



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

Fall 2023 – Tues. & Thurs. – 2-3:30 p.m.

Section: 35445R

Location: Leavy Library 3B

Instructor: Laura Castañeda, Ed.D.

Office: ASC 121-C

Office Hours: Tues/Thurs, 3:30-4:30 p.m. or by appointment

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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. But please note we will not focus heavily on *entertainment media*. The focus of this course is *news media*. 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 also will discuss the best and worst ways to use tools such as AI ChatGPT in courses. For now, here's my policy:

- **Limited/Specified Use**
 - Students must obtain permission from me before using AI composition software (like ChatGPT) for any assignments in this course. Using these tools without my permission puts your academic integrity at risk.

- The use of generative AI tools (e.g., ChatGPT, Dall-e, etc.) is permitted in this course for the following activities:
 - Brainstorming and refining your ideas.
 - Fine tuning your research questions.
 - Finding information on your topic.
 - Drafting an outline to organize your thoughts; and
 - Checking grammar, style, and APA citations.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating anyone in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs, or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited to stay within university policies on academic honesty. Any assignment that is found to have used generative AI tools in unauthorized ways will result in a 0 grade. When in doubt about permitted usage, please ask for clarification.

How do you cite the use of generative AI? At the end of a paper or assignment, add a “Generative AI Disclosure” and link to the chat history.

Example:

Generative AI Disclosure: This assignment was supported by use of the AI platform, ChatGPT. Specifically, I used Chat 3.5 to assist in the title creation (link here), although the final title was modified slightly. I also used Chat GPT to give me grammar feedback (link here). I implemented the chatbot’s recommendations.”

As your instructor, I am committed to creating a classroom environment that welcomes all students, regardless of race, gender, religious beliefs, etc. We all have implicit biases, and I will try to continually examine my judgments, words, and actions to keep my biases in check and treat everyone fairly. I hope that you will do the same, that you will let me know if there is anything I can do to make sure everyone is encouraged to succeed in this class.

I wish to acknowledge that USC occupies traditional and unceded land of the Gabrielino/Tongva/Kizh people. I honor both the path they have shown in caring for this place for the generations to come and their ongoing struggle for recognition and justice.

Student Learning Outcomes

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

- *Apply* a qualitative method of social analysis to the study of U.S. news 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. (Understand the usefulness and accuracy of theory to help explain social phenomena in qualitative studies).

- Four short papers responding to prompts that will help you decide on and build a research project. (Demonstrate interplay between Latinx journalists and cultural settings; Understand usefulness, accuracy, of qualitative data).
- Questions prepared for guest speakers in advance of their visits.
- In-class exercises (if you miss class, you cannot make them up).
- A 5-page midterm paper, not counting notes and bibliography, where you will propose a qualitative research project of your choice.
- A 10–15-page final project, not counting notes and references, that involves designing a qualitative project focused on a Latinx news 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**, 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.

Deadlines (please plan accordingly)

- Sept. 5 – Paper No. 1 (Research Topic)
- Sept. 19 – Paper No. 2 (Research Design)
- Oct. 3 – Paper No. 3 (Theory for Analysis)
- Oct. 10 – Paper No. 4 (Research Questions)
- Oct. 19 – Midterm (Qualitative Project Proposal)
- Nov 14, 16, 28 – (First drafts of Lit Reviews)
- Nov. 30 – Group theory presentations
- Dec. 7 – Final Paper due at 4 p.m.

Required Readings, hardware/software, laptops, and supplementary materials.

Text: “Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact,” by Sarah J. Tracy. Wiley Blackwell. Second Edition. 2020.
ISBN: 9781119390787

(I will place a copy of this text on reserve in Leavy Library).

On Blackboard:

APA Style website

[USC Library’s Journalism Research Guide](#)

[Using Generative AI in Research](#)

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

Grading

a. Grading Breakdown

Assignment	Points	% of Grade
Four short papers (100 pts each; 5% each)	400	20%
Midterm Project Proposal	100	20%
Lit Review Draft	100	10%

Final Paper (including Lit Review)	100	30%
In-class Assignments	100	10%
Questions for Guests	100	10%
TOTAL	100	100%

b. Course Grading Scale

Letter grades and corresponding point value ranges.

Letter grade and corresponding numerical point range		
95% to 100%: A	80% to 83%: B-	67% to 69%: D+ (D plus)
90% to 94%: A- (A minus)	77% to 79%: C+ (C plus)	64% to 66%: D
87% to 89%: B+ (B plus)	74% to 76%: C	60% to 63%: D- (D minus)
84% to 86%: B	70% to 73%: C- (C minus)	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

- 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.
- Assignments must be submitted via Blackboard in a Word doc. No PDFs or Google docs, please. *If you submit your assignment in a PDF or Google doc, I will automatically deduct 10 points.*

Add/Drop Dates for Session 001

(15 weeks: 8/21/2023 – 12/01/2023; Final Exam Period: 12/6-13/2023)

Link: <https://classes.usc.edu/term-20233/calendar/>

Last day to add: Friday, September 8, 2023

Last day to drop without a mark of "W" and receive a refund: Friday, September 8, 2023

Last day to change enrollment option to Pass/No Pass or Audit: Friday, September 8, 2023 [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, September 12, 2023

Last day to withdraw without a "W" on transcript or change pass/no pass to letter grade: Friday, October 6, 2023 [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, November 10, 2023

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

Tues., Aug. 22 – Introduction to class, course requirements, using Blackboard

Getting to know each other – and what's in store the rest of the semester.

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.

Thurs., Aug. 24 – News Media and the Latinx Community

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 (Readings, etc. should be completed before class on the day they are listed on the syllabus):

Text: Tracy, Chapter 1.

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>

Homework: Due Sept. 5: Paper No. 1 with a possible research topic. Include a list of at least 7-10 related scholarly articles on the topic.

Week 2

Tues., Aug. 29 – What is qualitative research?

How is qualitative research different than quantitative and other types of research?

Readings:

Text: Tracy, Chapter 2.

Thurs., Aug. 31 – How to use USC's vast array of databases

Journalism Librarian Chimene Tucker will show us how to use USC's vast array of databases to conduct research more efficiently.

Readings:

On Bb:

Review the Journalism Resource Guide.

Week 3

Sept. 5 – Paradigms and approaches to qualitative research (huh)?

Don't let the fancy words scare you. We'll discuss the various ways to think about and approach qualitative studies.

Readings:

Text: Tracy, Chapter 3.

Due today: Paper No. 1 with a possible research topic. Include a list of at least 7-10 related scholarly articles on the topic. Paper No. 2 with possible research design and reasons for choosing this design outlined due Sept. 19.

Sept. 7 – “Latinidad” and “Colorism” in the media (news and otherwise)

The issue of “Latinidad” and “colorism” within Latino communities is being discussed now more than ever before. Does Latinidad even exist? How are both portrayed in news and entertainment media?

Readings:

On Bb:

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

Videos/Audio on Bb:

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

[The Problem with Latinidad](#)

[The Anti-Blackness of Latinidad](#)

Week 4

Sept. 12 – Qualitative Research Design

Fieldwork, interviews, ethics and creating a research proposal – it's a step-by-step process.

Readings:

Text: Tracy, Chapter 4.

Sept. 14 – News Media 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:

[“Report: Latino Representation in Media Barely Budged in Past Decade,”](#) by Russell Contreras. Axios.

[Elevating Latino experiences and voices in news about racial equity](#), Berkeley Media Studies Group.

Readings on Bb:

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

Week 5

Sept. 19 – Building Trust with Communities

Access and consent are key when conducting qualitative research

Readings:

Text: Tracy, Chapter 5

Due today: Paper No. 2 with possible research design and reasons for choosing this design outlined. Paper No. 3 due Oct. 3. where you choose a theory that you will use for your paper.

Sept. 21 – The Latinx Communities 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.

Guest: Journalism Prof. Emeritus Félix Gutiérrez.

Readings on Bb:

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

Week 6

Sept. 26 – Notes and visuals

Like good journalists, good qualitative researchers must learn how to take good notes – written, visual and audio, if appropriate, to add to their work.

Readings: Tracy Chapter 6.

Sept. 28 – The Latinx Community and Television News (Please note: We will hold this class session over Zoom as I will be out of town for a conference).

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.

Guest: Rebecca Aguilar, former TV reporter, first Latina President of the Society of Professional Journalists, and founder of the Latinas in Journalism Facebook group. **(Unconfirmed)**

Readings on Bb:

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

Week 7

Oct. 3 – Interviewing for qualitative research

Interviews can be open, semi-structured or highly structured. But no matter how you decide to conduct interviews, you must carefully design them based on what you hope to achieve. They also are built around your research questions, which we will discuss today.

Readings:

Text: Tracy, Chapter 7.

Homework: Paper No. 3 due today. Paper No. 4 due Oct. 10 and should include 1-3 research questions.

Oct. 5 – 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.

Guest: Brian de los Santos (unconfirmed)

Readings:

On Bb:

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

Week 8

Oct. 10 – Interviews (yes, there are many different types). Please note: This class will be pre-recorded as I will be out of town and in a location with iffy internet.

The best interviews are in person and in the field. But sometimes you must make do with interviews obtained in any fashion, whether they are over the telephone, email or Zoom.

Readings:

Text: Tracy, Chapter 8.

Paper No. 4 due today and should include 1-3 research questions. Your midterm, which is a proposal for a qualitative research project, is due Oct. 17 after fall recess.

Oct. 12 – No class (Fall Recess)

Week 9

Oct. 17 – Data Analysis

Once you have your data, you need to find a way to organize it and make sense of it all.

Text: Tracy, Chapter 9.

Midterm Due today: Please be sure to upload your qualitative research proposal in a Word doc to Blackboard.

Oct. 19 – 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.

Week 10

Oct. 24 – Interpreting your Data

We discuss six approaches for analyzing including narratives and metaphors.

Readings: Tracy, Chapter 10.

Oct. 26 – 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. That’s the good news. There’s also bad news.

Readings on Bb:

[“Latinos More Likely to Get, Consume and Share Online Misinformation, Fake News,”](#) by Nicole Acevedo. NBC News.
[“Why Spanish-Language Mis- and Disinformation is a Huge Issue in 2022.”](#) Brookings Institution.

Week 11

Oct. 31 – Writing a high-quality paper based on your data

Putting your data together in a comprehensible, readable, and thoughtful manner isn’t as hard as it seems. Most scholarly papers (and college papers) follow some basic guidelines and templates.

Readings:

Text: Tracy, Chapters 11 and 12

Nov. 2 – The Latinx community, Social Media and Community Engagement

It's more important now than ever for journalists to establish trust with the communities they cover. How is this being done in the Latino community in Los Angeles?

Guest: Laura Maria Gonzalez, award-winning multimedia journalist and USC Annenberg adjunct instructor.

Week 12

Nov. 7 – How to write a classic 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:

Text: Tracy, Chapters 13 and 14

On Bb:

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

[Sample Lit Reviews](#)

Literature Review Template

Nov. 9 – 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

Week 13

Nov. 14 – Individual student meetings to discuss final paper

Nov. 16 – Individual student meetings to discuss final paper

Please note: First drafts of your Literature Reviews are due before our individual meetings.

Week 14

Nov. 21 – Latinos in Entertainment Media

The lack of Latinos in front of and behind the camera is outrageous now, given the size of the U.S. Latino population. Even when someone breaks out of the pack – Eva Longoria directing *Flamin' Hot* – there's controversy.

Readings:

On Bb:

["How Director Eva Longoria Addresses the Flamin' Hot Controversy,"](#) by Yolanda Machado, EW.

["Why the Flamin' Hot Movie is both Pandering and Pernicious,"](#) by Gustavo Arellano. Los Angeles Times.

"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.

Nov. 23 – No Class (Happy Thanksgiving)

Week 15

Nov. 28 – Individual student meetings to discuss final paper

Please note: First drafts of your Literature Reviews are due before our individual meetings.

Nov. 30 – Last day of class!

Group presentation on theories. Although your final papers aren't due until Dec. 7, students will share what they are working on.

Course and instructor evaluations

Final due Thurs., Dec. 7, at 2-4 p.m. Please upload in a Word doc to Blackboard.

Summative experience

Classes End: Dec. 1

Study Days: Dec. 2-5

Final Exams – Dec. 6-13

Winter Break – Dec. 14-Jan. 7

Statement on Academic Conduct and Support Systems Academic

Conduct

The USC Student Handbook (https://policy.usc.edu/wp-content/uploads/2022/09/USC_StudentCode_August2022.pdf)

Academic Integrity

USC's Unifying Value of integrity is a foundational principle that inspires the community to match its values to its actions. Academic integrity is ultimately the sole guarantor of the legitimacy of one's education, and therefore, is vitally important not just for oneself, but for the entire USC community. The value of all USC degrees is negatively impacted by violations of academic integrity. In the classroom, general principles of academic integrity include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles.

Academic Integrity violations (academic dishonesty) include, but are not limited to: Plagiarism and Cheating

- The submission of material authored by another person but represented as the student's own work, whether that material is paraphrased or copied in verbatim or near-verbatim form.
- Re-using any portion of one's own work (essay, term paper, project, or other assignment) previously submitted without citation of such and without permission of the instructor(s) involved.
- Improper acknowledgment of sources in essays or papers, including drafts. Also, all students involved in collaborative work (as permitted by the instructor) are expected to proofread the work and are responsible for all particulars of the final draft.
- Acquisition of academic work, such as term papers, solutions, or other assignments, from any source and the subsequent presentation of those materials as the student's own work, or providing academic work, such as term papers, solutions, or assignments that another student submits as their own work.

USC School of Journalism Policy on Academic Integrity

https://catalogue.usc.edu/preview_entity.php?catoid=16&ent_oid=3459

"Since its founding, the 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."

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.

Students and Disability Accommodations:

USC welcomes students with disabilities into all the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the

semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273- 8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086

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.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity, and Inclusion - (213) 740-2101

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

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) 442-1200 – 24/7 on call

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

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.

Annenberg Student Emergency Aid Fund

<https://annenberg.usc.edu/current-students/resources/annenberg-scholarships-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, Equity, Inclusion 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.