laptops for relevant class use (i.e., taking notes). I also ask that phones be put away. Though we will start out the semester allowing laptops for note-taking, if it appears that people are not paying attention due to these devices, I will pivot and not allow the use of laptops in class—so please be respectful and engaged to continue to allow this benefit.

Academic Accommodations
For those seeking academic accommodation based on a disability, you must register with Disability Services and Programs (DSP) each semester. A letter of verification for accommodations can be obtained from DSP, and should be brought to me (or sent via email) as early in the semester as possible. DSP is in 3601 Watt Way in Grace Ford Salvatori Hall, Rm. 120 and is open 8:30 a.m. – 5:00 p.m., Monday through Friday. The phone number for DSP is 213-740-0776.

Academic Integrity
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.

Mask Policy
According to the 8/2/21 memo from USC's Chief Health Officer, Sarah Van Orman, all students, staff, and faculty are required to wear masks covering both their mouth **and nose** in all indoor settings. As long as this policy is in effect at USC, all students are expected to wear masks whenever they are in the classroom. If your mask is not properly covering your nose and mouth in class while this policy is in effect, I will ask you to correct the issue. If this becomes a

repeated occurrence, we will need to have a conversation as this impacts the safety and health of students.

If you have a medical need that would require you to remove your mask (i.e., to take a prescribed medicine), please contact me ahead of time to let me know so that we can find an appropriate accommodation (it will most likely require you to momentarily step outdoors to do so). See https://coronavirus.usc.edu/ for up to date COVID-19 policies.

Assignments and Grading Breakdown

Your grade will be based on four main components: (1) **three individual written assignments (including the final paper)**, (2) **one group assignment/presentation** (3) **leading a discussion** for one class period, and (4) **class participation**.

Written Assignment #1: Summary of a conversation with an employee in your desired career field. **(3-4 pages double spaced; 20% of grade).** Identify someone in your career field of choice and coordinate an approximately one-hour conversation with this person about their experiences with navigating power, identity, and other class concepts thus far in their organization and/or industry. Preferably, the person will be someone who considers how aspects of their identity (i.e., gender, race, sexual orientation, ability) impacts their experience and wellbeing in their workplace. One benefit of this assignment is to connect with someone in your field whom you can network with. If you need help identifying someone in your field, you can contact me to see if I have anyone in my network. Keep your participant's identity and company anonymous in the materials you submit to class and in future discussions. Write a reflection paper on your conversation that answers questions such as,
- What personal anecdotes or experiences did this person discuss relating to power in the workplace and related class concepts in your desired field?
- What did this person see as 3 key issues that minoritized employees (for example, women and people of color) often deal with in their organization or industry?
- What advice did this person give for someone who may enter this field regarding fundamental course concepts [power/discrimination/pay gaps/harassment]? What did you think of their advice?
- If this person could make any changes to the field (i.e., if they were CEO of their company or a regulator for their industry), what would they try to institute? (Encourage them to be as imaginative as possible!)

More information, best practices, and a suggested beginning conversation guide will be distributed ahead of the due date.

Written Assignment #2: Analysis of a media depiction of power dynamics in a work culture **(2-3 pages, 15% of grade).**
Apply the concepts we have discussed so far in class and our readings to a piece of fictional media (i.e., TV show or movie) that depicts power dynamics in a workplace setting. Ideally, you would find some media that matches the career path that you are hoping to go into, but this is not required. Some beginning suggestions for movies are the Assistant, Support the Girls, Bombshell, Sorry to Bother You, or Office Space; and for television, some suggestions are select

episodes of Insecure, Never Have I Ever, the Bold Type, Ted Lasso, Mozart in the Jungle, or Grey's Anatomy (I can help guide which episodes may be pertinent to the assignment). More information will be distributed ahead of the due date.

***Group Case Assignment: Simulate consulting an organization and suggesting policy changes* (10-minute presentation, 20% of grade).**
Take the concepts learned throughout the semester and apply them to a real-world example of organizational power dynamics. Working in teams, you will take on the role of organizational behavior consultants and be given a case to critically examine. After reviewing the case, you will be responsible for (1) identifying the scope of issues to be addressed, (2) developing a plan to measure the issues, (3) identifying the literature relevant to the issues at hand, and (4) proposing a set of recommendations for the organization to remedy. You will collaborate on a 10-minute "pitch" to the [simulated] organization leadership to improve employee wellbeing and organizational culture, and complete a reflection form on the experience.

Leading Discussion (10%)

At the beginning of each class period, one student will lead discussion in class on one of the assigned readings for that week (please let Sierra know which reading you choose from the syllabus the Thursday of the previous week). Craft a discussion guide that should span about 10 minutes of discussion. You may also want to bring in some kind of media that relates to the topic at hand to make it more engaging for your colleagues (i.e., is there an excerpt from a TED Talk, an interview, or a movie scene that relates to the article you chose?).

Participation (15%)
Participation in class (and your associated participation grade) will be based off of the following components:

- **Completing readings:** Please complete assigned readings before class—because we will be discussing the readings in class, your preparation will make it a much more fruitful conversation for everyone and allow you to ask relevant questions after your readings. **I will ask you to submit 2 questions about the readings each week to a Google Form to (1) confirm that you have completed the readings, and (2) help spur discussion for your classmates.**

- **Verbally participating:** This class is very dependent on verbal discussion/participation. I hope to hear you share your thoughts in class and stay active in the discussions.

- **Actively listening:** Serving as a conscientious and thoughtful colleague includes listening carefully and being respectful to speakers—including those being discussion leaders, speaking up in an informal class discussion, or asking questions during lecture.

- **Completing activities:** From time-to-time, we will have activities in class that relate to the content that week. While these will happen in-person, if you need to miss class (which you should communicate with me about ahead of time), please reach out to me for a make-up activity that you can complete asynchronously.

Final (Reflection) Paper **(4-5 pages, 20% of grade)**
The final 5-page (double-spaced, before references) self-reflection paper discusses concepts learned and adopted and how you wish to apply the tenets from class into your own life (whether in the present or in the future). This is in place of a final exam. More information will be distributed ahead of the due date.

Summary Breakdown of Grade

Individual Writing Assignments: 35%
>   Summary of conversation with employee in your field of choice (20%)
>   Critique of media depiction of workplace power dynamics (15%)

Group consulting/policy project: 20%
Participation: 15%
Discussion Leader: 10%
Final Reflection Paper: 20%

Grading Breakdown
Standard letter grades are used, and are as follows:

94% to 100%: A	80% to 83%: B-	67% to 69%: D+
90% to 93%: 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

Grading Standards
Grades will be assigned based on the quality of work. In general, an A reflects excellent work, a B reflects good work, a C reflects satisfactory work, a D reflects below expected standards, and an F reflects a failure of the assignment. To receive a B or A on an assignment, the student is expected to demonstrate thoughtful, well-developed, and polished work.

Course Schedule

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, or other factors. This course is what I consider live: it changes based on the background, goals, and progress of each student.

<mark>NOTE: I plan on assigning/narrowing the number of readings down depending on the interests of students in the class—**I will only assign roughly 2-4 materials per week (could include readings, podcasts, or videos**); the list below includes possibilities that will be made concrete ahead of the class period.</mark>

Week 1 – *** First Week on Zoom According to USC Policies*** **1/10-1/14** **Fundamental Concepts of Power, Culture, and Inequities in Workplaces**
In Class: Introduction to class, review of syllabus, discuss goals for class. Preliminary sign-up for discussion leaders.   **Read:**   The Diversity and Inclusion Industry Has Lost Its Way. *Harper's Bazaar.* (https://www.harpersbazaar.com/culture/features/a35915670/the-diversity-and-inclusion-industry-has-lost-its-way/)   Ferdman, B.M. (2013). The Practice of Inclusion in Diverse Organizations. In Diversity at Work: The Practice of Inclusion (eds B.M. Ferdman and B.R. Deane). https://doi-org.libproxy1.usc.edu/10.1002/9781118764282.ch1   Allen, B. Diversity. *The International Encyclopedia of Organizational Communication.* PDF on Blackboard.
Week 2 **1/17-1/21** **Intersectionality in Workplace Cultures and Careers**
Due: Submit **two** questions about the readings assigned this week to the Google Form. (This will be due every Tuesday.)   **Read:**

The Effect of Intersectionality in the Workplace. *The New York Times.* https://www.nytimes.com/2018/09/30/us/the-effect-of-intersectionality-in-the-workplace.html

Brown, R. L., & Moloney, M. E. (2019). Intersectionality, Work, and Well-Being: The Effects of Gender and Disability. *Gender & Society*, *33*(1), 94–122. https://doi.org/10.1177/0891243218800636

hooks, b. (1991). "Black Women Intellectuals." In Cornel West and bell hooks, *Breaking Bread: Insurgent Black Intellectual Life*. Boston: South End Press. pp. 147-164.

Week 3
1/24-1/28
What is Diversity in a Workplace without Inclusion?

Read:

Winters, M. F. (2014). From diversity to inclusion: An inclusion equation. Diversity at work: The practice of inclusion, 205-228. [PDF on Blackboard.]

Allyn, B. (2020) Google Employees Call Black Scientist's Ouster 'Unprecedented Research Censorship'. National Public Radio. Retrieved from: https://www.npr.org/2020/12/03/942417780/google-employees-say-scientists-ouster-was-unprecedented-research-censorship

Week 4
1/31-2/4

Negotiating Pay, Raises, and Status at Work

Read:

Toosi, N. R., Mor, S., Semnani-Azad, Z., Phillips, K. W., & Amanatullah, E. T. (2019). Who Can Lean In? The Intersecting Role of Race and Gender in Negotiations. *Psychology of Women Quarterly*, *43*(1), 7–21. https://doi.org/10.1177/0361684318800492

Correll, S. J., & Mackenzie, L. (2016) "To Succeed in Tech, Women Need More Visibility." Harvard Business Review. https://hbr.org/2016/09/to-succeed-in-tech-women-need-more-visibility

Hired. (2019). "The State of Wage Inequality in the Workplace." Retrieved from: https://hired.com/page/wage-inequality-report
Week 5 **2/7-2/11**
Diversity, Culture, and Power in Group Dynamics and Work Meetings   **Read:** Bray, S. (2021). Excerpts from *A Seat at the (Conference) Table: Analyzing Intersectionality and Employee Wellbeing in Work Meeting Communication.* (Sierra's Dissertation). [PDFs on Blackboard]. Murnighan, J. K. & Lau, D. C. (2017). "Faultlines." *Oxford Research Encyclopedia of Business and Management.* Doi: 10.1093/acrefore/9780190224851.013.60
Week 6 **2/14-2/18**
Intercultural Communication and Tensions in Workplace Settings   **Read:** Brett, J. (2018). Intercultural challenges in managing workplace conflict - A call for research. *Cross Cultural and Strategic Management, 25*(1), 32-52. https://doi.org/10.1108/CCSM-11-2016-0190 Tech's Troubled History with Asian Workers. *Axios.* (https://www.axios.com/tech-asian-workers-racism-equity-73ea8af9-d522-4144-b376-a92347016a95.html) Remote Work Might Force us to be Better Cross-Cultural Managers. *Forbes.* (https://www.forbes.com/sites/forbesbusinesscouncil/2021/01/14/remote-work-might-force-us-to-be-better-cross-cultural-managers/?sh=48790abe6bac)
Week 7 **2/21-2/25**
Class Differences and Role Inequities in Work Settings   **Read:**

Roberts, S. (2015). Commercial Content Moderation: Digital Laborers' Dirty Work. In S. U. Noble & B. M. Tynes (Eds.), *The intersectional Internet: race, sex, class and culture online*. New York: Peter Lang Publishing, Inc. [PDF on Blackboard]

Campbell, A. F. (2018). Google's contractors accuse CEO of creating unequal workforce. *Vox.* Retrieved from: https://www.vox.com/2018/12/7/18128922/google-contract-workers-ceo-sundar-pichai

Workers Should Have the Power to Say 'No.' *The Atlantic.* (https://www.theatlantic.com/ideas/archive/2021/06/labor-shortage-positive/619050/)

Week 8
2/28-3/4

Activist Movements Related to Sexual Harassment

Read:

Zarkov, D., & Davis, K. (2018). Ambiguities and dilemmas around #MeToo: #ForHow Long and #WhereTo? European Journal of Women's Studies, 25(1), 3–9. https://doi.org/10.1177/1350506817749436

Fowler, S. (2017). Reflecting on one very, very strange year at Uber. Retrieved from https://www.susanjfowler.com/blog/2017/2/19/reflecting-on-one-very-strange-year-at-uber

Inside Barstool Sports' Culture of Online Hate: 'They Treat Sexual Harassment and Cyberbullying as a Game' *The Daily Beast.* (https://www.thedailybeast.com/inside-barstool-sports-culture-of-online-hate-they-treat-sexual-harassment-and-cyberbullying-as-a-game)

Week 9
3/7-3/11

Childcare/Parenthood/Pregnancy

Read:

Heilman, M. E., & Okimoto, T. (2008). Motherhood: A potential source of bias in employment decisions. *The Journal of Applied Psychology, 93*(1), 189-98.

Workplace bias differs for single versus married parents. *Science Daily.* https://www.sciencedaily.com/releases/2018/08/180814134143.htm

'There's No Natural Dignity in Work.' *The New York Times.*
(https://www.nytimes.com/2021/02/18/opinion/theres-no-natural-dignity-in-work.html)

Suggested reading:

Wong, J. (2017). 'Moms are persona non grata': are tech startups hostile to working mothers? *The Guardian.*
https://www.theguardian.com/lifeandstyle/2017/jun/26/silicon-valley-tech-startups-working-mothers

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Week 10
SPRING BREAK: NO CLASS
3/14-3/18

Week 11
3/21-3/25

Stereotypes and Stereotype Threat

Bray, S., González, O., & Jonckheere, N. (2020). "Like a Boss" or Just Bossy? How Audiences Across Age and Gender Evaluate Counterstereotypical Women on Television. *International Journal Of Communication, 14*(22), 5128–5149. Retrieved from https://ijoc.org/index.php/ijoc/article/view/11873/3239

Neal-Jackson, A. (2020). "Well, What Did You Expect?": Black Women Facing Stereotype Threat in Collaborative Academic Spaces at a Predominantly White Institution. *Journal of College Student Development 61*(3), 317-332. [doi:10.1353/csd.2020.0030](doi:10.1353/csd.2020.0030)

Week 12
3/28-4/1

Leadership in Organizations: Barriers and Bias, Role Congruity Theory

Read:
Eagly, A. H. & Karau, S. J. (2002). Role congruity theory of prejudice toward female leaders. *Psychological Review, 109*(3), 573–598. doi:10.1037//0033-295X.109.3.573

Rosette, A. S., Leonardelli, G. J., & Phillips, K. W. (2008). The White standard: Racial bias in leader categorization. *Journal of Applied Psychology*, *93*(4), 758–777. https://doi.org/10.1037/0021-9010.93.4.758

L.A. County sheriff's unit accused of targeting political enemies, vocal critics. *The Los Angeles Times.* (https://www.latimes.com/california/story/2021-09-23/sheriff-alex-villanueva-secret-police)
Week 13   **4/4-4/8**
GROUP CASE PRESENTATIONS
Week 14   **4/11-4/15**
Fostering Psychological Safety   **Read:**   High-Performing Teams Need Psychological Safety. Here's How to Create It. *Harvard Business Review.* PDF on Blackboard.   Nembhard, I. M., & Edmondson, A. C. (2011). Psychological Safety. In The Oxford Handbook of Positive Organizational Scholarship. http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199734610.001.0001/oxfordhb-9780199734610-e-037
Week 15   **4/18-4/22**
Emotional Labor and Affect in Workplaces and Cultures   **Read:**   Holman, D., Martinez-Iñigo, D., & Totterdell, P. (2008). Emotional Labor, Well-Being, and Performance. In *The Oxford Handbook of Organizational Well Being*. http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199211913.001.0001/oxfordhb-9780199211913-e-014   Wingfield, A. H. (2010). Are Some Emotions Marked "Whites Only"? Racialized Feeling Rules in Professional Workplaces. *Social Problems*, *57*(2), 251–268. https://doi.org/10.1525/sp.2010.57.2.251

Managing the Hidden Stress of Emotional Labor. *Harvard Business Review.* PDF on Blackboard.	
Week 16 **4/25-4/29**	
Room for Hope: Stories of Organizational Change and Empowerment Gallegos, P.V. (2013). The Work of Inclusive Leadership. In Diversity at Work: The Practice of Inclusion (eds B.M. Ferdman and B.R. Deane). https://doi-org.libproxy1.usc.edu/10.1002/9781118764282.ch6 The Activists Working to Remake the Food System (https://www.nytimes.com/2021/02/19/t-magazine/food-security-activists.html) Work Is a False Idol (https://www.nytimes.com/2021/08/22/opinion/lying-flat-work-rest.html)	
Tuesday, May 10th	**Final Reflection Paper Due on Tuesday May 10th before 4pm PST on Blackboard.**

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." Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

The School of Communication maintains a commitment to the highest standards of ethical conduct and academic excellence. Any student found responsible for plagiarism, fabrication, cheating on examinations, or purchasing papers or other assignments will be reported to the Office of Student Judicial Affairs and Community Standards and may be dismissed from the School of Communication. There are no exceptions to the school's policy.

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, without approval of the instructor.

b. Support Systems
Basic Needs
https://studentbasicneeds.usc.edu/
If you have difficulty affording groceries or accessing sufficient food to eat every day, or you lack a safe and stable place to live, please notify me if you are comfortable in doing so. This will enable me to connect you with resources. Some resources include USC's Student Basic Needs, which includes the Trojan Food Pantry (https://seip.usc.edu/tfp/): which offers fresh food, non-perishable items, toiletries, and academic supplies for currently enrolled USC students.

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 Student Accessibility Services - (213) 740-0776
osas.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/annenberg-scholarships-and-awards
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.