

Spring 2022 – 4 Units

T/Th – 2:00 PM - 3:20 PM

Section: 20776

Location: ANN L101

Instructor: Allissa V. Richardson, PhD

Office: 204D

Office Hours: T/Th 4PM-6PM; please book in advance here:

<https://calendly.com/allissarichardson/office-hours>

Contact Info: allissar@usc.edu

Pronouns: she/her

“Reputation, reputation, reputation! Oh, I have lost my reputation! I have lost the immortal part of myself, and what remains is bestial.”

— Michael Cassio, in *Othello*

Course Description

Dave Chappelle. Kevin Spacey. Paula Deen. Kevin Hart. R. Kelly. Roseanne Barr. These are just a few of the names of public figures who have been “canceled” in recent years. For some of these celebrities, the ostracism was lasting. For others, it helped boost an already legendary career. What makes some people impervious to public shaming, while others lose it all? In this class, we will explore the roots and trajectory of, arguably, the most controversial communication praxis in the 21st century: “cancel culture.”

Cancel culture is the removal of social and economic capital from a problematic public figure or social institution. It is the ultimate shunning of someone who has violated some social norm, at best, or committed a heinous crime, at worst.¹ Cancel culture is meant to be the final verdict in the court of public opinion. It is the stripping away of stardom and status. It is the withdrawal of one’s platform and livelihood. It is the destroyer of reputations and legacies. It is swift. It is ambient. It is all-seeing. Did you know, however, that cancel culture originally was womanist? And queer and Black?

As Meredith Clark has explained, cancel culture is borne out of “Black counterpublics that are conspicuously absent from the American public imaginary,” which includes “newspaper op-ed pages, radio shows, town-hall meetings, and the like as forums of debate.”² Since the elite class has long determined who could opine publicly in these spaces, marginalized communities needed to create digital megaphones to shout over the (pay)walls that legacy media’s gatekeepers built. They needed to be able to cry out against racist, sexist, patriarchal, and violent systems that were harming them. Smartphones and social media have accelerated and amplified this practice, of trying to

¹ Richardson, A. (2023). *Canceled: How smartphones and social media democratized public shaming*. Cambridge, MA: Massachusetts Institute of Technology Press. (Forthcoming).

² D. Clark, M. (2020). Drag them: A brief etymology of so-called “cancel culture.” *Communication and the Public*, p. 1.

hold the powerful account through digital shaming. And, for the first time in history, punishment now travels not only from the top-down but, instead, from the bottom up. Herein lies the communicative tension. This course explores the two very different conversations that the US is having about cancel culture. One discursive sphere—whom we will call the cancel culture *suppressives*—has denounced the practice as a vicious, seemingly indiscriminate system of web-based punishment. The other discursive sphere—whom we will call the cancel culture *expressives*—has grown tired of begging for social justice. They want to hold the powerful accountable, at long last. For them, judgment via social media is a final resort; not an initial rebuttal. This course puts these two debates in conversation with each other every week as we examine the three most popular modes of modern cancellation: dis-invitations, disinvestment and de-platforming.

Student Learning Outcomes

Students will be able to:

1. Recall the history of cancellation, from early Greek ostracism to today, through reading exams.
2. Produce case studies of modern cancellations, which incorporate theories of power, race and gender.
3. Discuss how systemic inequality determines whether a person's/institution's cancellation "sticks."
4. Explain how cancel culture reflects progressive v. conservative factions' battle for cultural hegemony in the US.

Prerequisite(s): None

Co-Requisite(s): None

Concurrent Enrollment: None

Recommended Preparation: Selected readings on cancel culture. (*See bibliography*).

Description and Assessment of Assignments

Students will demonstrate their knowledge of the learning materials through the following assignments: Cornell reading notes, reading exams, online discussions and case study presentations.

Cornell reading notes (25%)

Each week, students will read up to two articles and view one video. Then, they will complete Cornell notes that outline what they learned, what questions remain, and what takeaways they have. All Cornell notes are **due before class**, to help students participate fully in the class discussions.

Reading exams (25%)

Students will take four reading exams; one for each unit. The topics will include: (1) cancel culture history and theory; and the power of cancellation via (2) dis-invitations; (3) disinvestments; and (4) de-platforming. All exams will comprise a mix of multiple choice, short answer and essay questions.

Online discussions (25%)

Students are expected to participate in a monthly online discussion about the learning materials for each unit. To earn full credit, students must leave a comment on Blackboard (Bb), then reply to two other classmates' posts.

[Discussion 1](#)—Did you experience or witness cancel culture [when you were a teenager](#)?

[Discussion 2](#)—Dis-invitation: Does dis-inviting controversial public speakers hamper free speech?

[Discussion 3](#)—Disinvestment: Does voter suppression constitute a form of disinvestment? If so, for whom?

[Discussion 4](#)—De-platforming: Should Pres. Trump have been de-platformed from social media sooner than Jan. 6?

[Discussion 5](#)—Un-"cancel-able": What do Dave Chappelle, Kanye West and Tyler the Creator have in common?

Case study presentations (25%)

Students will give one case study presentation per unit, for a total of four talks. Students may present alone, or with a partner. Each talk will incorporate the major theory that defined the canceled figure or institution. Students also will explain whether the cancellation was lasting or not.

Course Notes and Policies

Statement on Inclusion

The instructor, Dr. Allissa V. Richardson, strives to make this classroom a place where students will be treated with respect. She welcomes individuals of all ages, backgrounds, beliefs, ethnicities, social classes, genders, gender identities, gender expressions, national origins, documentation statuses, religious affiliations, sexual orientations, abilities – and other visible and invisible differences. All members of this class are expected to contribute to a respectful and inclusive environment for every other member of the class. This does not mean we cannot disagree or have different ideas. It does mean we try to consider perspectives other than our own, though they may differ from our own beliefs/experiences.

Additionally, it is important to know that the Black Lives Matter movement and the COVID-19 pandemic have led to an increase in racist and xenophobic actions and sentiments — worldwide and locally — that are anti-Black, anti-Asian and anti-Asian American. Racist, xenophobic, and other oppressive comments are harmful, regardless of intent. In this course, the instructor asks all students to be mindful of their language and to apologize when another student has been harmed; even if it was not intentional. Education is transformative. Open intellectual inquiry is the foundation of a university education. In the spirit of shared humanity, this course will celebrate diversity as central to Annenberg's mission and affirm our solidarity with individuals who are most at risk.

Attendance Policy

Students are expected to attend all class sessions. Any class meeting missed, regardless of cause, reduces the opportunity of learning and may adversely affect a student's achievement in the course. An accurate record of attendance will be kept for each course. If a student misses a class, it is their responsibility to make up the material missed. All learning materials will be posted to Blackboard before the class session. All lectures will be posted to Blackboard after class.

Assignment Submission Policy

Please submit your work to the class Blackboard site by the posted deadline dates. **Do not email the instructor your work.** Be sure to pay close attention to deadlines—there will be no make up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval. For group projects, each student must upload their presentation to Blackboard; even if the slide deck is identical.

Internship Policy

The value of professional internships as part of the overall educational experience of our students has long been recognized by the School of Communication. 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.

Technology Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Students may use laptops to take notes in class. Please refrain from visiting social media sites during instruction. Please arrive on time for all class meetings.

Communication Policy

Students are encouraged to contact the instructor via email, text or telephone. Dr. Richardson is available for one-on-one meetings outside of class too, [by appointment](#).

Required Readings, hardware/software, laptops and supplementary materials

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.

Annenberg is committed to every student's success. There are multiple resources available to assist students with issues that limit their ability to participate fully in class. Please reach out to a professor and/or advisor for help connecting with these resources. They include the Annenberg Student Success Fund, 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, and other scholarships and awards.

Text (available in the bookstore or online)

Richardson, A. (2023). *Canceled: How smartphones and social media democratized public shaming*. Cambridge, MA: MIT Press. (Advanced manuscript will be made available via the instructor.)

Readings excerpts on Blackboard

Bailey, M., & Trudy. (2018). On misogynoir: Citation, erasure, and plagiarism. *Feminist Media Studies*, 18(4), 762-768. <https://doi.org/10.1080/14680777.2018.1447395>.

Brock, Jr., A. (2020). *Distributed Blackness: African American cybercultures*, p. 220. New York University Press.

Bouvier, G., & Machin, D. (2021). What gets lost in Twitter 'cancel culture' hashtags? Calling out racists reveals some limitations of social justice campaigns. *Discourse & Society*, 32(3), 307-327. <https://doi.org/10.1177%2F0957926520977215>.

Carruthers, C. (2018). *Unapologetic: A Black, queer, and feminist mandate for radical movements*. Boston, MA: Beacon Press.

Chadwick, A. (2017). *The hybrid media system: Politics and power*. New York, NY: Oxford University Press.

Clark, M.D. (2020). Drag them: A brief etymology of so-called "cancel culture." *Communication and the Public*, p. 1. <https://doi.org/10.1177/2057047320961562>.

Collins, P. H. (1996). What's in a name? Womanism, Black feminism, and beyond. *The Black Scholar*, 26(1), 9-17. <https://doi.org/10.1080/00064246.1996.11430765>.

Cooper, B. (2016). Intersectionality. In *The Oxford Handbook of Feminist Theory*. (L. Disch & M. Hawkesworth, Eds.) <https://doi.org/10.1093/oxfordhb/9780199328581.013.20>.

Davis, S. E. (2019). Shade: Literacy narratives at Black gay pride. *Literacy in Composition Studies*, 7(2), 56-89. <https://doi.org/10.21623/1.7.2.4>.

- Fairclough, N. (2003). Political correctness: The politics of culture and language. *Discourse & Society*, 14(1), 17-28. <https://doi.org/10.1177%2F0957926503014001927>.
- Hess, A. (2020). Celebrity culture is burning. *The New York Times*. Retrieved from <https://www.nytimes.com/2020/03/30/arts/virus-celebrities.html>.
- Ives, P. (2004). "Gramsci's key concepts, with linguistic enrichment." In *Language and hegemony in Gramsci*, pp. 102-125. Ann Arbor, Mi: Pluto Press. <https://doi-org.libproxy2.usc.edu/10.2307/j.ctt183q4d3.7>.
- Jackson, S. J., Bailey, M., & Welles, B. F. (2020). "Women tweet on violence: From #YesAllWomen to #MeToo." In *#HashtagActivism: Networks of race and gender justice*. MIT Press. <https://doi.org/10.7551/mitpress/10858.003.0005>.
- Jones, F. (2019). "Black feminism 101." In *Reclaiming our space: How Black feminists are changing the world from the tweets to the streets*, pp. 8-16. Boston, MA: Beacon Press.
- Mishan, L. (2020). The long and tortured history of cancel culture. *The New York Times*. <https://www.nytimes.com/2020/12/03/t-magazine/cancel-culture-history.html>.
- Ng, E. (2020). No grand pronouncements here...: Reflections on cancel culture and digital media participation. *Television & New Media*, 21(6), 621-627. <https://doi.org/10.1177%2F1527476420918828>.
- Norris, P. (2021). Cancel Culture: Myth or Reality?. *Political Studies*, <https://doi.org/10.1177%2F003232172111037023>.
- Williams, A. (2020). Black Memes Matter: #LivingWhileBlack With Becky and Karen. *Social Media + Society*. <https://doi.org/10.1177/2056305120981047>.
- Williams, S. (2015). *Digital defense: Black feminists resist violence with hashtag activism*. *Feminist media studies*, 15(2), 341-344. <https://doi.org/10.1080/14680777.2015.1008744>.
- Yar, S., & Bromwich, J. E. (2019). Tales From the teenage cancel culture. *The New York Times*. <https://nyti.ms/3GJyYGM>.

Optional extended readings

- Braginton, M.V. (1944). Exile under the Roman emperors. *The Classical Journal*, 39(7), 391-407.
- Duque, R. B., Rivera, R., & LeBlanc, E. J. (2020). The active shooter paradox: Why the rise of cancel culture, "Me Too", ANTIFA and Black Lives Matter...matters. *Aggression and Violent Behavior*. <https://doi.org/10.1016/j.avb.2020.101544>.
- Foucault, M. (2012/1975). *Discipline and punish: The birth of the prison*, p. 55. New York: Knopf.
- Hill, R. (1957). The theory and practice of excommunication in medieval England. *History*, 42(144), 1-11.
- Jackson, S. J. (2016). (Re) imagining intersectional democracy from Black feminism to hashtag activism. *Women's Studies in Communication*, 39(4), 375-379.
- Kagan, D. (1961). The origin and purposes of ostracism. *Hesperia: The Journal of the American School of Classical Studies at Athens*, 30(4), 393-401.
- Kovalik, D. (2021). *Cancel this book: The progressive case against cancel culture*. New York, NY: Simon and Schuster.
- Levack, B. P. (2015). *The impact of the Reformation*. In *The witch-hunt in early modern Europe*, Fourth Edition, pp. 100-122. New York: Routledge.
- Ross, L. (2019). I'm a black feminist. I think call-out culture is toxic. *The New York Times*, 17. <https://nyti.ms/3GFyGRn>.

Grading

a. Breakdown of Grade

Assignment	Points	% of Grade
Cornell Notes (10 @ 10 pts. ea.)	100	25%
Reading Exams (4 @ 40 pts. ea.)	160	40%
Discussions (5 @ 12 pts. ea.)	60	15%
Case Study Presentations (4 @ 20 pts. ea.)	80	20%
TOTAL	400	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

The Annenberg curriculum is structured to prepare students to be successful in a professional news organization with the highest standards. Students will be evaluated first on accuracy and truthfulness in their stories. Good journalism prioritizes transparency, context and inclusivity. All stories should be written in AP style unless Annenberg style conflicts, in which case students can follow Annenberg style.

The following standards apply to all assignments:

“A” assignments 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. Sources are varied, diverse and offer a complete view of the topic.

“B” assignments 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. Sources are mostly varied, diverse and offer a complete view of the topic.

“C” assignments 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. Sources are repetitive or incomplete.

“D” assignments require excessive rewriting, have numerous errors and should not have been submitted. Camera work is unsatisfactory or fails to show important elements. Sources are repetitive or incomplete.

“F” assignments 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 an essay or presentation.
- 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.
- Missing a deadline.

For assignments other than conventional news reporting, quality of research and clarity of expression are the most important criteria. In research papers, good research should be presented through good writing, and good writing should be backed up by good research. Clarity of expression includes thoughtful organization of the material, insight into the subject matter and writing free from factual, grammatical and spelling errors. Research should draw on a diverse range of sources.

Add/Drop Dates for Session 001

(15 weeks: 1/10/2022 – 4/29/2022; Final Exam Period: 5/4-11/2022)

Link: <https://classes.usc.edu/term-20221/calendar/>

Last day to add: Friday, January 28, 2022

Last day to drop without a mark of "W" and receive a refund: Friday, January 28, 2022

Last day to change enrollment option to Pass/No Pass or Audit: Friday, January 28, 2022 [All major and minor courses must be taken for a letter grade.]

Last day to add/drop a Monday-only class without a mark of “W” and receive a refund or change to Audit: Tuesday, February 1, 2022

Last day to withdraw without a “W” on transcript or change pass/no pass to letter grade: Friday, February 25, 2022 [Mark of “W” will still appear on student record and STARS report and tuition charges still apply.]

*Please drop any course by the end of week three for session 001 (or the 20 percent mark of the session in which the course is offered) to avoid tuition charges.]

Last day to drop with a mark of "W": Friday, April 1, 2022

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.

	Topic of the Week	Before Class	After Class
Week 1 Dates: 1/10-1/14 UNIT I: HISTORY & THEORY	A brief history of public shaming	READ Yar (2019) + Mishan (2020) WATCH Speaking frankly: Cancel culture	DUE NEXT TUES. JAN. 18 @ 2 PM Discussion #1 Cornell Notes #1
Week 2 Dates: 1/17-1/21 UNIT I: HISTORY & THEORY	Cancel culture as a Black, queer praxis	READ Clark (2020) + Brock (2020) WATCH Cancel culture: A new wedge issue	DUE NEXT TUES. JAN. 25 @ 2 PM Cornell Notes #2
Week 3 Dates: 1/24-1/28 UNIT I: HISTORY & THEORY	READING EXAM	T: Exam Review Th: In-class Exam	
Week 4 Dates: 1/31-2/4 UNIT II: DISINVITATIONS	The great big dis-invitation debate	READ Fairclough (2003) + Ives (2004) WATCH Combating cancel culture by calling people in	DUE NEXT TUES. FEB. 8 @ 2 PM Discussion #2 Cornell Notes #3
Week 5 Dates: 2/7-2/11 UNIT II: DISINVITATIONS	CASE STUDY PRESENTATIONS	READ Davis (2019) + Pritchard (2016) WATCH Barack Obama takes on "woke" call-out culture	DUE NEXT TUES. FEB. 15 @ 2 PM Cornell Notes #4
Week 6 Dates: 2/14-2/18 UNIT II: DISINVITATIONS	READING EXAM	T: Exam Review Th: In-class Exam	
Week 7 Dates: 2/21-2/25 UNIT III: DISINVESTMENTS	"You about to lose yo' job": The #MeToo & #Karens disinvestment debate	READ Williams (2020) + Bailey (2018) WATCH Is cancel culture real?	DUE NEXT TUES. MARCH 1 @ 2 PM Discussion #3 Cornell Notes #5

Week 8 Dates: 2/28-3/4 UNIT III: DISINVESTMENTS	CASE STUDY PRESENTATIONS	READ Jackson (2020) + Williams (2015) WATCH Amy Cooper and the power of white supremacy	DUE NEXT TUES. MARCH 8 @ 2 PM Cornell Notes #6
Week 9 Dates: 3/7-3/11 UNIT III: DISINVESTMENTS	READING EXAM	T: Exam Review Th: In-class Exam	
Spring Break Dates: 3/14-3/18	NO CLASS		
Week 10 Dates: 3/21-3/25 UNIT IV: DEPLATFORMING	Canceling free speech or hate speech?: Exploring platforms' responsibilities	READ Norris (2021) + Ng (2020) WATCH Why Republicans made "cancel culture" their latest cause	DUE NEXT TUES. MARCH 29 @ 2 PM Discussion #4 Cornell Notes #7
Week 11 Dates: 3/28-4/1 UNIT IV: DEPLATFORMING	CASE STUDY PRESENTATIONS	READ Jones (2019) + Chadwick (2017) WATCH Cancelling cancel culture: The rise & fall of the wokerati	DUE NEXT TUES. APRIL 5 @ 2 PM Cornell Notes #8
Week 12 Dates: 4/4-4/8 UNIT IV: DEPLATFORMING	READING EXAM	T: Exam Review Th: In-class Exam	
Week 13 Dates: 4/11-4/15 UNIT V: THE BACKLASH	Investigating legislative backlash to cancel culture	READ Cooper (2016) + Collins (1996) WATCH How #BLM & MeToo went from hashtags to movements	DUE NEXT TUES. APRIL 19 @ 2 PM Discussion #5 Cornell Notes #9
Week 14 Dates: 4/18-4/22 UNIT V: THE BACKLASH	CASE STUDY PRESENTATIONS	READ Carruthers (2018) + Hess (2020) WATCH Can online shaming make the world better?	DUE NEXT TUES. APRIL 26 @ 2 PM Cornell Notes #10

Week 15 Dates: 4/25-4/29 UNIT V: THE BACKLASH	FINAL READING EXAM REVIEW	T: Make-up Case Studies Th: Exam Review	Study for final exam.
FINAL EXAM PERIOD Dates: 5/4-5/11 UNIT V: THE BACKLASH	FINAL READING EXAM	Complete your final exam on Bb on Tues., May 10.	FINAL EXAM ON Bb Opens 2 PM PST Closes 5 PM PST

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 Communication 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.symplcity.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.

About Your Instructor

Dr. Allissa V. Richardson is an [Assistant Professor of Journalism](#) at the University of Southern California's Annenberg School. She researches how African Americans use mobile and social media to produce innovative forms of journalism — especially in times of crisis. Dr. Richardson is the author of the award-winning book, *Bearing Witness While Black: African Americans, Smartphones and the New Protest #Journalism* (Oxford University Press, 2020). The book explores the lives of 15 mobile journalist-activists who documented the Black Lives Matter movement using only their smartphones and Twitter, from 2014 to 2018. It took home top prizes in the Best Book of 2020 categories for the International Communication Association, the National Association of Black Journalists, and the Association of Education in Journalism and Mass Communication.

Dr. Richardson's research is informed by her groundbreaking work as an instructor and journalist. She is considered a pioneer in mobile journalism (MOJO), having launched the first smartphone-only college newsroom in 2010. The [MOJO Lab](#), based on the campus of Morgan State University in Baltimore, was the only American college to boast such a program at the time. Dr. Richardson expanded the MOJO Lab curriculum throughout the continent of Africa, creating classes for allied nonprofit organizations in Morocco and South Africa. The National Association of Black Journalists (NABJ) said Richardson empowered her students around the globe "to speak truth to power using new media." NABJ recognized her as its [2012 Journalism Educator of the Year](#) for her international work. Apple, Inc. inducted Dr. Richardson into its elite Distinguished Educator program for her innovative uses of its products the following year. She is also a recipient of two prestigious Harvard University posts: the Nieman Foundation's Visiting Journalism Fellowship and the Law School's Berkman Center for Internet & Society Fellowship.

For the latest updates on your professor, please visit www.allissavrichardson.com.