

USC Annenberg ^{ting}

3 Units

Spring 2024 – Mondays – 5-7:30 p.m.

Section: 21569R

Location: ASC 230

Instructor: Afua Hirsch

Office: ANN 414D

Office Hours: By appointment

Contact Info: achirsch@usc.edu

Pronouns: she/her

Course Description

At a time of unprecedented scrutiny on the role of international media and reporting, this course is designed to introduce students to some of the most influential news coverage of past and present, equipping them to cover global events with a sophisticated and nuanced approach. This course teaches students how to create foreign affairs reports that educate, entertain and impact world affairs, while also interrogating the traditions of this historic form of journalism from a truly intersectional and progressive perspective.

The key requirement for this course is curiosity: about the world, about how its affairs are reported by journalists, and about how those reports are changing. Students will gain insight into the history of international journalism, how and why foreign correspondents have been a prestigious and fundamental feature of newsrooms. They will learn that this is an area of journalism in tremendous flux, and gain an understanding of the realities of life as a foreign correspondent - how globalization has changed the ways in which the world is reported, and the unique challenges and opportunities for journalists involved.

This course will tackle discursive questions about the ethics of news reporting, and the difficulties – of safety, balance, authority – in covering war and conflict. Can journalists, should journalists, be impartial in the face of the increase in violence evident in many parts of the world? What does responsibility mean in the midst of humanitarian crisis, war and terrorist events? How can a journalist navigate relationships with corporates and nonprofits in a foreign reporting space?

Students will analyze and critique foreign affairs coverage, its relationship to structural systems such as democracy, foreign policy, and social inequality, and how significant events in the world are reshaping patterns of news media consumption. Is the balance of content a constructive reflection of our societies? Do we have too much reporting of violence, crisis and political conflict, and not enough coverage of the environment, health, social inequality, and lifestyles?

Underlying these questions are big issues facing all journalists, about whose gaze prevails, what impartiality means in increasingly diverse newsrooms where consumers of news demand authenticity, and how race, gender and class have particularly shaped our reporting of other parts of the world.

This course will be a fast-paced and engaging immersion in a fascinating area of journalism. Each student will report on a Los Angeles story relating to foreign affairs, written as a news story, a magazine news feature, or produced as a broadcast report. They will research, analyze and critique foreign affairs coverage by various news organizations, critiquing their validity and background, considering intersectional perspectives and outcomes, covering humanitarian emergencies, effects of visual images, new media technologies, and others.

Student Learning Outcomes

- Students will be able to engage with, understand and discuss stories from across a range of regions and continents
- Students will be able to describe how systemic biases (race, gender, faith etc.) operate in foreign reporting and identify past and current examples of this in
- Students will learn to gather facts, background and context

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- Students will learn how to orally and in writing pitch a piece of reporting, strategies for garnering newsroom support for a story, and how to develop a newsworthy angle
- Students will develop confidence in approaching and interviewing sources
- Students will learn how to craft an extended news piece or news feature for print, audio or video

Recommended Preparation: course work or background that is advisable, not mandatory

Please come to this class with a demonstrated interest in international journalism, with international news stories you have been following, and informed perspectives on how the global news media works and your personal experience of engaging with it. See list of suggested news outlets below

Description and Assessment of Assignments

- Following international news in print and TV is mandatory and each week you will be expected to discuss a news story you have been following in the global news media including the British and European media, Africa, Asian, Spanish, Latin American and Middle Eastern media outlets. (see below for list of recommended outlets). You will be graded on class performance based on effort and willingness to discuss and engage in international events. Your ability to gain insight into cultures and regions that offer different perspectives and experiences is an important part of this learning.
- You will sometimes be asked to compare the coverage of an international story in the US media with that of the country where the events are taking place
- You will write a print hard news piece, news feature or produce a broadcast news story for this class. That task will be broken down into separate assignments to help guide you through the process of reporting an international story
 - Researching your story and coming up with three ideas
 - Preparing the pitch for the story you want to report. This pitch will need to be well-researched, sourced and written in the context of what is persuasive to an editor and readers or viewers.
 - Investigating, researching, and interviewing real sources for the piece
- The final report, a 1000 to 2000 word piece of 3 to 5 minute broadcast.
- The final project is a major outcome of this course, and will be developed under supervision from the professor with regular updates and feedbacks throughout the semester.

Course Notes and Policies

International reporting requires cultural sensitivity and willingness to learn previously unfamiliar histories and perspectives, to treat these with nuance while adhering to news journalism values of fairness, accuracy and objectivity.

This class involves discussion and requires students to be willing to step out of their comfort zone by engaging in new information and ideas, while learning from and being able to critique each other. Treating each other with courtesy and respect, creating a safe space in the classroom, is of paramount importance to ensure this work can be inclusive and instructive.

Your instructor will strive to protect this space and places emphasis on support and nurturing in this class. She also invite a critique of her own work, empowering students to realize the validity of their voice and insight. In exchange she expects courtesy, engagement and respect.

Your instructor can be reached by email and will respond within 48 hours. If you require urgent assistance please make this clear, although she cannot guarantee availability to respond outside office hours. You are encouraged to approach her with any questions, concerns or requests for support. Please be open about any additional support or resources you need in good time so that solutions for any problems can be reached together.

Classroom discussion and engagement are crucial, so please do not miss classes other than in case of emergencies or illness. Guest participants may be arranged at relatively short notice – either in person or online - given the nature of appropriate experts in this field and their spontaneous travel schedules and global time zone differences.

No eating in class please, although hot and cold drinks are perfectly acceptable. Lateness is disruptive and should be avoided. If you need to come to class late for any reason, please inform your instructor with as much notice as possible.

Required Readings, hardware/software, laptops and supplementary materials

List required readings and supplementary materials and where to access/purchase.

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/.)

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 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://najanewsroom.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 also 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.

This course in particular requires interest in global and foreign affairs. It is highly recommended to follow events in a region or continent of interest to you outside the US in preparation for this course, and to maintain interest in a story or area of reporting to gain familiarity with it.

It is important to become aware of reporting from a non-US centered perspective, by engaging with news outlets that report for foreign audiences.

Examples include:

TV and broadcast

BBC World News (TV and online, for a British perspective on world events)

Al Jazeera TV (a Middle-Eastern perspective on world events)

Euronews TV (European News coverage)

France 24 English TV (French English language news)

AfricaNews (online live TV coverage)
CGTN TV (Chinese international news coverage)
Telemundo (LatAm TV and online)

Print (no paywall)

Foreign news publications in the English language
The Guardian Newspaper – UK
Le Monde English edition – France
Suddeutsche Zeitung English edition – Germany
El Pais – Spain and Latin America
Haretz
Declassifieduk.org

Local news with global coverage

Los Angeles Sentinel
Los Angeles Blade
The Los Angeles Wave
La Opinión
L.A. Taco
The Eastsider
The Armenian Weekly
High Country News
Asian Journal

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. Grading Breakdown

Description of assessments and corresponding points and percentage of grade.

Assignment	% of Grade
Class Participation	15%
In-Class Assignments and Homework	30%
Final Project Regular Updates	20%
Final Project 3,000 words approx.	35%
TOTAL	100%

	A	B	C	D
Frequency and Quality	Attends class regularly and <i>always contributes</i> to the discussion by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class' perspective, and <u>appropriately challenging</u> assumptions and perspectives.	Attends class regularly and <i>sometimes contributes</i> to the discussion in the aforementioned ways.	Attends class regularly but <i>rarely contributes</i> to the discussion in the aforementioned ways.	Attends class regularly but <i>never contributes</i> to the discussion in the aforementioned ways.

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

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.

Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university’s mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or “recycle” work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the [student handbook](#) or the [Office of Academic Integrity’s website](#), and university policies on [Research and Scholarship Misconduct](#).

Policy for the use of AI Generators

Since original newsgathering and reporting through careful research and analysis, with notes that can be produced as evidence of process, is critical to this course, all assignments should be prepared by the student working individually or in groups. Accuracy and integrity of process and outcome is key. Therefore, students may not have another person or entity complete any substantive portion of the assignment. Developing strong competencies in these areas will prepare you for a competitive workplace. Although AI will increasingly become part of journalistic practice, as we are developing the foundations for the processes required for international reporting, using AI-generated tools is prohibited in this course, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.

Course Content Distribution and Synchronous Session Recordings Policies

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Add/Drop Dates for Session 001

(15 weeks: 1/8/2024 – 4/26/2024; Final Exam Period: 5/1-8/2024)

Link: <https://classes.usc.edu/term-20241/calendar/>

Last day to add: Friday, January 26, 2024

Last day to drop a class without a mark of "W," except for Monday-only classes, and receive a refund: Friday, January 26, 2024

Last day to change enrollment option to Pass/No Pass or Audit: Friday, January 26, 2024 [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, January 30, 2024

Last day to withdraw without a "W" on transcript or change pass/no pass to letter grade: Friday, February 23, 2024 [Mark of "W" will still appear on student record and STARS report and tuition charges still apply.

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

Last day to drop with a mark of "W": Friday, April 5, 2024

Course Schedule: A Weekly Breakdown

A weekly schedule of the topics, readings, and deliverables for the course.

IMPORTANT:

In addition to in-class contact hours, all courses must also meet a minimum standard for out-of-class time, which accounts for time students spend on homework, readings, writing, and other academic activities. For each unit of in-class contact time, the university expects two hours of out of class student work per week over a semester.

Add your specific course dates.

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.

	Topics/Daily Activities	Readings and Homework	Deliverable/Due Dates
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<p>Week 1 Date: 1/8</p> <p><u>By zoom (future classes will be in person)</u></p>	<p>History of foreign correspondents.</p> <p>And</p> <p>The power of foreign correspondents – examples of impact international journalism and why it matters</p>	<p>Richard Sambrook, "Are Foreign Correspondents Redundant?" <i>Reuters Institute</i>, 2017, Chs. 1 and 2 (available on Blackboard)</p>	<p>Our first class will be by Zoom, all future classes will be in person on campus</p> <p>https://us02web.zoom.us/j/87070811481?pwd=dEQ0YUladmkyOU9M ZnI3aDBUaDNHhz09</p>
<p>Week 2 Date: 1/15</p>	<p>No class - Martin Luther King</p>	<p>Follow a story in which you are interested, looking at least one American news outlet and two foreign news outlets. Be prepared to share with the class in Week 3</p> <p>Reading for week 3: Hannah Beech, "Covering a Coup from Afar", <i>The New York Times</i>, April 9, 2020 https://www.nytimes.com/2021/04/09/podcasts/the-daily-newsletter-myanmar-coup-protests.html</p> <p>BBC foreign correspondents, "How To Be A Foreign Correspondent", BBC https://www.bbc.co.uk/programmes/articles/5rd7fctObHyltTFk07DPG0/how-to-be-a-foreign-correspondent</p>	
<p>Week 3 Date: 1/22</p>	<p>How does foreign reporting work?</p>	<p>Alma Guillermopietro, "A Reporting Life in Latin America", <i>New York Review of Books</i>, June 6, 2019 https://www.nybooks.com/articles/2019/06/06/reporting-life-latin-america/</p> <p>Kai Hafez, "Let's improve 'global journalism'!" <i>Journalism</i>, 10.3, 329-331.</p>	<p>Discuss your foreign news story in class</p>
<p>Week 4 Date: 1/29</p>	<p>Bias and perspective in foreign reporting.</p> <p>Introduction to final assignment.</p>	<p>Research a diaspora community in the Los Angeles area involved in a foreign current affairs event.</p> <p>This can be a hard news issue: E.g. The Eritrean community advocating for an end to the war, the Iraqi community attempting to influence US policy in Iraq, the Ukrainian community trying to raise resources against Russia, the impact of current events on relations between Palestinian and Jewish communities in Los Angeles.</p> <p>It could also relate to art and culture. E.g. Nigerians lobbying for the return of stolen artefacts from museums in the US, or Filipino music fans advocating for their favored band to perform in LA. This will be presented in class through discussion in Week 3.</p>	<p>Be prepared to discuss readings set in week 3.</p>
<p>Week 5 Date: 2/5</p>	<p>Spotlight on the Middle East – what does balance mean in the face of emotive and polarized perspectives, and live conflict.</p>	<p>Readings to be set during the semester</p>	<p>Each student will present their story ideas for final assignment, to be discussed in class.</p>

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Week 6 Date: 2/12	Reportage and news features Discussion of story pitches	<i>Gary Younge, "Farewell to America", The Guardian, 1 July 2012</i> https://www.theguardian.com/us-news/2015/jul/01/gary-younge-farewell-to-america <i>Howard French, The Next Empire, The Atlantic, May, 2010</i> https://www.theatlantic.com/magazine/archive/2010/05/the-next-empire/308018/	Refine story pitch or change story to be discussed in class.
Week 7 Date: 2/19	No class - Presidents' Day	Read for Week 8 class: https://www.theguardian.com/commentisfree/2010/dec/08/long-live-the-foreign-correspondent https://www.buzzfeednews.com/article/meghara/china-new-internment-camps-xinjiang-ujghurs-muslims	
Week 8 Date: 2/26	The intro Discussion of refined story pitches	Read for Week 9 on crisis reporting: (NB: may change depending on current affairs at time of class) Haiti's Earthquake," BBC World News America https://vimeo.com/27503985 http://www.quicksilvermedia.tv/productions/production/sudan-meet-the-janjaweed "The Dead Children We Must See", The New Yorker https://www.newyorker.com/news/our-columnists/the-dead-children-we-must-see	Write intro for story
Week 9 Date: 3/4	Discussion of intros War, Crisis and Terrorism Reporting	Read for Week 10 on getting it wrong: Afua Hirsch, "Britain and Biafra, 50 Years On," BBC https://www.bbc.co.uk/programmes/b0b0lxm3 "US Says Hussein Intensifies Quest for A-Bomb Parts," Michael Gordon and Judith Miller, The New York Times, September 8, 2002. 20 th anniversary of the Iraq War – the journalists who got it right https://www.foreignaffairs.com/iraq/journalism-press-failed-iraq-walcott	Write first part of story or if broadcast, overall treatment and identify at least one interviewee.
Spring Break Date: 3/11	No class	Reading for Week 10 Vicky Baker, "How Do Journalists Keep Themselves Safe in Warzones?", New Statesman, 2 October 2014, https://www.newstatesman.com/world-affairs/2014/10/how-do-journalists-keep-themselves-safe-warzones	
Week 10 Date: 3/18	Ethics, risk, and staying safe	Guest speaker TBC Reading for Week 11 on the future of foreign correspondence https://niemanreports.org/articles/foreign-correspondence-evolution-not-extinction/	Complete one interview for story and prepare to discuss in class
Week 11 Date: 3/25	The future of foreign correspondence	Reading for week 12 on culture, beauty and joy "The French Paradox," Morley Safer, 60 Minutes, CBS News, November 17, 1991.	Write up or edit interview for inclusion in story.

		The Rise of Sex Negative Feminism Among Young Black Women https://www.refinery29.com/en-gb/2023/05/11329778/sex-negative-feminists-gen-z-millennial	
Week 12 Date: 4/1	Culture, beauty and joy in international reporting	Reading for week 13 on investigations https://www.nytimes.com/video/world/asia/100000007963596/u-s-drone-attack-kabul-investigation.html https://www.theguardian.com/world/2009/may/13/trafigura-ivory-coast-waste	Write 500 words of story / produce 1 minute of broadcast. Hand in Friday
Week 13 Date: 4/8	Investigations – Trafigura case study Guest speaker tbd	Reading for week 14 on reportage <i>Dexter Filkins, The Shadow Commander, The New Yorker September 30, 2013</i> https://www.newyorker.com/magazine/2013/09/30/the-shadow-commander <i>Robert Worth, The Billionaire Yogi Behind Modi's Rise, The New York Times, July 26, 2018</i> https://www.nytimes.com/2018/07/26/magazine/the-billionaire-yogi-behind-modis-rise.html	Complete further interview. Hand in Friday
Week 14 Date: 4/15	Reportage and news features: the profile piece	Discussion of materials and examples of reportage Workshopping how to include techniques in final assignment	Finish first draft of story
Week 15 Date: 4/22	Class discussion of first draft	Prepare final draft	
Final Exam Period Date: 5/6, 4:30-6:30 p.m.	Summative experience		

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

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

vitaly 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 of 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

Afua Hirsch is a professor of journalism and previously was the Wallis Annenberg Chair of Journalism from 2019 to 2021. A journalist for more than twenty-five years, she began reporting for The Voice - Britain's oldest black national newspaper – while still in high school. Following careers in international development in West and Central Africa, and practicing law as a barrister in England advising on international criminal appeals in Sierra Leone and Rwanda, she returned to journalism as a specialist and foreign correspondent in 2008.

Professor Hirsch was the legal correspondent for the UK's Guardian Newspaper, then foreign correspondent, establishing the newspaper's first West Africa bureau in its 200-year history. Based in Ghana, Hirsch reported on more than 20 African countries for the newspaper, including high-profile coverage of the 2012 war in Mali, the 2013 terrorist siege at the Westgate Mall in Kenya and the ongoing security crisis triggered by Boko Haram in Nigeria.

Hirsch went onto TV journalism, as social affairs editor and news anchor at Sky News, and now regularly hosts long-form documentaries including *Enslaved* (Epix, BBC) which she co-hosts with Samuel L Jackson, and *Africa Rising*, a returning documentary series for the BBC, now in its second season. She has produced radio documentaries and original series for Audible and is currently the host of the Wondery podcast series *Legacy*.

Hirsch is the author of *Brit(ish): On Race, Identity and Belonging*, awarded the Royal Society of Literature Jerwood Prize, and drawing on experiences from her time as a foreign correspondent to tell a wider story about narrative, the media, and how our identities evolve. She has authored numerous other books, essays and long form news features including for the New York Times, Time Magazine, National Geographic and many more. She is a regular columnist at *The Guardian*, an associate editor at British Vogue, and the founder of Born In Me Productions, a production company which creates premium scripted and non-scripted content for film and TV.