

G. Thomas Goodnight  
 The Rhetoric of War and Peace  
 Public Diplomacy 508  
 Fall 2016

## REFUGEE, MIGRANT, TERRORIST?

War and peace studies have a long tradition, tracing back to classical times. This course examines war and peace by entering into the ambit of 21<sup>st</sup> century global studies of communication. The goals of the course are three: (1) each seminar will include a lecture that identifies relevant material on the way issues of war and peace are understood, debated, put into practice, and criticized, (2) the seminar will involve focused discussion by informed students who work from a division of labor, (3) the seminar will also feature collaborative work on research projects on a topic, developed early, that should acquaint the participant with a particular topic, loci, practice or event related to war and peace, particularly through the issues related to the hazards and opportunities of global peoples in circulation, displaced at home or in flight.

Course Requirements. (1) The Gibney & Hansen readings are considered a commons. They are short, information rich, and constitute a basis for the lecture topic and discussion. Attendance is expected. (2) Student precise. Each student will prepare for class a half-page review of a reading for the seminar. The division of labor will be set up in advance. The student is asked to be ready to speak on notes and identify the main points, a related example not covered in the class, the kind of position assumed by the student, and any limits. The precise will be submitted at the end of the quarter for review. (3) Research project. After the third session, students will be asked to sketch a research topic with a central question for investigation and a plan for writing it up. I will hold meetings with students over the course of the semester on paper development. The aim of the paper is to assess, extend, revise or critique advocacy work in the area of peace studies, refugee policies, or special problems such as deportation, human trafficking, or transition and asylum efforts. (4) Think tank exercise—class will put together a resource list that connects topics & loci relevant to common research, employment, and loci interests to form an epistemic community over the semester.

OFFICE HOURS: The office hours are Wednesday 10-11. I am suite 206. My office phone is 213-821-5384. I am available by appointment, too.

READINGS: Three books should be purchased for the course: Michael Walzer, *Arguing about War*; John Kelsay, *Arguing the Just War in Islam*, and Michael Hardt and Antonio Negri, *The Multitude: War & Democracy in an Age of Empire*. Selected readings from Mathew J. Gibney and Randall Hansen, *Immigration and Asylum: From 1900 to the Present* will be posted. A few book chapters will be entered on blackboard, but students are expected to obtain sources online from USC Library. I subscribe to student policies in the USC student undergraduate handbook.

SKILL SETS: The course is constructed with a post-modern ambit of study in mind, blending what are ordinarily two distinct lines of inquiry: war & peace studies with inquiry into populations in circulation. Globalization has created distinctive forms of narrative, representations of people, issues of sovereignty and odd alignments and pressures for policy. The course then works through a range of skills, aiming to improve knowledgeable writing, analysis, and reading of policy debates, media framing, cultural performances, and sites of violence. Diplomatic regimes have followed war and peace over the centuries in fairly consistent ways. The total wars of the 20<sup>th</sup> century cast a long shadow over the fears, conflicts, and violence of the 21<sup>st</sup>. The course should enable students to think for themselves by reading studies of war and peace discourse and events against the emerging contexts of conflict around the globe.

MULTIDISCIPLINARY LITERATURE: The syllabus directs students to resources that cross communications, media, international relations, security, geography, and refugee studies. *International Migration Review*, *Refugee Magazine*, *International Security*, *International Journal of Media and Cultural Politics*, *Media, Culture, & Society*, *Political Communication*, *Communication Review*, *Communication Studies*, *International Organization*, *International Relations*, *Review of International Studies*, *Contemporary Security Policy*, *War & Conflict*, *Global Media Journal*, *Media, War & Conflict*, *Political Communication*, *Public Opinion*, *World Politics*, *International Migration Review*, *the New Atlantis*, *International Affairs*. *Terrorism & Political Violence*, *The International Journal*.

## READINGS COMMONS

### **1. A VIEW FROM THE WEST**

**1. Aug 23 INTRODUCTION:** GLOBALIZATION, WAR & PEACE CITIZENSHIP Gibney & Hansen 86-90; REFUGEES Gibney & Hansen 501-505.

**2. Aug 30 THE INFORMATION AGE & PUBLIC DIPLOMACY** MIGRANT POLICY Gibney & Hansen; 421-426;; GENOCIDE Gibney & Hansen 260-264

**3. Sep 06 STATIS QUO: JUST WAR DOCTRINE** MIGRANT RIGHTS NORTH & SOUTH Gibney & Hansen 408-421; HUMANITARIAN INTERVENTION Gibney & Hansen 284-289; EUGENICS Gibney & Hansen 209-213

### **2. GLOBAL WAR AND PEACE**

**4. Sep 13 INSTITUTIONS, EPISTEMIC COMMUNITIES & RELIGION** MUSLIM MIGRATION Gibney & Hansen 434-439 ; ETHNIC CLEANSING, MUSLIM POPULATIONS Gibney & Hansen 190-204

**5. Sep 20 ASYMMETRICAL WARFARE** ETHNIC CLEANSING, EASTERN EUROPE Gibney & Hansen 204-209 ; U.N HIGH COMMISSION, RELIEF & PALESTINE Gibney & Hansen-620-628

**6. Sep 27 EMPIRES & MULTITUDES** ASSIMILATION/INTEGRATION Gibney & Hansen 19-23; CLASS Gibney & Hansen 97-100; MULTICULTURALISM Gibney & Hansen 428-434

### **3. THE WAR ON TERROR**

**7. Oct 04 BUSH, 9/11 AND THE GULF WARS** GENDER AND MIGRATION Gibney & Hansen 255-260. : WOMEN, GLOBALIZATION, AND IMMIGRATION Gibney & Hansen 680-683

**8. Oct 11 MEDIA NAMING & THE WAR ON TERROR** TRAFFICKING Gibney & Hansen, 601-603; DEPORTATION Gibney & Hansen, 127-130.

**9. Oct 18 WAR-TIME CULTURE** SOVEREIGNTY AND MIGRATION Gibney & Hansen 573-576; CLANDESTINE MIGRATION Gibney & Hansen 93-97. MIGRATION BETWEEN SOUTH & NORTH 413-421

### **4. REFUGEE CRISES**

**10. Oct 25 STATE & REFUGEE POLICIES** ECONOMIC DETERMINANTS OF INTERNATIONAL MIGRATION Gibney & Hansen 155-165; ECONOMIC EFFECTS OF MIGRATION Gibney & Hansen 166-169

**11. Nov 01 EUROPE & THE REFUGEE CRISES** ASYLUM Gibney & Hansen, 23-34; RACISM Gibney & Hansen, 491-495; COLONIAL IMMIGRATION Gibney & Hansen

**12. Nov 08 THE OBAMA PRESIDENCY** DEVELOPMENT-INDUCED DISPLACEMENT Gibney & Hansen, 130-134; CLANDESTINE MIGRATION Gibney & Hansen 91-97

### **5. ALTERNATIVE FUTURES**

**13. Nov 15 INTERNALLY DISPLACED PERSONS & DIASPORAS** INTEERNALLY DISPLACED PERSONS Gibney & Hansen 306-310 ; DIASPORA Gibney & Hansen, 134-140.

**14. Nov 22 MIGRATION, DISASTERS & CLIMATE SECURITY** ENVIRONMENTAL REFUGEES Gibney & Hansen, 173-177; CAMPS Gibney & Hansen, 497-500

**15. Nov 29 AMERICAN HORIZONS** US IMMIGRATION Gibney & Hansen, 634-645 FAR RIGHT PARTIES Gibney & Hansen, 235-241

**PRECISE REQUIREMENT.** *Reading assignments will be divided up so that each student has one essay or chapter to precise for class—no longer than half a page. A precise must quote the key sentence or concept, explain the importance of the subject, identify the perspective or method used (what question the author asks and why she thinks her work addresses it). A strong report will place the precise in context of other reports given in previous classes or articles for the class offered. A very strong report will add commentary—extending context, finding a new example, or criticizing the effort. Reports potlatch--in stone soup fashion—your talent into paths of common interest discovered as we go. Not infrequently, you may find a topic covered in a seminar either with or a week or two ahead of the times.*

**SAMPLE RESEARCH PAPERS.** Here are a few sample rubrics. I am most interested in assisting the student to write up a meaningful project. The paper should be convention-length, doable in a semester, but study a topic, site, institution, personality, practice or act that engages in advocacy and provokes controversy or concern.

1. What is the State Department's policy toward social media and terrorism?
2. What are the legacies of immigration debate in the United States?
3. How do the immigration crises differ among nations in Western Europe?
4. What are the different roles churches play in the asylum movement?
5. How does cosmopolitan intervention frame its arguments for intervention over culture specific matters?
6. What are the socio-cultural consequences of drone warfare, preemptive warfare, and torture?
7. How does 'preemptive' thinking change the discourse of war and peace?
8. Pick a celebrity advocate attached to an NGO. A peace campaign?
9. What roles do feminisms play in the contemporary diplomatic scene? Are these roles similar or different than those in the Cold War or earlier?
10. What is the relation of development to War and Peace in Africa?
11. What is the relation of old to new media in reporting on violence events?
12. Analyze a Government Hearing or Report on a key locus of dispute, such as closing Guantanamo.
13. What is the relation of LGBT diplomacy to issues of violence and displacement?

## COURSE SYLLABUS

### 1. INTRODUCTION: GLOBALIZATION, WAR & PEACE

The State of the World's Refugees 2006, Chapter 2, "Safeguarding Asylum: Introduction," available at: <http://www.unhcr.org/4444afc70.html> (pdf file); Charles B. Keely, "The International Refugee Regimes: The End of the Cold War Matters," *International Migration Review*, vol. 35, no. 1 (Spring 2001): 303-14; "The Excluded: The Strange, Hidden World of the Stateless," *Refugee Magazine*, no. 147, September 2007; <http://www.unhcr.org/publ/PUBL/46d2e8dc2.pdf>. Peter Andreas, "Redrawing the Line: Borders and Security in the Twenty-first Century," *International Security*, vol. 28, no. 2 (fall 2003): 78-111; Chamberlain, Jacob P. *On Autonomy and Migration: The Politics of Statelessness. At the Interface / Probing the Boundaries*. 2015, Vol. 89, p3-28. 26p; Musheer Kamu, *The World Citizen in the Context of State Sovereignty*. <http://www.baylor.edu/pulse/index.php?id=22367>

### 2. THE INFORMATION AGE & PUBLIC DIPLOMACY

Robert M. Entman, "Theorizing Mediated Public Diplomacy: The U.S. Case," *The International Journal of Press/Politics* 13 (2008) 87-102; Matt Evans, "Framing International Conflicts: Media Coverage of Fighting in the Middle East," *International Journal of Media and Cultural Politics* 6 (2010), 209-233; Alan K. Henrikson, "The Geography of Diplomacy," in C. Flint (ed) *The Geography of War and Peace: From Death Camps to Diplomats* (2005). 369-394; Rachel Plotnick, "Predicting Push-Button Warfare: U.S. Print Media and Conflict from a Distance, 1945-2010," *Media, Culture, & Society*, 34 (655-672); Tamir Sheafer & Ita Gabay, "Mediated Public Diplomacy: A Strategic Contest over International Agenda Building and Frame Building," *Political Communication*, 26 (2009), 447-467; Tamir Sheafer & Shaul R. Shenhav, "Mediated Public Diplomacy in a New Era of Warfare," *The Communication Review* 12 (2009), 272-283.

### 3. THE WESTERN VIEW: JUST WAR DOCTRINE

\*Michael Walzer, *Arguing the Just War*. New Haven: Yale 2004, 1-84; Huntington, S. P. *The Clash of Civilizations? The Debate*. New York: Foreign Affairs, 1996. All read 1-64.

### 4. INSTITUTIONS, EPISTEMIC COMMUNITIES & RELIGION

\*John Kelsay, *Arguing the Just War in Islam*. Harvard: Harvard Univ. Press. 2009; Powell, K. A. Framing Islam: An Analysis of U.S. Media Coverage of Terrorism Since 9/11, *Communication Studies*, 62:1 (2011), 90-112. Peter M. Haas, 'Do Regimes Matter? Epistemic Communities and Mediterranean Pollution Control', *International Organization*, 43:3 (1989), pp. 377-403. Walzer, Kosovo chapter 104-112. Jeremy Youde, "the Development of a Counter-Epistemic Community: AIDS, South Africa, and International Regimes", *International Relations*, 19:4 (2005), pp. 421-39; Nukhet Ahu Sandal, 'Religious Actors as Epistemic Communities in Conflict Transformation: the Cases of South Africa and Northern Ireland,' *Review of International Studies*, 37 (2002), 929-949

### 5. ASYMMETRICAL WARFARE

\*Walzer, *Israel Palestine* Chapt 113+D. L. Grane, *Asymmetric Warfare: Old Method, New Concern*, *National Strategy Forum Review* (2000); Simon Murden, "Staying the Course in 'Fourth-Generation Warfare': Persuasion and Perseverance in the Era of Asymmetric Bargaining War," *Contemporary Security Policy*, 28 (2007), 197-211; Samuel Estreicher, "Privileging Asymmetric Warfare?: The Intentional Killing of Civilians under International Humanitarian Law," *Chicago Journal of International Law* 12 (2012), 589; Ami Aylalon, E. Popovich, and M. Yarchi, *From Warfare to Imagefare: How States Should Manage Asymmetric Conflicts with Extensive Media Coverage*. *Terrorism and Political Violence* 28 (2014), 254-273.

## 6. EMPIRES & THE MULTITUDES

\*Michael Hardt & Antonio Negri, *The Multitude: War and Democracy in the Age of Empire* New York: Penguin, 2004. Selections made in class. Each student should find one review and report. Chapters divided to be divided.

## 7. BUSH, 9/11 AND THE GULF WARS

Walzer, Terrorism chapter, 7+; Juyan Zhang, "Beyond Anti-Terrorism: Metaphors as Message Strategy of Post-September-11 U. S. Public Diplomacy," *Public Relations Review* 33 (2007), 31-39; Jeremy Engels & William O. Saas, "On Acquiescence and Ends-Less War: An Inquiry into the New War Rhetoric," *Quarterly Journal of Speech* 99 (2013), 225-232. Robert L. Ivie, "Images of Savagery in American Justifications for War," *Communication Monographs*, 1980 47, 279-291; Benjamin Bates, "Audiences, Metaphors, and the Persian Gulf War," *Communication Studies*, 2004 55, pp. 447-463; Kenneth S. Zagacki, "Constitutive Rhetoric Reconsidered: Constitutive Paradoxes in G. W. Bush's Iraq War Speeches," *Western Journal of Speech Communication*, 71, 272-293, 2007; G. Thomas Goodnight, "The Metapolitics of the 2002 Iraq debate: Public Policy and the Network Imaginary," *Rhetoric and Public Affairs*, 2010.

## 8. MEDIA NAMING & THE WAR ON TERROR

Conway, M. & L. McNerney, Terrorism in 'old' and 'new' media, *Media, War & Conflict* 4 (2012), 3-5; Brinson, M. E. & M. Stohl. Media Framing of Terrorism: Implications for Public Opinion, Civil Liberties, and Counterterrorism Policies, *Journal of International and Intercultural Communication* 5 (2012), 270-290; Douglas M. McLeod. Derelict of Duty: The American News Media, Terrorism, and the War in Iraq, 93, *Marquette Law Review*, 113 (2009-2010); Muhammad Zubair Iqbal, The media-terrorism symbiosis: a case study of Mumbai attacks, 2008. *Asian Journal of Communication* 25 (2015), 197-212

## 9. WAR TIME CULTURES

Ali, Isra. Feminist Advocacy and War on Terror Militarism, *Democratic Communiqué*. Fall 2014, Vol. 26 Issue 2, p160-178; Bennett, Daniel. Exploring the Impact of an evolving War and the Terror Blogosphere on Traditional Media Coverage, *War & Conflict*. Apr 2013, Vol. 6 Issue 1, p37-53. 17p; Gul, Shjia. Representation of American Policy on War against Terror in Hollywood Movies. *Global Media Journal: Pakistan Edition*. Dec 2013, Vol. 6 Issue 2, p119-134; Bahador, Babak. Did the Global War on Terror End the CNN effect? *Media, War & Conflict*. Apr 2011, Vol. 4 Issue 1, p37-54. 18p; Rojecki, Andrew. Rhetorical Alchemy: American Exceptionalism and the War on Terror. *Political Communication*. Jan 2008, Vol. 25 Issue 1, p67-88; Liberman, Peter. War and Torture as 'Just Deserts,' *Public Opinion Quarterly*. Spring 2014, Vol. 78 Issue 1, p47-70; Cohen, Akiba; Lemish, Dafna. From Flat Tires to Suicide Bombing. *Conference Papers -- International Communication Association*. 2004 Annual Meeting, p1. 23p

## 10. STATE & REFUGEE POLICIES

Aristide R. Zolberg, Patterns of International Migration Policy: A Diachronic Comparison, *Migration Reader*, 110-125; Stephen Castles, Hein de Haas, Mark J. Miller, Theories of Migration. *The Age of Migration*, 2009, 25-54; Fiona B. Adamson "Crossing Borders: International Migration and National Security," *International Security*, vol. 31, no. 1 (summer 2006): 165-99; Fiona B. Adamson "Crossing Borders: International Migration and National Security," *International Security*, vol. 31, no. 1 (summer 2006): 165-99; Myron Weiner, "Bad Neighbors, Bad Neighborhoods: An Inquiry into the Causes of Refugee Flows," *International Security*, vol. 21, no. 1 (summer 1996): 5-42; Jack L. Goldstone, "Demography, Environment and Security: An Overview," in Myron Weiner and Sharon K. Russell (eds.) *Demography and National Security* (Berghahn, 2001); Gallya Lahav, The Rise of Nonstate Actors in Migration Regulation... *Immigration Reader*, 290-311.

## 11. EUROPE & THE REFUGEE CRISES

Tomas Hammar, "European Immigration Policy: Comparative Study, Immigration Reader, 233-235; Riva Kastoryano, "Religion and Incorporation: Islam in France and Germany," *International Migration Review*, vol. 38, no. 3 (September 2004): 1234-1255; Immigration backlash in Germany. "Multikulturell? Wir? How a fresh debate on multiculturalism in Germany clashes with the country's need for more immigrants," *The Economist*, 11 November 2010. At [http://www.economist.com/research/articlesBySubject/displaystory.cfm?subjectid=894664&story\\_id=17469563](http://www.economist.com/research/articlesBySubject/displaystory.cfm?subjectid=894664&story_id=17469563); "The Saturday Profile - Thilo Sarrazin. With Words on Muslims, Opening a Door Long Shut," *The New York Times*, 12 November 2010. At <http://www.nytimes.com/2010/11/13/world/europe/13sarrazin.html>- Christian Joppke, "Transformation of Immigrant Integration: Civic Integration and Antidiscrimination in The Netherlands, France, and Germany," *World Politics*, vol. 59, no. 2 (January 2007): 243-73 (TL). Carl Levy, "Refugees, Europe, Camps/State of Exception: 'Into The Zone', the European Union and Extraterritorial Processing of Migrants, Refugees, and Asylum-seekers (Theories and Practice)," *Refugee Survey Quarterly*, vol. 29, no. 1 (August 2010): 92-119; Matthew Gibney and Randall Hansen, "Asylum Policy in the West: Past Trends, Future Possibilities," WIDER Discussion Paper No. 2003/68 (September 2003). Available at This version: 1/24/2011 7 [http://www.wider.unu.edu/publications/working-papers/discussionpapers/2003/en\\_GB/dp2003-068/](http://www.wider.unu.edu/publications/working-papers/discussionpapers/2003/en_GB/dp2003-068/); Christian Joppke, "Asylum and State Sovereignty: A Comparison of the United States, Germany, and Britain," *Comparative Political Studies*, v. 30, no. 3 (June 1997): 159-98; Rowling, Charles M.; Jones, Timothy M.; Sheets, Penelope. Some Dared Call it Torture,. *Journal of Communication*. Dec2011, Vol. 61 Issue 6, p1043-1061.

## 12. THE OBAMA PRESIDENCY

Walzer book 143+; Ian Graham, Ronald Shaw & Majed Akhter, *The Unbearable Humanness of Drone Warfare*, Pakistan; David Gregory, "the Everywhere War," *The Geographical Journal* 177 (2011), 238-250; Trevor McCrisken, "Ten Years On: Obama's War on Terrorism in Rhetoric and Practice," *International Affairs*, 887 (2011, 781-801; Hillel Ofek, "The Tortured Logic of Obama's Drone War," *The New Atlantis* (2010), 35-44.

## 13. DISPLACED PERSONS & DIASPORAS

Jeff Crisp, "No Solution in Sight: The Problem of Protracted Refugee Situations in Africa," *New Issues in Refugee Research, Working Paper* No. 75, UNHCR, 2003. Available at: <http://repositories.cdlib.org/ccis/papers/wkrg68/>; Smith, Andrew. No Reminders: Displaced Persons, Statelessness, and the Violence of Authoritarianism. *Conference Papers -- National Communication Association*. 2008, p1. 31p; Myron Weiner, "Bad Neighbors, Bad Neighborhoods: An Inquiry into the Causes of Refugee Flows," *International Security*, vol. 21, no. 1 (summer 1996): 5-42; Gil Loescher, "The UNHCR and World Politics: State Interests Versus Institutional Autonomy," *International Migration Review*, vol. 35, no. 1 (Spring 2001): 33-56; Alan Dowty and Gil Loescher, "Refugee Flows as Grounds for International Action," *International Security*, vol. 21, no. 1 (summer 1996): 43-71; David Korn, Who helps? Exodus within Borders, 1999, 34-48; David Korn, NGO & Regional Help Exodus within Borders, 1999, 67-85.

## 14. MIGRATION, DISASTERS & CLIMATE SECURITY

Barry R. Posen, "Military Responses to Refugee Disasters," *International Security*, vol. 21, no. 1 (summer 1996): 72-111; Caroline Brettell, "Theorizing Migration in Anthropology: the Social Construction of Networks, Identities, Communities and Globalscapes," in *Migration Theory: Talking Across Disciplines*, 113-61; Levitt, "Transnational Migration: Taking Stock and Future Directions," in *Global Networks: A Journal of Transnational Affairs*, vol. 1, no. 3 (July 2001): 195-216; *The Economist*, Special report:

“Diasporas: A World of Exiles,” January 4, 2003. (BB) - Gary Freeman, “Immigrant Incorporation in Western Democracies,” *International Migration Review*, vol. 38, no. 3 (September 2004): 945-969; Jack L. Goldstone, “Demography, Environment and Security: An Overview,” in Myron Weiner and Sharon K. Russell (eds.) *Demography and National Security* (Berghahn, 2001);

## 15. THE AMERICAS & REFUGEE ISSUES

Mark Krikorian, “Mexico Isn’t a Failed State — Yet: But We Need to Protect Ourselves Now,” National Review Online (March 2009): <http://www.cis.org/node/1123>; “Mexico’s Drug War: Violence Creates a New Class of Refugees,” Los Angeles Times, March 4, 2009; <http://www.latimes.com/news/nationworld/world/latinamerica/la-na-asylum4-2009mar04,0,2188107.story>; Augusta Dwyer, “Canada Deports Mexico’s Drug War Refugees, with Deadly Consequences” (September 29, 2010): <http://this.org/magazine/2010/09/29/mexican-drug-refugees-canada/>; Exchange during the Symposium on Immigration, Citizenship, and the American Dream, Society (July 2009): David Stroll, “Which American Dream Do You Mean?”; Steven Gold, “Immigration Benefits America,” and Christina Menjivar, “Who Belongs and Why”.

## Statement on Academic Conduct and Support Systems

### Academic Conduct

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 Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/departments/public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage [sarc@usc.edu](mailto:sarc@usc.edu) describes reporting options and other resources.

### Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute



<http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs [http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information <http://emergency.usc.edu> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.