PPD 500: Collaborative Governance   Spring 2018

Instructors: Paul Danczyk, PhD, and Jei Africa, PsyD
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Physical Location: USC State Capital Center, 1800 I Street, Sacramento, CA
Office Hours: Upon request
In-person Hours: 9:00 am-5:00 pm (Friday through Sunday)
Online Hours: synchronous option during online recording: 8:00 pm on Sunday,
                         January 7, Monday, January 22, and then on these Sundays:
                         January 28, February 4, February 11, and February 18; or
                         asynchronous throughout week
Syllabus Updated: October 31, 2017

Course Schedule

Week	Days	Format	Est. Hours*	Dates
1	Monday through Sunday	Online	2	January 7-13
2	Friday through Sunday	In-person	22	January 19-21
3	Monday through Sunday	Online	2	January 21-27
4	Monday through Sunday	Online	1	January 28-February 3
5	Monday through Sunday	Online	1	February 4-10
6	Monday through Sunday	Online	1	February 11-17
7	Monday through Sunday	Online	1	February 18-24

* The estimated hours include instruction time, online assignments and asynchronous webinars
and videos. This time does not include preparing for class (like required readings), external
group work, or completing assignments.

Course Description

PPD 500 is one of the required courses for the Master of Public Administration degree
program. The course focuses on issues that arise when the public, not-for-profit and
for-profit sectors collaborate to address societal challenges. Of particular interest are
leadership modalities and the organizational mechanisms in play across the public,
private and not-for-profit sectors. Through analyses and applications, students will
acquire an understanding of leadership and followership in cross-sectoral settings, and
gain skills and insights into organizational and institutional designs, organizational
innovation, problem solving, negotiation, and conflict resolution.

Cross-sectoral collaborations are often complex arrangements. Over time, they develop
their own unique cultures and require interpersonal competencies to perform

effectively in a context that normally lacks a hierarchical distribution of authority. Participants in these arrangements are challenged to think critically about policy and process issues and lead efforts to create a culture that facilitates building an innovative capacity that is essential for the intersectoral arrangement. This course will address these competencies and be guided by the objectives specified below.

Learning Objectives

1. Analyze the institutional and stakeholder context of public problems.
2. Compare the structure, procedures, and goals of various types of intersectoral collaboration such as advisory committees and public-private partnerships.
3. Judge whether collaborative strategies are appropriate in a given context, and articulate arguments for and against using collaborative versus agonistic approaches to improve public administration or policy outcomes.
4. Develop skills for designing, leading, managing, facilitating, and evaluating collaborative intersectoral processes.
5. Develop skills for consensus building and negotiation in intersectoral contexts.
6. Increase capacity to work through ambiguity and complexity in public issues.
7. Demystify the role of cultural humility in leadership practices
8. Practice and refine written and verbal presentation skills.

Required Readings

- **Books:**

  o Tyrus Ross Clayton, <u>Leading Collaborative Organizations</u>, (Bloomington, IN: iUniverse LLC, 2013). ISBN for paperback edition is 978-1-4917-1022-7.

  o Edward De Bono, <u>Six Thinking Hats</u>. 1999. Paperback.

- **Articles and Select Chapters:**

  o Ansell, Chris and Allison Gash (2008) "Collaborative governance in theory and practice." *Journal of Public Administration Research and Practice,* 18(4), 543-571.

  o Bardach, Eugene, and Eric M. Patashnik (2016) "Things governments do" (Appendix B) and "Understanding public and nonprofit institutions" (Appendix C) in *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving, 5th Edition.* CQ Press.

o Foronda, Cynthia, Diana-Lyn Baptiste, Maren Reinholdt, and Kevin Ousman (2016) "Cultural Humility: A concept analysis." *Journal of Transcultural Nursing*, 27(3), 210-217.

o Innes, Judith E. and David E. Booher (2004) "Reframing public participation: strategies for the 21st Century." *Planning Theory & Practice* 5(4): 419–436.

o Institute for Local Government (2012) "Planning public engagement: Key questions for local officials." http://www.ca-ilg.org/sites/main/files/file-attachments/key_questions_2.pdf

o Institute for Local Government (2012) "A local official's guide to online public engagement." http://www.ca-ilg.org/sites/main/files/file-attachments/a_local_officials_guide_to_online_public_engagement_0.pdf

o Kaner, Sam (2014) "Introduction to the role of facilitator" and "Facilitative listening skills." Chapters 3 and 4 in *Facilitator's Guide to Participatory Decision-Making, 3rd Edition.* Community at Work, Jossey-Bass.

o Kania, John; and Kramer, Mark. "Collective Impact." *Stanford Social Innovation Review*. 2011.

o Kotter, J. "Capturing the Opportunities and Avoiding the Threats of Rapid Change." *Leader to Leader*. Fall 2014. pgs. 32-37.

o Lewicki, Roy J.; Saunders, D.M.; and Barry, B. Negotiation: Readings, Exercises and Cases. 6th Edition. 2009. Readings 1.2 "Selecting a Strategy" and 6.1 "Resolving Differences."

o Millward, H.B, and Provan, K. "A Manager's Guide to Choosing and Using Collaborative Networks." IBM Center for the Business of Government. 2006.

o Musso, Juliet (2017) "Social Capital and Community Representation: How multiform networks promote local democracy in Los Angeles." *Urban Studies*, 54(11), 2521-2539.

o Nesbit, Paul (2012) "The Role of Self-Reflection, Emotional Management of Feedback, and Self-Regulation Processes in Self-Directed Leadership Development." *Human Resource Development Review*, 11(2), 203-226.

o Williams, David R. "Miles to Go Before We Sleep: Racial Inequalities in Health." *Journal of Health and Social Behavior*. 2012.

o Zerunyan, Frank V. and Steven R. Meyers (2010) "The use of public private partnerships for special districts and all levels of government." *California Special District* 5(3):28,47-50.

Optional Readings

o *Classic*: Bennis, W. "Understanding the Basics." <u>The Essential Bennis.</u> Jossey Bass. pgs. 204-214.

o *Classic*: Deming, W.E. "A System of Profound Knowledge." <u>The New Economics.</u> The MIT Press. 1994. pgs. 92-115.

o *Classic*: Drucker, P. "Management as Social Function and Liberal Art." <u>The Essential Drucker.</u> HarperCollins. 2001. Pgs. 3-13.

o *Classic*: Tervalon, M. "Cultural Humility versus Cultural Competence: A Critical Distinction in Defining Physician Training Outcomes in Multicultural Education." *Journal of Health Care for the Poor and Underserved.* 1998.

o *Classic*: Wood-Daudelin, M. "Learning from Experience Through Reflection." Organizational Dynamics. Winter 1996. pgs. 36-48.

Grading Policy

Course Components

Component	Percentage of Final Grade
I. Individual Cross-Sectoral Paper (2-3 pgs)	15%
II. Group Case-Study (4-5 pgs)	25%
III. Case Study Analyses (2 responses)	25%
IV. Reading Log (10 pgs max) and Reflections Paper (2-3 pgs)	25%
V. Participation	10%
Total Percentage	**100%**

I. Individual Cross-Sectoral Paper: Problem Definition (15%)—Due Week 2

Research and identify an existing, concrete intersectoral arrangement involving at least two of the following three sectors: public, non-profit, and/or for-profit. The arrangement you select must demonstrate organizations working together to address a specific public program or collective action opportunity that you will describe in this proposal.

Explain how you found this arrangement or project. (For purposes of succeeding in this analysis, it is suggested that you begin looking for a specific cross-sectoral challenge early as manifest in an actual arrangement since sophisticated arrangements may take some time to identify and understand – so, again, begin looking for your example as you initially prepare for this course.)

Record your observations about the arrangement regarding its **leadership, effectiveness, problems, challenges,** and **achievements.**

Your individual cross-sectoral paper must discuss an <u>actual,</u> current, cross-sectoral, collaborative governance arrangement and detailed responses linked to conceptual frameworks to answer the following:

1. **Context**: What is the specific policy problem, societal need or opportunity being addressed by the arrangement?

2. **Structure**: What is the arrangement (e.g. public-private partnership, contractual, market-based, networks) currently being utilized among the participants in this arrangement?

Format: Submission should be single spaced, 12 point font, with one inch margins of a length between two (2) and three (3) pages. Citations referencing detailed information, website locations, facts and data related to your selected intersectoral arrangement must be included in either a footnote or endnote format within your submission.

A quick guide to Word footnotes and endnotes: http://office.microsoft.com/en-us/word-help/create-footnotes-and-endnotes-RZ001098190.aspx

Kate Turabian's Guide: http://library.georgiasouthern.edu/libref/turabian.pdf

Joseph Gibaldi's Guide: http://www.aresearchguide.com/7footnot.html

II. Group Case Study (25%)—Topic Due Week 3: January 24; Paper Due Week 4

Case studies are important learning tools. They are complex puzzles that need to be solved. Typically, it is used as reflective exercises to explore possible solutions to certain set of circumstances and vetting plausible courses of actions. In many ways, it allows individuals to consider how they might react if they were under the same conditions.

You, along with your group members, are to write a case study from one of the group member's individual cross-sectoral paper. Send the case study topic to the instructor on the date identified in the syllabus.

Derive a case study that identifies a leadership challenge and illustrate it through one of the frameworks discussed in class. The leadership challenge could have a variety of different tensions, such as organizational or personal values, customer service approaches, ethics, personalities, power v. influence, strategy, empowerment, vision, engagement, public-sector paradoxes, to name a few. You will likely consider others not on this list. Focus your case study on only one set of tensions.

The previous course readings and lectures will be helpful in thinking about what the problem might be. The problem may be a real one that you uncovered through your research, or it could be a plausible, yet fictional, problem.

The case study should be written to provide the reader with enough information about the cross-sectoral arrangement. You should change names (organizations and persons) and any sensitive information, like budget numbers, to protect the identity and sensitivity to the case. While changed, it should still provide enough information to the reader that they would have a sense as to case's context.

Consider writing the case study using these steps:

Step 1: Research

a. **Receptive: Assessment**: Measure the arrangement and its organizations so that your research presents factual information on the following:

   i. The effectiveness of the mechanisms developed, e.g. contracts; budgets, etc.
   ii. The process for developing the arrangement
   iii. Measures of outputs and/or outcomes. Use quantitative metrics if possible.
   iv. What measures are missing? Or should be added?
   v. Is your assessment shared by the participants? By its clients? Why or why not?

vi. How is leadership provided for the arrangement? For example, is there a Network Administrative Organization, or a Steering Committee, or a Project Manager, etc.? Who are the key players, actors and units? What background information on each is necessary to know, include relevant and individual facts.

b. **Preceptive: Motivation**: What are the drivers, and through which lenses/theories/frames, that led to the formation of this cross-sectoral arrangement? Be specific as to the drivers for each sector, organization, and stakeholders. Detail the cultures of the respective organizations; e.g. are they congruent or incongruent? If there are cultural differences, what facts demonstrate this understanding and how do these play out in the ongoing collaborative effort?

Step 2: Organization

c. Describe: What is the situation that needs to be addressed?

d. Organize:
   i. Introduction to the problem
   ii. Background
   iii. Setting the stage for the problem
   iv. Relevant structural, human resource, political, symbolic, or system contexts
   v. Facts and data that the reader needs to make informed assessment
   vi. Other environmental considerations

e. Conclusion:
   i. Summarize key points
   ii. End with 3-4 questions to pose to the reader to engage in critical thinking

Format: The case study should include a brief background, key analytic diagrams or schema (if appropriate), and a narrative section setting the stage for the situation and prompting the reader to think about and respond to possible courses of action.

Submission will be posted at a location designated by the instructor. One copy should be submitted via email to the instructor—single-spaced, 12 point font, with one inch margins of a length between four (4) and five (5) pages. No citations are used. The other version should be posted on a previously designated location.

Short papers are often more difficult to write than large papers. Make each word count. Synthesizing a lot of information into one comprehensive document takes skill and

practice. This assignment helps you to refine those skills while incorporating major lessons in intersectoral leadership.

Typically, the grade for the case study is posted after the second analysis is due.

III. Case Study Analyses (25%)—Due Week 2 (completed in class) and Week 6

The case study analyses have two parts.

Part 1. During Week 2, an in-class case study will be presented during the decision-making lecture. Meet as a group to answer the discussion questions. Your final responses should take a critical and reflective look at the situation and relate it to online lectures and course readings. The analysis is done in-person and discussed in class.

Part 2. During Week 6, you have the opportunity to analyze another group's case study. Meet as a group to answer the discussion questions. Your final responses should take a critical and reflective look at the situation and relate it to online and in-person lectures and course readings. The analysis should be one to two pages, single-spaced, 12 pt font, standard margins.

Consider these two broad areas as you undergo the analysis:

     a. **Effectiveness:** Are the expected outcomes aligned with the goals and missions of the organizations and participants of this arrangement? What is the likelihood that the arrangement will be ultimately successful in addressing the policy problem or collective action opportunity you identified in the topic proposal? What are the leadership styles and approaches that impact the situation? What are the impacts of organizational culture or political climate?

     b. **Lessons**: What have you learned that enhances your understanding of the effectiveness of cross-sectoral arrangements in solving collective problems and/or accomplishing constructive goals? How do the theories, models, and approaches discussed in class inform your perspectives? What alternative perspectives or approaches might be present?

IV. Reading Log and Reflections Paper (25%)—Due Week 7

The final course assignment is two-part. But, do not wait until the last week of class to complete! The first part should be an ongoing practice.

First, as you go through the course, keep a reading log; not to exceed ten (10) pages. Step 1, in it capture major takeaways; that is, major ideas, concepts, quotations, and/or

theories that resonated with you. Provide enough detail for you to refer back to it without having to reread the book or article. We are well familiar with them, so do not rewrite the book. Keep it short and focused. Step 2, make the readings real for you by jotting down some reflective applications as applied to your professional, volunteer, or personal life.

Second is the reflections paper. In two (2) or three (3) single spaced pages (one inch margins and 12 pt. font), consider your entire experience throughout the course, including the group experience. Answer these four questions: what did you learn, what did you unlearn, what did you relearn, and what surprised you. The first and third questions are the easiest. The middle question on what you *unlearned* challenges you further to consider a perspective that you had on leadership practices or collaboration that you had to reevaluate and put into practice a new way.

Go beyond descriptives, such as the processes used in-group exercises. Use reflection to expand your understanding of assumptions, and perhaps paradoxes, and test perceived truths in larger cultural, organizational, and societal contexts. How will these understandings inform future behaviors?

> *I have great respect for the past. If you don't know where you've come from, you don't know where you're going. I have respect for the past, but I'm a person of the moment. I'm here, and I do my best to be completely centered at the place I'm at, then I go forward to the next place. –Maya Angelou*
>
> *Who controls the past controls the future. Who controls the present controls the past. –George Orwell*
>
> *Our human compassion binds us the one to the other - not in pity or patronizingly, but as human beings who have learnt how to turn our common suffering into hope for the future. –Nelson Mandela*

A recommended format will be posted on Blackboard or distributed via email.

V. Participation (10%)

Your participation grade will be based on your engagement in the in-person sessions, online sessions, faculty interaction, and group exercises that accompany the weekly instructional materials.

Participation in written and oral discussions and group engagements is a key part of the learning process. Communications that enable students to think over what you have read, apply the material and concepts addressed in the course, and compare your ideas with others must be practiced in professional settings. Contributing to the course

learning opportunities in both a respectful and appropriate manner will help confirm student inputs adhere to academic standards.

For the in-person session: **Step Up, Step Back**: For those of you who tend to be quiet in group or class settings, consider "step up", sharing your insights in more visible ways. For those of you who tend to be more vocal in class, consider "step back", allowing others who may not speak up as much to have the opportunity to share before making your comments.

Anticipated Course Outline. In the event changes occur, the instructor will send a revised syllabus.

Course Outline			
Week	**Assignments**	**Instructional format**	**Due date (method)**
1. Jan 7	**Course Overview and Foundations in Leadership and Management** (PD and JA) **Readings** Clayton, T.R. Leading Collaborative Organizations. Bloomington, IN: iUniverse LLC. 2013. Bardach, Eugene, and Eric M. Patashnik (2016) "Things governments do" (Appendix B) and "Understanding public and nonprofit institutions" (Appendix C) in A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving, 5th Edition. CQ Press. **Online Class Activities and Assignments** Watch introduction/course overview video and respond to question(s) posed	Online (synchronous or asynchronous)	
2. Jan 14	**Leadership in Action** A rough outline for our in-person time together… The exercises and days may shift. **DAY 1** **Leadership Characteristics and Values** (PD and JA) **Leadership in Practice** (Guest(s)) **DAY 2** **Cultural Humility (Part 1)** (JA) **Humanness of Change and Meta-4** (PD) **DAY 3** **Decision-Making** (PD) **Negotiation and Influence** (PD) **Readings** Ansell, Chris and Allison Gash (2008) "Collaborative governance in theory and practice." *Journal of Public Administration Research and Practice,* 18(4), 543-571. De Bono, E. Six Thinking Hats.1999.	In-person Jan 19-21	Paper due: Jan 19 (in person)

	Foronda, Cynthia, Diana-Lyn Baptiste, Maren Reinholdt, and Kevin Ousman (2016) "Cultural Humility: A concept analysis." *Journal of Transcultural Nursing*, 27(3), 210-217. Lewicki, Roy J.; Saunders, D.M.; and Barry, B. <u>Negotiation: Readings, Exercises and Cases</u>. 6th Edition. 2009. Readings 1.2 "Selecting a Strategy" and 6.1 "Resolving Differences." *Classic:* Tervalon, M. "Cultural Humility versus Cultural Competence: A Critical Distinction in Defining Physician Training Outcomes in Multicultural Education." *Journal of Health Care for the Poor and Underserved.* 1998. Zerunyan, Frank V. and Steven R. Meyers (2010) "The use of public private partnerships for special districts and all levels of government." *California Special District* 5(3):28,47-50. **In-person Class Activities** Collaboration Exemplars Guest Lecturers Simulation Exercises **Assignment** Individual Cross-Sectoral Paper Due		
3. Jan 21	**Cultural Humility (Part 2)** (JA) **Reading** Williams, David R. "Miles to Go Before We Sleep: Racial Inequalities in Health." *Journal of Health and Social Behavior*. 2012. **Online Class Activities and Assignments** Online lecture Online video (Tervalon) Case study selection	Online (synchronous or asynchronous)	Case study selection due: Jan 24 (email)
4. Jan 28	**Public Participation & Civic Engagement** (PD and JA) **Readings** Innes, Judith E. and David E. Booher (2004) "Reframing public participation: strategies for the 21st Century." *Planning Theory & Practice* 5(4): 419–436.	Online (synchronous or asynchronous)	Group case study due: Feb 3 (posted online and email)

	Institute for Local Government (2012) "Planning public engagement: Key questions for local officials." Institute for Local Government (2012) "A local official's guide to online public engagement." Kania, John; and Kramer, Mark. "Collective Impact." *Stanford Social Innovation Review*. 2011. Musso, Juliet (2017) "Social Capital and Community Representation: How multiform networks promote local democracy in Los Angeles." *Urban Studies*, 54(11), 2521-2539. **Online Class Activities and Assignments** Online lecture and respond to question(s) posed **Assignment** Group Case Study due		
5. Feb 5	**Networks** (PD and JA) **Reading** Millward, H.B, and Provan, K. "A Manager's Guide to Choosing and Using Collaborative Networks." IBM Center for the Business of Government. 2006. http://www.businessofgovernment.org/sites/defaul t/files/CollaborativeNetworks.pdf **Online Class Activities and Assignments** Online lecture and respond to question(s) posed Network mapping	Online (synchronous or asynchronous)	
6. Feb 11	**Facilitation and Rapid Change** (PD and JA) **Readings** Kaner, Sam (2014) "Introduction to the role of facilitator" and "Facilitative listening skills." Chapters 3 and 4 in *Facilitator's Guide to Participatory Decision-Making, 3rd Edition.* Community at Work, Jossey-Bass. Kotter, J. "Capturing the Opportunities and Avoiding the Threats of Rapid Change." *Leader to Leader*. Fall 2014. pgs. 32-37.	Online group activity	Case study analysis due: Feb 17 (email)

	Online Class Activity Group Case Study Analysis Due		
7. Feb 18	**The Role of Reflection in Professional Development** (PD and JA) **Readings** Nesbit, Paul (2012) "The Role of Self-Reflection, Emotional Management of Feedback, and Self-Regulation Processes in Self-Directed Leadership Development." *Human Resource Development Review*, 11(2), 203-226. *Classic:* Wood-Daudelin, M. "Learning from Experience Through Reflection." Organizational Dynamics. Winter 1996. pgs. 36-48. **Online Class Activities and Assignments** Online lecture and respond to question(s) posed Reading Log and Reflections Paper due	Video (asynchronous)	Reading Log and Reflections Paper due: Feb 24 (email)

Paper and Submission Guidelines

Each submission should be professionally well written. Proofread and write for clarity. It should be organized in helpful ways and should begin with a brief overview, focus on your analysis--not a recitation of research--and conclude with a summary of the paper/presentation and its claims. Use an appropriate academic citation format in a consistent manner to document your sources; citation expectations are very high so make sure to include footnotes or endnotes and/or an inclusive bibliography. These criteria will all be considered in determining your grade.

All papers should be single-spaced in 12 point font with one inch margins and submitted as a Word document (no PDF files).

Late Policy

If an extension is required on any assignment due to an unanticipated work conflict or family emergency, contact the instructor immediately for alternative arrangements *prior* to the due date. Only one extension is permitted during the course. Late assignments without prior approval will not be graded.

Office Hours

Upon request.

Group Work

This course puts into practice collaborative efforts. Therefore, you will work within a group on specific weeks to complete the course assignments.   Faculty will assign group member for each of these assignments during the first online session.

Library Access

As a USC student, you have access to all the USC library resources. Please find out more at the link below: http://www.usc.edu/libraries/services/remote_user_services/

Instructor Biographies

Jei Africa, PsyD. A licensed practitioner in clinical psychology and certified addition treatment counselor, Dr. Jei Africa currently serves as the director of the Office of Diversity and Equity with the Behavioral Health and Recovery Services Division of the San Mateo County Health System. With more than 20 years of combined experience in the areas of mental health, domestic violence, substance abuse, cultural competence and diversity, he continues to run a consulting and private psychotherapy practice in the Bay Area.

He previously served as clinical director at Community Overcoming Relationship abuse and manager of youth Treatment Services at Asian American Recovery Services. In addition to his professional work, he volunteers with Alliance for Community Empowerment. Dr. Africa earned a post-doctoral MS in clinical psychopharmacology, a PsyD and a MA degree in clinical psychology for Alliant International University/California School of Professional Psychology. He received an undergraduate degree from the University of the Philippines.

He was named one of the 100 Most Influential Filipinos in the United States and received the California Statewide Cultural Competence Professional Award in 2009. He was also recognized as one of the 2012 LGBT Local Heroes form KQED and Union Bank. Recently, Dr. Africa received the 2015 Most Distinguished Humanitarian Contribution Award from the California Psychological Association.

Paul Danczyk, PhD, is the Director of Executive Education in Sacramento for the University of Southern California Sol Price School of Public Policy.

In his current capacity, Paul designs, coordinates and presents in leadership and management programs – impacting national, state and local governmental and nonprofit organizations – teaches master-level classes on strategic management, leadership, negotiation and public administration in California and, previously, Mexico, and is an executive coach. He cofounded and is the lead architect of www.LeadershipEnergizes.com.

Paul was elected Vice President of the American Society for Public Administration in December 2016, the leading interdisciplinary public service professional organization.

His community service includes being a former National Council representative for ASPA, representing the eight-state District 5 membership; a past president of ASPA/Sacramento Chapter; a past president of the USC Alumni Club of Sacramento; a

member of the Asian Pacific State Employees Association Steering Committee; an executive board member of the World Affairs Council/Sacramento Chapter; an appointed member to the Amador County Behavioral Health Advisory Board; and a board member of the Amador Community College Foundation.

As a Peace Corps Volunteer in Namibia, he directed a teacher-training program at the National Institute for Educational Development.

Paul earned his PhD from the University of Pittsburgh, focusing on Public and International Affairs; Master of Public Administration from the University of Southern California; BS in education from the Pennsylvania State University; certified executive coach through the International Coaching Federation, trained at the Hudson Institute for Coaching; and holds Harvard University's Mediating Disputes certification.

He and his wife are raising two sons. Paul enjoys landscaping, creating sculptures, painting, and bee keeping. He can be reached at danczyk@usc.edu .

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/department/department-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 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 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.