



JOUR 372: Engaging Diverse Communities **2 Units**

Fall 2022 – Mondays – 3:30-5:10 p.m.

Section: 21110D

Location: ANN 308

Instructor: Laura Castañeda, Ed.D.

Office: ASC 121-C

Office Hours: T & Th, 3:30-4:30 p.m.; M, 2-3 p.m.; or by appointment in person, phone or Zoom.

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Pronouns: She/Her/Hers

Course Description

Grassroots leaders now tell journalists, “There is no such thing as ‘giving voice to the voiceless.’ We have voices. Just pass the mic.” This assertion—that a proverbial microphone has been withheld from some communities—is the key point of exploration for this course. In JOUR (372) Engaging Diverse Communities, we study who has been left out of news discourse historically, and what you, as a future industry leader, can do about it.

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

In addition, good reporting begins with foundational knowledge about a community. Yes, you can “parachute” into a location and produce decent work if you are empathetic and smart. But deeper, ground-breaking work takes real understanding of a community’s history and contemporary issues. Besides race, gender, and ethnicity, it is important to note that “diversity” includes socioeconomic, sexual orientation, citizenship status, religion, disability, and generational issues, among other things. Many of these communities are intersectional, and are not limited to geography (i.e., they thrive online).

To accomplish our goals, at the beginning of the semester, you as a class will decide on a diverse community you would like to cover. The community does not have to be bound by a specific geographical region (although it can be). You may focus also on communities that form based on intersecting markers of identity, such as race or gender. The idea here is that you think deeper into who is missing from the day-to-day news coverage you consume. Each assignment in this class will allow you to delve deeper into what it means to include these diverse groups into your beat.

Student Learning Outcomes

If you show up for every class, ask great questions, and listen compassionately, you will leave this class knowing how to:

- Identify effective community engagement strategies (In-class assignments and discussions/pop-up newsroom).
- Identify ways to build trust in news media – and ways media have failed to earn trust in communities (pop-up newsroom; community callout).
- Demonstrate community listening techniques using a human-centered, journalistic framework (pop-up newsroom; human-centered interview; community callout; social justice video).
- Explain how the term “diverse communities” can encompass many kinds of differences, including, but not limited to, age, race, ethnicity, sex, gender, disability, religion, etc. (human-centered interview; social justice video; community callout and display).

Assignments (Rubrics will be on Blackboard)

- Popup Newsroom (small group project)
- Human-centered interview
- Social Justice Video
- Community callout and display, such as a Dia de Los Muertos project (small group project)
- In-Class Assignments
- Class Discussions and in-class short written responses based on readings/videos

Deadlines (please plan accordingly)

- Popup Newsroom (Sept. 12).
- Human-centered interview (Oct. 10).
- Community callout and display (Oct. 31).
- Social Justice Video (Dec. 12).
- In-Class Assignments short written responses based on readings/videos (weekly).

Course Notes and Policies

- Read, view and/or listen to all assigned materials before each week’s class sessions.
- Engage in class and online discussions.
- Complete all assignments on time. Upload materials in a Word doc.
- Actively engage with guest speakers.

Required Text:

“Community-Centered Journalism: Engaging People, Exploring Solutions and Building Trust,” by Andrea Wenzel. U of Illinois Press. Aug. 13, 2020.

- **ISBN-10:** 0252085221
- **ISBN-13:** 978-0252085222

All USC students have access to the AP stylebook via the USC library.

([https://libproxy.usc.edu/login?url=http://www.apstylebook.com/usc_edu/.](https://libproxy.usc.edu/login?url=http://www.apstylebook.com/usc_edu/))

On Blackboard:

USC Library's Journalism Research Guide, which includes a link to the AP Stylebook

Other readings and videos will be uploaded to Blackboard and are listed in the Weekly Schedule, Course Breakdown.

Students will be graded on adherence to AP style in assignments, including when writing about race and ethnicity. The updated AP style guidelines include capitalizing Black and deleting the hyphen in terms such as Asian American.

The following style guides also will be available on BB:

NLGJA Stylebook on LGBTQ Terminology: <https://www.nlgja.org/stylebook/>

National Center on Disability and Journalism: <https://ncdj.org/style-guide/>

Native American Journalists Association: <https://najnewsroom.com/reporting-guides/>

National Association of Black Journalists: <https://www.nabj.org/page/styleguide>

Asian American Journalists Association: <https://aaja.org/2020/11/30/covering-asia-and-asian-americans/>

The Diversity Style Guide: <https://www.diversitystyleguide.com>

The NAHJ Cultural Competence Handbook: <https://nahj.org/wp-content/uploads/2020/08/NAHJ-Cultural-Competence-Handbook.pdf>

Transjournalist Style Guide: <https://transjournalists.org/style-guide/>

SPJ Diversity Toolbox: <https://www.spj.org/diversity.asp>

Annenberg has its own style guide that students can access through the app Amy the Stylebot on the Annenberg Media Center's Slack workspace. Annenberg's style guide is being developed with input from students, and whether or not students use our guide, they can provide valuable input here: <http://bit.ly/annenbergediting>

In addition, Annenberg Media's Guide for Equitable Reporting Strategies and Newsroom Style (<https://bit.ly/AnnMediaEquitableReportingGuide>) created by students, has detailed guidelines on thoughtful language and best practices for creating journalism respectful and reflective of a diverse world. Along with other useful resources, it can be found on Blackboard and is incorporated into Amy the Stylebot (mentioned above).

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.

News Consumption and Knowledge of Current Events

As journalists, you should keep up with what is happening on campus, in the Los Angeles area, in the United States and around the world. USC provides subscriptions for students, staff and faculty to The New York Times and the Los Angeles Times, as well as the Wall Street Journal.

Through the USC library, you have access to many regional news outlets and a variety of publications that cover specific communities. You should be familiar with publications covering the many communities of Los Angeles such as The Los Angeles Sentinel, The Los Angeles Blade, The Los Angeles Wave, La Opinión, L.A. Taco, The Eastsider, The Armenian Weekly, High Country News, the Asian Journal, and others. You should keep up with the Daily Trojan and uscannenbergmedia.com, including USC student-led verticals Dímelo and Black., listen to NPR and news radio, watch local and national television news, read news email newsletters, and push alerts and follow news organizations social networks, including Twitter, Instagram and TikTok. You're encouraged to sign up for Nieman Lab's newsletter, which publishes brief, readable articles on important issues in the media. Following the news will sharpen your judgment and provide good (and bad) examples of the state of mainstream journalism.

Grading

a. Breakdown of Grade

| Assignment | Points | % of Grade |
|---|------------|-------------|
| In-Class Assignments (Credit/No Credit) | 100 | 10% |
| Responses based on readings/videos (Credit/No Credit) | 100 | 10% |
| Pop-up Newsroom | 100 | 20% |
| Human-Centered Interview | 100 | 20% |
| Social Justice Video | 100 | 20% |
| Community callout and display | 100 | 20% |
| TOTAL | 600 | 100% |

b. Grading Scale

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

c. Grading Standards

Journalism

Our 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 news assignments.

“A” stories are accurate, clear, comprehensive stories that are well written and require only minor copyediting (i.e., they would be aired or published). Video work must also be shot and edited creatively, be well paced, and include good sound bites and natural sound that add flavor, color, or emotion to the story. Sources are varied, diverse and offer a complete view of the topic.

“B” stories require more than minor editing and have a few style or spelling errors or one significant error of omission. For video, there may be minor flaws in the composition of some shots or in the editing. Good use of available sound bites is required. Sources are mostly varied, diverse and offer a complete view of the topic.

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

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

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

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.

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

Add/Drop Dates for Session 001 (15 weeks: 8/22/22 – 12/2/22)

Link: <https://classes.usc.edu/term-20223/calendar/>

Friday, September 9: Last day to register and add classes for Session 001

Friday, September 9: Last day to drop a class without a mark of “W,” except for Monday-only classes, and receive a refund for Session 001

Friday, September 9: Last day to change enrollment option to audit for Session 001

Friday, September 9: Last day to change a Pass/No Pass to a letter grade for Session 001

Friday, September 9: Last day to purchase or waive tuition refund insurance for fall

Tuesday, September 13: 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, October 7: 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, November 11: Last day to drop a class with a mark of “W” for Session 001

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/viewings of videos must be done before each class session.*

Week 1 – Aug. 22 – What is “Community?” How “diverse” are communities? Why is coverage of communities so important? How has the news media failed its communities?

There are many types of “communities” and learning how to cover them well is the key to excellent journalism. It’s also key to our Democracy.

Class intros; review syllabus and course requirements. Review how Blackboard will be used.

Readings:

On Bb

Chapter 1, Son, “Far from the Tree: Parents, Children and the Search for Identity,” by Andrew Solomon.

Chapter 5, New Models, “Ghosting the News: Local Journalism and the Crisis of American Democracy,” by Margaret Sullivan.

Chapter 2, News for (and by) the Rich and White, “News for the Rich, White and Blue: How Place and Power Distort American Journalism,” by Nikki Usher.

In-Class:

Decide as a class which community to cover this semester. Break into small groups for pop-up newsroom assignment, which is due Sept. 12.

Homework:

Each small group decides on three possible locations to set up its pop-up newsroom.

Week 2 – Aug. 29 – Learning how to Cover a Community

No matter what beat you are assigned, you must learn how to dig into that “community.” We also will learn about to “connect” with community in Los Angeles through pop-up newsrooms and why community coverage matters.

Readings:

Wenzel, Chapter 3.

On Bb:

Video: [Diversity in Newsrooms Leads to Better Coverage.](#)

Chapter 1, Conceptual Understanding, “Cross Cultural Journalism: Communicating Strategically about Diversity,” by Maria E. Len-Rios and Ernest Perry.

In-Class: Review pop-up rubric.

Homework: Pop-Up report due Sept. 12. Upload in a Word doc to Bb.

Week 3 – Sept. 5 – Labor Day – No class

Homework: Work on pop-up, which is due next week (Sept. 12).

Week 4 – Sept. 12 – Learning how to Cover a Community

No matter what beat you are assigned, you must learn how to dig into that “community. We also will learn about to “connect” with community in Los Angeles through pop-up newsrooms and why community coverage matters.

Readings:

Wenzel, Chapter 3.

On Bb:

Video: [Diversity in Newsrooms Leads to Better Coverage.](#)

Chapter 1, Conceptual Understanding, “Cross Cultural Journalism: Communicating Strategically about Diversity,” by Maria E. Len-Rios and Ernest Perry.

[“Diversity is Correlated to Greater Financial Returns,”](#) by Hunt, Layton and Prince, Better News, Jan. 2015.

[‘Science Says Diversity Makes Us Smarter,’](#) by Katherine Phillips, Scientific American, October 2014.

In-Class: Reading/video responses.

Homework: Start looking for interview candidate; story due Oct. 10.

Week 5 – Sept. 19 – Building Trust in the News

Trust in news is low, which causes communities to turn away from news media. What are some strategies to start re-building trust?

Readings:

From Text:

Wenzel, Intro and Chapter 2.

On Bb:

“Why diverse online communities don’t trust journalists and seven ways to fix it,” by Lisa Armstrong, April 18, 2018, Knight Foundation.

“Why Should I tell you? A Guide to Less Extractive Reporting,” by Natalie Yahr, Center for Journalism Ethics.

In-Class:

Homework: Start looking for interview candidate for your community; story due Oct. 10.

Week 6 – Sept. 26 – Social listening for new voices, story ideas and audience/community engagement strategies

Social media has opened new doors for story ideas, sources, fact-checking, engagement, etc. We will look at researching a community through data and crowdsourcing and using various platforms such as YouTube, Twitter, Instagram, Facebook and SnapChat to engage in social listening for new voices and identify story ledes and audience engagement strategies.

Readings:**In Text:**

Wenzel Ch. 4

On Bb:

“Tik-Tok and the Evolution of Digital Blackface,” by Jason Parham, Aug. 4, 2020, Wired.

“JMR’s Participatory Journalism Playbook,” by Jesikah Maria Ross. March 23, 2019.

“How ‘Engaged’ Radio Journalism Helped a Community Tackle Suicide,” by Ross and Henry Current, Jan. 31, 2019. [Please note: This story includes information focuses suicide, as the title says].

In-Class: Search Instagram + TikTok for news ledes about your community.

Homework: Start working on your human-centered interview; story due Oct. 10.

Week 7 – Oct. 3 – What is human-centered design/interviewing

Unlike typical journalism interviews, which are aimed at extracting information, the human-centered design approach is to try put oneself in the shoes of those being interviewed and adopt their perspective.

Readings:**On Bb:**

“How Design Thinking Transformed Globe and Mail’s Newsroom, Audience Reach,” by Shelley Seale, IMMA, April 4, 2018.

“Human-Centered Design Helps Media Help Refugee Camp Youth,” by Seeman and Mong, April 27, 2016, JSK Journalism Fellowships.

In-Class: Role play.

Homework: Work on your Human-centered interview; story due next week Oct. 10.

Week 8 – Oct. 10 – Engagement through community events, callouts, partnerships, and outreach

Working with your community by partnering with them for events or making “callouts” can lead to successful journalism projects.

Readings:

In Text:

Wenzel Ch. 5

On Bb:

“Journalism and Libraries: ‘Both Exist to Support Strong, Well-Informed Communities,’” by Eryn Carlson, Neiman Reports, June 19, 2019.

“Meet Tik-Tok: How the Washington Post, NBC News, and The Dallas Morning News are the using of-the-moment platform,” by Christine Schmidt. Neiman Reports. June 18, 2019.

“How Cap Radio uses First-Person Narrative Documentaries to Share In-Depth Community Stories,” by Mary Anne Funk, The View from Here. July 9m 2018.

In-Class: Share lessons about human-centered interview story. Break into small groups for your callout and community display, due Oct. 31.

Homework: Human-centered interview due today.

Week 9 – Oct. 17 – Conversing with Community Online

In the age of social media, the era of misinformation, it is important to communicate with communities online. But how to do so in an accurate manner that does not spread misinformation?

Readings:

On Bb:

“Journalists Give Thumbs Down to Social Media,” by Greg Burns. Local News Initiative. Feb. 9, 2022.

In-Class: Share lessons from human-centered interview.

Homework: Human-centered interview due today. Start working on callout and community display, due Oct. 31.

Week 10 – Oct. 24 – What is Social Justice as it pertains to Journalism?

Readings:

On Bb:

“9 things to think about before creating your own social justice beat,” by Stephens, Gendron and McAndrew, Reynolds Journalism Institute, Mizzou. Feb. 10, 2022.

“How Journalists are Challenging Ideas of Objectivity While Empowering their Communities,” by Nicole Froio, Current, May 20, 2021

“A Reckoning Over Objectivity, Led by Black Journalists,” by Wesley Lowrey, New York Times,

“Redistributing Power in Communities Through Involved Journalism,” by P. Kim Bui, The Membership Puzzle Project, June 18, 2019.

In-Class: Reading responses.

Homework: Keep working on callout and community display, due Oct. 31.

Week 11 – Oct. 31 – Field Trip?

A class strip to the community we've chosen to cover.

Homework: Keep working on call out and community display, due today.

Week 12 – Nov. 7 – What is Structural Racism in Journalism?

Readings:

On Bb:

"Structural and Systemic Racism, Chapter 2, Reporting Inequality, Sally Lehrman and Venise Wagner.

In-Class:

Review of call out and community display, due last week.

Homework: Start thinking about your social justice video, due Dec. 12.

Week 13 – Nov. 14 – Learning how to cover a community Part II: Solutions Journalism

Readings:

In text:

Wenzel, Chapter 1.

On Bb:

"Why should I tell you? A New Guide Aims to Make Reporting Less Extractive," by Joshua Benton, Neiman Reports. May 8, 2019.

"Building Relationships in Undercovered Communities," Chapter 11, Reporting Inequality, by Sally Lehrman and Venise Wagner.

"White Reporters: It's Time to Pop Your Parachute and Share your Byline," by Erica Hensley, Scalawag.

In-Class:

Homework: Work on social justice video, due Dec. 12.

Week 14 – Nov. 21 – Guest Speaker – TBD

Readings:

In Text:

Wenzel, Conclusion

In-Class:

Homework: Work on social justice videos, due Dec. 12.

Week 15 – Nov. 28 – How to be an ally in the newsroom; Course wrap-up

The news industry – and newsrooms – are changing. As future industry leaders, what can you do to make sure the industry remains healthy and welcoming to all?

Course Wrap-up
Course Evaluation
Instructor Evaluation

Readings:

On Bb:

"A Moment for Change: Allies Can Make a Difference," By Jill Geisler. National Press Club.

"How to be an Ally in the Newsroom," by Emma Carew Grovum. Source. April 24, 2019.

In-Class: Screen first drafts of social justice videos.

Homework: Report on status of social justice video, due Dec. 12.

Final: Monday, Dec. 12, 2-4 p.m. Screen social justice videos.

Classes End: Dec. 2

Study Days: Dec. 3-6

Final Exams – Dec. 7-14

Winter Break – Dec. 15 – Jan. 8

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, <https://policy.usc.edu/research-and-scholarship-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

<https://eeotix.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/note takers/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://annenbergscholarships.usc.edu/current-students/resources/annenbergscholarships-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.

Annenberg Student Emergency Aid Fund

<https://annenbergscholarships.usc.edu/current-students/resources/annenbergscholarships-and-awards>

Awards are distributed to students experiencing unforeseen circumstances and emergencies impacting their ability to pay tuition or cover everyday living expenses. These awards are not intended to cover full-tuition expenses, but rather serve as bridge funding to guarantee students' continued enrollment at USC until other resources, such as scholarships or loans, become available. Students are encouraged to provide as much information in their application, as well as contact their academic advisor directly with questions about additional resources available to them.

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*, *USA Today's Hispanic Living* 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 served as Associate Director of the J-School for four years.