



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

Fall 2022 – Tues./Thurs. – 2-3:20 p.m.

Section: 35446R

Location: CPA 208

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/Ella

Course Description

Welcome to GESM 131g (Seminar in Social Analysis: Media and the Latinx Community). During this first-year seminar we will work on understanding the social, economic, and cultural forces that have shaped the U.S. news media's changing coverage of the Latinx community, the largest racial/ethnic group in the country. We will seek to explain the causes and consequences of a wide range of complex phenomena that have impacted the portrayal of the Latinx community including economics, politics, language, and social/cultural settings. We will explore how individual and collective human action have shaped the news media landscape, as well as the impact of race, class, ethnicity, language, immigration status and gender on the journalism profession. The period covered is the mid-1800s to present day.

Spanish-language, bilingual news and Latinx-focused media of all types will be analyzed including newspapers and magazines, online publications, radio/podcasting, and broadcast media. We also will *briefly* touch upon news media coverage of Latinx images in television and film. We also will examine how expanding media technologies, and increasing emphasis on target marketing and advertising, are influencing the number of Latinx media outlets in the United States.

We will welcome guest speakers in person and via Zoom.

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

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

By the end of this course, you should be able to recognize the size and importance of the Latinx community, the history and economic impact of the media outlets that serve Latinos and design a qualitative social science project focused on the U.S. media and the Latinx community.

We will analyze qualitative case studies and work in small groups in class to understand various aspects of qualitative research.

Student Learning Outcomes

Learning Objectives

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

- *Apply* a qualitative method of social analysis to the study of U.S. media and the Latinx community.
- *Understand* the usefulness and accuracy of qualitative data in explaining social phenomena.
- *Write* a literature review.
- *Demonstrate* how theory is applied in a research project.
- *Demonstrate* the interplay between human action and organizations (Latinx journalists and media outlets) and social and cultural settings (political, geographic, linguistic, era) through papers (a midterm and final paper/qualitative project design), class discussions, and a class presentation/group project.

Description and Assessment of Assignments

Learning objectives will be measured by:

- A class presentation (done in pairs or groups of three) that involves selecting a theory to discuss. A template will be uploaded to Bb. This will be graded as complete/incomplete. (Understand the usefulness and accuracy of theory to help explain social phenomena in qualitative studies).
- Four 1- to 2-page reflective papers based on class readings that reflect upon the main ideas presented. Thoughtful responses are descriptive, comparative, and critical/evaluative. Write your own thoughts, experiences, and connections with the readings. Use APA style. Even if you can't attend class, reflective papers must be uploaded to Bb on the assigned date. Examples and a rubric will be uploaded to Bb. (Demonstrate interplay between Latinx journalists and cultural settings; Understand usefulness, accuracy, of qualitative data).
- A 5–7-page midterm paper, not counting notes and bibliography, that is modeled after a literature review that should be used in conjunction with your final project. This may involve working with journalism librarian Chimene Tucker (cetucker@usc.edu) for help with research. APA style is required.
- A 10–15-page final project, not counting notes and a bibliography, that involves designing a qualitative project focused on a Latinx media topic. You do not have to complete the research project, but you will have to describe the project, develop research questions, choose a theory to use, complete a literature review (you may use the one you completed for the midterm), propose a methodology and write an interview script. (Apply qualitative method; Understand usefulness, accuracy, of qualitative data. Demonstrate interplay between Latinx journalists and cultural settings).

Course Notes and Policies

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

Description and Assessment of Assignments

- A class presentation (done in pairs or groups of three) of a media theory
- Four 1- to 2-page reflective papers
- Complete in-class assignments.
- A 5–7-page midterm/literature review
- A 10–15-page qualitative project design

Deadlines (please plan accordingly)

- Sept. 13 – Midterm/Lit Review Proposal (Credit/No Credit)
- Sept. 15 – Reflection Paper No. 1
- Sept. 29 – Midterm/Lit Review Draft (Credit/No Credit)
- Oct. 6 – Midterm/Lit Review Final
- Oct. 18 – Reflection Paper. No. 2
- Nov. 1 – Final Project Proposal (Credit/No Credit)
- Nov. 3 – Reflection Paper No. 3
- Nov 17 – Final Project Draft (Credit/No Credit)
- Nov. 29 – Reflection Paper No. 4
- Dec. 8 – Final Project
- Group Presentations depend on when you sign up (Credit/No Credit)
- In-class assignments

Required Readings

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

ISBN-10: 111900361X

ISBN-13: 978-1119003618

On Blackboard:

APA Style website

USC Library's Journalism Research Guide

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

Grading

Breakdown of Grade

Assignment	Points	% of Grade
Class Presentation; in-class activities (Credit/No Credit)	100	15%
Reflective Papers (Each paper = 5%)	100	20%
Midterm Paper (Draft = 5% Credit/No Credit)	100	30%
Final Project Proposal (Draft = 5% Credit/No Credit)	100	35%
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

Grading Standards

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

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

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

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

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

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

Grading Timeline

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

Assignment Rubrics

Rubrics for each assignment will be posted on Bb.

Assignment Submission Policy

- A. All assignments are due on the dates specified. Lacking prior discussion and agreement with the instructor, late assignments will automatically be downgraded one full letter grade for every week they are late.
- B. Assignments must be submitted via Blackboard in a Word doc. No PDFs or Google docs, please.

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

Week 1 – Aug. 23 – Media and the Latinx Community

The listed readings/videos should be read/viewed before each class session

Class introductions

Review syllabus/course requirements

How to use Blackboard

The importance of language and the use of “Latinx” and “Latine” vs. “Latino” and “Hispanic”

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

Discuss what we mean by “news media” vs. “entertainment media”

Readings:

Articles On Bb:

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

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

Videos on Bb:

“What’s the Difference Between Hispanic, Latino and Hispanic?” <https://www.youtube.com/watch?v=gs2tdjzla8Y>

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

In-class:

Instructor will randomly assign students to work in pairs or groups of three for the class presentation on theories. Each group must sign up for a date to present using the designated Google doc on Bb. You may pick a theory from a pre-vetted list.

Aug. 25 – Qualitative Research and Theory; How to use the USC Library databases

Guest Speaker – USC Librarian Chimene Tucker

How is qualitative research different from quantitative research?

How is theory used in qualitative research?

How is qualitative data used researchers?

How can you use USC’s rich array of databases?

Readings:

From Text:

Merriam & Tisdell, Chapter 1, “What is Qualitative Research?”

Articles on Bb:

Introduction, The State of Latino Media report.

In-Class:

Use USC databases to find journal articles about media and communication theories.

Homework: Have your team choose to theory to research. Write it down on the Google doc.

Week 2 – Aug. 30 – How to Write Literature Review

A key skill is learning how to review original research published in academic journals and its relationship to theory. It also helps researchers detail previous research that has been conducted and put into context their own research. It involves using databases to find primary sources and using specific conventions. Ideally, you will use the Lit Review you write as your midterm as part of your Final Project Proposal.

Readings:

Articles on Bb:

Writing Literature Reviews, Chapter 3, "Selecting a Topic and Identifying Literature for Review."

[Sample Lit Reviews](#)

Literature Review Template

In-Class:

Have your team sign up for a date to present your theory. Write it down on the Google doc.

Homework: Research your theory; start thinking about a possible topic for your midterm/Lit Review that can be used for your Final Project (yes, I know it's early).

Sept. 1 – Latinidad and colorism in the media

The issue of "Latinidad" and "colorism" within Latino communities is being discussed now more than ever before. Does Latinidad even exist?

Videos:**On Bb:**

[The Problem with Latinidad](#)

[The Anti-Blackness of Latinidad](#)

Audio on Bb:

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

Articles on Bb:

"Latinidad is Cancelled," by Tatiana Flores. Latin America and Latinx Visual Culture, 2021.

Homework:

Midterm proposals due Thursday, Sept. 13.

Week 3 – Sept. 6 – Qualitative Research Design

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

Readings**From Text:**

Merriam & Tisdell, Chapter 2, "Six Common Qualitative Research Designs," Chapter 3 "Expanding the Qualitative Paradigm: Mixed Methods, Action, Critical, And Arts Based Research."

Videos on Bb:

Qualitative research

In-Class: Small groups – Propose a research project involving Latino media using one of the designs outlined by Merriam & Tisdell.

Homework: Work on midterm ideas.

Sept. 8 – The Latinx Community and Early Newspapers

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

newspapers such as *El Clamor Público* following the 1848 Treaty of Guadalupe Hidalgo; and the evolution of immigrant, labor, religious, and activist Latino newspapers.

Readings:

On Bb:

“Spanish-language Media in America: Background, Resources and History,” by Félix Gutiérrez, *Journalism History*, 1977.

In-class:

Review rubrics, examples, for reflective papers.

Homework:

Work on midterm ideas; Proposal due Tuesday, Sept. 13. Reflective Paper No. 1 is due Thursday, Sept. 15. You may reflect on any reading or video you have read or watched since Week 1.

Week 4 – Sept. 13 –Journalism and Latino/a/x Journalists

Latinos comprise a huge and growing segment of the U.S. population. However, the number of Latinx reporters in newsrooms is shrinking, and coverage of Latinx communities remains problematic. The number of newspapers and magazines also are lower than ever. However, technology and the changing economic model has led to a digital revolution. Non-profits are also filling the gap.

Readings:

On Bb:

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

[“Here’s the State of Hispanic Media Today – and Where it Goes from Here.” \(Review the Summary, Pgs. 4-6\).](#)

Homework: Midterm/Lit Review proposals due today; draft is due Sept. 29. Upload to Bb in a Word doc. Reflection No. 1 due Thursday, Sept. 15. Upload to Bb in a Word doc.

Sept. 15 – Designing your Study and Selecting a Sample

Exploring different research designs. Finding a topic, narrowing down your research questions and finding a sample that you have access to and can work with in an ethical manner.

Readings

From Text:

Merriam & Tisdell, Chapter 4 “Designing your Study and Selecting a Sample.”

Article on Bb:

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

In-Class: Small groups analyze Ryan article on Bb.

Homework: Reflection No. 1 is due today. Upload to Bb in a Word doc. Midterm/Lit Review draft is due Sept. 29.

Week 5 – Sept. 20 – Individual student meetings to work on midterms. Sign up on Google doc.

Sept. 22 – Individual student meetings to work on midterms. Sign up on Google doc.

Week 6 – Sept. 27 – Individual student meetings to work on midterms. Sign up on Google doc.

Sept. 29 – Designing a Study

How to design a study (develop a research question or questions) and select a sample of people or phenomena to study. Tip: Keep it simple and focused.

Readings:

From Text:

Merriam & Tisdell, Chapter 4, “Designing Your Study and Selecting a Sample.”

Article on Bb:

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

In-class: Small groups analyze Brown & Roeme article on Bb.

Homework: Midterm/Lit Review **draft** due today. The **final** is due Oct. 6.

Week 7 – Oct. 4 – Interviews, Observation, Documents, Artifacts

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

Readings:

From Text:

Merriam & Tisdell, Chapter 5 “Conducting Effective Interviews,” Chapter 6 “Being a Careful Observer, and Chapter 7 “Mining Data from Documents and Artifacts.”

On Bb:

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

In-class: Small groups analyze the Stamps article on Bb.

Homework:

Reflective Paper No. 2 due Tuesday, Oct. 18. You may reflect on any reading or video you have read or watched since Sept. 15.

Oct. 6 – Observation Exercise

We will meet in class but then students will be sent out to various locations throughout campus to “observe” for 30 minutes and then come back and write thick descriptions of what they see, hear, smell, etc.

Readings:

On Bb:

Examples from past exercises.

In-Class: Write up observations.

Homework: Midterm/Lit Review final is due today. Reflective paper No. 2 due Oct. 18.

Week 8 – Oct. 11 – The Latinx Community and Television News

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

Readings:

On Bb:

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

In-class: Guest Speaker – Rebecca Aguilar, former TV reporter and current President of the Society of Professional Journalists and founder of the Latinas in Journalism Facebook group.

Homework:

Reflective Paper No. 2 due Oct. 18.

Oct. 13-14 (Fall Recess – No Class)

Week 9 – Oct. 18 – The Latinx Community and Radio News

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

Readings:

On Bb:

“A Different Kind of Bid to Win Over the Spanish-Language Media Audience,” By Graciela Mochkofsky, [The New Yorker](#). 2022.

“Spanish-Language Radio and Issue Advertising: Targeting Latinos during the 2018 Elections,” By Terry and Severino, *Journal of Radio & Audio Media*, 2020.

In-Class: In small groups analyze the Terry and Severino article.

Homework: Reflective Paper No. 3 due Nov 3. You may reflect on readings and videos since Oct. 18.

Oct. 20 – The Latinx Community and Digital Media

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

Readings:

On Bb:

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

[Facebook Diversity Report: Efforts Still Failing Black and Hispanic Employees, Especially Women Latino Social Media and Digital Usage 2018](#)

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

In-Class: In small groups, analyze the

Homework: Reflective Paper No. 3 due Nov. 3.

Week 10 – Oct. 25 – Data Analysis, Validity and Ethics; Final Project Proposal

We'll outline what you'll need to submit for your final project proposal.

Readings:

From Text:

Merriam & Tisdell, Chapter 8 "Qualitative Data Analysis, Chapter 9 Dealing with Validity, Reliability and Ethics and

On Bb:

"Stereotypes of Race and Nationality: A Qualitative Analysis of Sports Magazine Coverage of MLB Players," by Andrea N. Guerin, *Journal of Sports Management* 2011.

In-Class: Discussion of final project ideas. In small groups, analyze the Guerin article.

Homework: Final Project proposal due Nov. 1. Upload to Bb in a Word doc.

Oct. 27 – Writing about your Findings

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

Readings:

From Text:

Merriam & Tisdell, Chapter 10 "Writing Up Qualitative Research."

On Bb:

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

In-Class: Analyze the Clark and Monseratte article on Bb.

Homework: Work on Final Project proposal. Due Nov. 1. Reflection No. 4 due Nov. 29.

Week 11 – Nov. 1 – Latinos, Advertising and Marketing

Advertising has become a multi-billion-dollar business with many niche "experts," including agencies that focus specifically on the Latinx market. Ads come in English, Spanish, or a mix of both in what is called Spanglish. But what's more effective – inclusion by diversifying general market advertising? Or creating specific advertising for different communities? Ads, of course, are tied to marketing. What influential and long-lasting actions have impacted Latinx media in the U.S.? How have companies tried to capture a share of the huge Latino market in the U.S.? What impact has social media had?

Readings:

On Bb:

"Representation Matters: An Illustrated History of Race and Ethnicity in Advertising," by Judy Foster Davis, *Advertising & Society Quarterly*. 2020.

In-Class: Prepare questions for next week's speaker.

Homework: Final Project proposal due today. Upload in a Word doc to Bb. Draft of final project due Nov. 17.

Nov. 3 –

Guest Speaker: Arturo Carmona, Founder of the Latino Media Collaborative.

Readings:**On Bb:**

“Non-Profit Journalism Finally Builds Scale,” by Jim Friedlich, [Nieman Reports](#). 2021.

“The troubling new void in local journalism — and the nonprofits trying to fill it,” by Elaine Izadi. [The Washington Post](#).

In-Class: Prepare questions for next week’s speaker.

Homework: Reflection Paper No. 3 is due today.

Week 12 – Nov. 8 – A Qualitative Research Project, from Conception to Publication.

Guest Speaker – Jessica Retis, Director of the University of Arizona School of Journalism, author of several books, and qualitative researcher extraordinaire!

Readings:**On Bb:**

“Mapping digital-native U.S. Latinx news: Beyond geographical boundaries, language barriers, and hyper-fragmentation of audiences,” By Jessica Retis and Lourdes M. Cueva Chacón. International Symposium on Online Journalism, 2021.

In-Class: Prepare questions for speaker on Nov. 22. Sign up for individual meetings re: final.

Homework: Draft of final project due Nov. 17. Reflection Paper No. 4 due Nov. 29. You may reflect on any readings, videos, or guest speakers since Nov. 3.

Nov. 10 – Individual student meetings to work on final. Sign up on Google doc.

Week 13 – Nov. 15 – Individual student meetings to work on final. Sign up on Google doc.

Nov. 17 – Individual student meetings to work on final. Sign up on Google doc.

Homework: Draft of final project due today. Please upload in a Word doc to Bb.

Week 14 – Nov. 22 – The Latinx community, Social Media and Community Engagement

Guest speaker: Laura Maria Gonzalez, award-winning multimedia journalist.

Readings:**On Bb:**

“To Tweet for Solidarity or Just Report the News? Comparing Social Media Strategies of Spanish- and English-language TV Networks,” by Lourdes Cárdenas, Celeste González de Bustamante, and Jessica Retis. *Television & New Media*, 2021.

Homework: Draft of final project due today. Upload to Bb in a Word doc.

Nov. 24 – (Thanksgiving Break – No Class)

Week 15 – Nov. 29 – The Latinx Community and Entertainment Media

Readings:

On Bb:

“Latinos largely absent across media; Federal study shows underrepresentation in the entertainment and news industries” by Daniel Hernandez, Los Angeles Times, 2021.

“Hispanic and Latino Representation in Film: Erasure On Screen & Behind the Camera Across 1,300 Popular Movies,” by Ariana Case, Zoily Mercado & Karla Hernandez. USC Annenberg Inclusion Initiative.

Homework: Reflection No. 4 due today. Keep working on your final project.

Dec. 1 – Student Presentations of Final Projects; Course Wrap Up

Although the final versions aren’t due until Dec. 8, students will share what they are working on and what they have found so far.

Course and instructor evaluations

Final Exam Period – Thurs., Dec. 8, 2-4 p.m.

Summative experience

Homework: FINAL Project Due Thurs., Dec. 8, by 4 p.m.

Please upload to Bb in a Word doc.

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.

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 before returning to faculty.