

## **SSCI 165Lgw, Sustainability Science in the City**

### *Syllabus*

**Units:** 4

**Term — Day — Time:** Fall 2019- MWF-11:00-11:50 a.m.

**Location:** SLH 200

**Instructor:** Robert O. Vos, Ph.D., GISP

**Office:** AHF B57B

**Regular Office Hours:** Mondays and Wednesdays 10 a.m.-  
11 a.m. PT. Also available by appointment via email.

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**Laboratory Co-Instructor:** TBD/TBA

**Office:** AHF B55

**Regular Office Hours:** TBD/TBA

**Contact Info:** TBD/TBA

**Laboratory Co-Instructor:** TBD/TBA

**Office:** AHF B55

**Regular Office Hours:** TBD/TBA

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## Course Description

Sustainability is among the most pressing scientific and social challenges of our time. Typically defined as utilizing natural resources so as to create a high quality of life for *future* as well as current generations, the idea of sustainability has provided a strong orientation towards a long-term re-thinking of the human role in and domination of ecosystems. Yet, despite the emergence of a sustainability policy discourse in the late 1980s, global climate change, ocean degradation, deforestation, habitat loss, and species endangerment continue nearly unabated. This situation seriously threatens the inventory of natural capital for present and future generations.

In response to such ongoing challenges, the field of *sustainability science* emerged in the late 1990s. It is a multidisciplinary collection of social, physical, and life sciences that work to understand the complex coupling of human and natural systems across global, national, regional, and local scales. Without a deep understanding and reconsideration of the human role in natural systems, it is impossible to envision a sustainable future. Thus, policymakers rely upon various forms of scientific knowledge and the scientific method itself to understand how to re-chart the human journey towards sustainability.

This course is a Category VI (Social Issues) course in the pre-Fall 2015 General Education program. In this course, you will learn how to analyze issues of climate change, resource management, and sustainability using data from the social and natural sciences to assess the validity of arguments about reshaping cities for sustainability. You will also critically evaluate and make use of media, Internet, and traditional academic sources to develop your own digital “Story Maps” on a key issue urban sustainability for one city.

This course is also a Social Analysis (Category C) **and** a Citizenship in a Global Era (Category G) course in the post-Fall 2015 General Education program. In this course, you will learn how social and ethical theories of sustainability relate to the emergence of sustainability science and how theory and empirical work are mutually constitutive. In particular, you will learn why the social and natural sciences and their methods are important to policies and planning for sustainable cities.

In 2008, an important global threshold was reached, with over 50% of people living in cities. According to UN forecasts, by 2050 70% of the Earth’s growing population will be living in urban areas. The rapid growth of cities across the world results from a common undercurrent of global political and economic forces that rests on a history of colonialism. An understanding of these forces and how they might be reshaped to create sustainable forms of urban development will be key to our enquiry. Indeed, issues of global sustainability are increasingly *urban* issues: land use, population, consumption, industrial organization, and infrastructural technologies (e.g. energy).

In a series of laboratory experiences and linked writing exercises, you will learn how to articulate the relationships among observed phenomena, the analytical approaches and methods used to understand them, and their societal implications. For example, one focus of sustainability science is improving our understanding of how the Earth’s land cover and land

use is changing as a result the growth of cities, and what it means for people and places. In the laboratory, you will learn how technological tools and data, such as geographic information systems and satellite imagery, are used for measuring land use/land cover change and how observed land use/land cover changes are linked to principles of urban form and urban economics. In a related writing assignment, you will consider how land use/land cover influences social well-being, economic livelihoods, and land use politics and regulation.

### ***Learning Objectives***

The central learning objective of this course is to enable students to understand how applications of particular scientific methods influence or are influenced by debates over urban sustainability.

Through a series of field and computer lab exercises, students will learn about data collection, non-experimental research design, computational modeling, and scientific validity. Students will learn how sustainability scientists measure and classify both natural and social systems in cities, and how they understand the complex interweaving of these systems with people and technologies. Through hands-on learning in the laboratory and engagement with the sustainability science literature, students will learn how science and analysis methods are connected to real-world challenges of urban sustainability.

Through a final course project called a “story map,” students will perform analysis using GIS tools and also learn about the challenges of and methods for synthesizing and communicating science with the public and policymakers. In our digital world, understanding and producing visual communication is just as important to informed citizenship as writing. The use of these tools is complemented by focused writing assignments in which students reflect on policy implications of laboratory experiences. In this course, students will learn basic cartographic principles and how to integrate existing spatial datasets and other digital resources into maps to attractively communicate underlying science and policy. By the end of the course, students will be able to evaluate scientific claims and discuss alternative pathways toward sustainable cities with enriched understanding of the scientific context of knowledge and communication skills.

**Prerequisite(s):** None

**Co-Requisite(s):** None

### **Required Readings and Supplementary Materials**

Please acquire the texts listed below. All are available at the USC bookstore. All other supplementary reading listed in the syllabus is available under the tab marked “Readings” on the course Blackboard.

The required textbooks for this course are:

- Drakais-Smith, David . 2000. *Third World Cities*, 2<sup>nd</sup> Edition. New York: Routledge. While you may purchase this book if you wish to own a bound (hard) copy, it is available online through the USC Libraries. Sign on to the USC Libraries and search for this title.
- Hagen, Bjoern and K. David Pijawka. 2017. *Sustainability for the 21<sup>st</sup> Century: Pathways, Programs, and Policies*, 2<sup>nd</sup> Edition. Dubuque, IA: Kendall Hunt. While you may purchase this book, I will place a bound (hard) copy at Leavey Library Reserves.
- Wheeler, Stephen M. 2013. *Planning for Sustainability: Creating Livable, Equitable, and Ecological Communities*, 2<sup>nd</sup> Edition. New York: Routledge. While you may purchase this book, I will place a bound (hard) copy at Leavey Library Reserves.

Supplementary readings for this course, located on the “Readings” tab on Blackboard, are:

- Bullen, Anna and Mark Whitehead. 2005. “Negotiating the Networks of Space, Time, and Substance: A Geographical Perspective on Sustainable Citizen.” *Citizenship Studies* 9, No. 5: 499-516.
- Cronon, William. 1996. “The Trouble with Wilderness: Or, Getting Back to the Wrong Nature.” *Environmental History* 1, no. 1 (January): 7-28
- Goldstein, Noah J., Robert B. Cialdini, and Vladas Griskevicius. 2008. “A Room with a Viewpoint: Using Social Norms to Motivate Conservation in Hotels.” *Journal of Consumer Research* 35: 472-482.
- Maniates, Michael. 2002. “Individualization: Plant a Tree, Buy a Bike, Save the World?” In *Confronting Consumption*, edited by Thomas Princen, Michael Maniates and Ken Conca, 43-66. Cambridge, MA: MIT Press.
- McAslan, Devon. 2015. Assessing Urban Sustainability: Using Indicators to Measure Progress” In *Sustainability for the 21<sup>st</sup> Century*, edited by K. David Pijawka, 235-258. Dubuque, IA: Kendall Hunt.
- Princen, Thomas. 2002. “Consumption and its Externalities: Where Economy Meets Ecology.” In *Confronting Consumption*, edited by Thomas Princen, Michael Maniates and Ken Conca, 23-42. Cambridge, MA: MIT Press.
- Pulido, Laura, Steve Sidawi, and Robert O. Vos. 1996. “An Archeology of Environmental Racism in Los Angeles.” *Urban Geography* 17, no. 5: 419-439.
- Vos, Robert O. 2007. Defining Sustainability: a Conceptual Orientation.” *Journal of Chemical Technology and Biotechnology* 82: 334-339.
- Wolch, Jennifer, Jason Byrne, and Joshua P. Newell. 2014. “Urban Green Space, Public Health, and Environmental Justice: the Challenge of Making Cities ‘Just Green Enough’.” *Landscape and Urban Planning* 125: 234-244.

## Description and Assessment of Assignments

Students must attend all regularly scheduled lectures/in-class exercises, participate in labs, write in the reading journal discussion forums, write a city sustainability profile, write a policy essay, sit for mid-term and final examinations, and produce a final project called a “story map.”

There will also be extra credit available for scheduled field trips. Students who choose to participate with USC's Joint Educational Project (JEP) are released from reading journal discussion forums as indicated below.

### ***Labs***

In addition to the lectures and in-class exercises, there is a set of 12 labs across the semester. These laboratory experiences are designed to introduce you to the tools of spatial and social analysis as well as to give you practical experience in implementing these tools to explore various problems within the framework of the scientific method. These assignments are linked to the lectures and class discussions, but do not duplicate the lecture experience. You must register for one laboratory session in addition to registering for the lectures. Your laboratory assignments will be completed during the 2-hour lab sessions and shortly after will be graded and returned.

**Absences from lab sessions** must be requested by sending an email to the laboratory co-instructor for your lab section. Excused absences from labs will be granted only for valid reasons; please notify us of the reason for your absence in your email.

### ***Reading Journal Discussion Forums***

Two times during the semester, students will participate in reading journal discussion forums. Here you will find an article from major press outlets (e.g., Atlantic Cities, Wall Street Journal, New York Times, and Los Angeles Times) on issues of sustainable cities that relates to one of our assigned course readings. You will post a short summary of the article and explain how it relates to the reading. You will also read and briefly comment on two of your peer's posts.

### ***City Sustainability Profile***

Working with a classmate as your partner, you will complete a short written sustainability profile of the urban area he or she considers to be is or her "home" residence. In the city sustainability profile, you will relate concepts of urban population growth, the urban footprint, the global context of urban sustainability, and the sustainability problematic by researching a city with which you are not yet familiar. You will also compare the situation of your home city to a contrasting city and brainstorm a sustainability solution for the city you profile.

### ***Policy Essay***

There will be one policy essay written in response to a prompt from the instructor. This assignment will have detailed requirements with respect to required outside research and source citations. Please follow the requirements in the assignment very carefully.

### ***Story Map***

The final project in this course is a story map. Story maps tell about places, issues, and trends by enriching digital maps with content like various kinds of graphs, text, photographs, video, and audio. The underlying data often depict the coupling of social and natural systems. These may be things like wetland areas, land cover, and census data, and may also include live data

streams such as temperature, precipitation, and traffic. They often present scientific data and analysis, but they are mainly designed for the general public and do not require their users to have special knowledge or skills in Geographic Information Systems (GIS).

Story maps are increasingly in use in sustainability science and are an important tool to describe the challenges of sustainable cities and pathways toward sustainability. For example, you can see an interactive story map that describes land use footprints of megacities here: <http://storymaps.esri.com/stories/2014/growth-of-cities/>. This story map was created as part of the Smithsonian's series on *Living in the Anthropocene: The Age of Humans*. Another example shows the warming of European cities as predicted in global climate models (see: <http://storymaps.esri.com/stories/2012/warming-cities/>).

In this course, you will create a story map that integrates data on social and natural systems around one of our course's learning modules. Additional information on each learning module and the potential for final projects is on the course Blackboard site. Your story map will integrate scientific data like the examples above but will be focused at local scales. An example of this sort of integration is a map of green infrastructure created for the City of Nashville (see, <http://maps.nashville.gov/LID%5FSites/>). For an example of a river revitalization map, you may see this website: [http://ugis.esri.com/LA\\_River\\_Tour/#map](http://ugis.esri.com/LA_River_Tour/#map)). Please note, however, that this particular story map, like some examples of story maps you may see on the web, is simply a montage of geotagged photographs. Your map will be much more than this. It may have photos for context, but it must be primarily an analytical report that includes writing in pop-up windows and sidebars. It will use visualization of data or models, like in the other examples linked above, to communicate underlying analysis.

### ***Fieldtrips***

At a *minimum*, students are encouraged to attend at least one of the scheduled fieldtrips. Attending one field trip will result in 2 extra credit points in the course. Pending available space, students are encouraged to attend as many of the fieldtrips as possible, though no additional extra credit will be awarded.

### ***Exams and Other Policies***

Both the midterm and final exam are closed book. The mid-term and final exams will include content learned in course readings, lectures, laboratory sessions, in-class exercises, and online discussions sessions up until the date of each exam. **No make-up opportunities will be offered for missed exams or labs**, so mark the appropriate dates on your calendars! If you have a legitimate conflict, speak with the instructor as soon as possible. Also, note that there is **no credit for late assignments**.

## Grading Breakdown

The following table shows the breakdown of the assignments and their weight in the final grade. The emphasis is on regularly completing a number of short assignments as well as solid performance on examinations and the final project. Assignments must be submitted as noted, typically on the appropriate Blackboard (Bb) site.

Assessment	Number	Total Points (% of Grade)
City Sustainability Profile (Submit in class and on Lecture Bb)	1	14
Laboratory Reports <i>Note: Lab reports are not included in the list of deliverables/due dates on the course schedule. Submit all Lab Reports via Bb for your laboratory section at the conclusion of each lab session.</i>	11	22
Reading Journal Discussion Forum (Submit on Lecture Bb) <i>Note: JEP Students only skip these forums</i>	2	10
JEP Evaluation (Reports Submitted to JEP Bb) <i>Note: For JEP students <b>only</b>, these points are added at the end of the semester in place of Article Summary 2 &amp; Article Summary 3.</i>	(1)	(10)
Policy Essay (Submit in class & on Lecture Bb)	1	14
Midterm Exam (In class closed book)	1	12
Final Exam (Closed book)	1	14
Final Project: Story Map (Submit URL to Lab Section Bb) and give oral report	1	14
Totals	18	100

## Schedule

The course will be organized around the following 8 modules with accompanying lectures, on-line discussions, in-class exercises, readings, laboratory experiences, and writing assignments:

Date	Topics	Readings	Deliverables/Due Dates
<b>Module 1   Theories and Key Concepts</b>			
<b>Week 1</b>			
8/26	Introduction to the Course		
8/28	The Urban Sustainability Problematic	Hagen and Pijawka Ch. 1 Wheeler Ch. 1 & 4	
8/30	Competing Definitions of Sustainability and Sustainable Cities	Hagen and Pijawka Ch. 2 & 3 Wheeler Ch. 2  Vos, R. O. 2007. "Defining sustainability: a conceptual orientation." <i>Perspective in Journal of Chemical Technology and Biotechnology</i> 82: 334-339.	
<b>Week 2</b>			
9/2	Labor Day (no class meeting)		
9/4	The Global Context of Sustainable Cities	Drakakis-Smith pp. 1-10 Hagen and Pijawka Ch. 4 & 16 Wheeler Ch. 19	
9/6	Is Population Growth the Key?	Drakakis-Smith Ch. 1 & 3 Wheeler Ch. 17	Deadline to sign-up at JEP House if you elect to participate (4:30 p.m.)
<b>Module 2   Urban Footprints &amp; Land Development and Politics</b>			
<b>Week 3</b>			
9/9	Sustainable Cities or Resilient Cities?	Hagen and Pijawka Ch. 7	
9/11	The Urban Footprint	Drakakis-Smith Ch. 4	
9/13	The Urban <i>Ecological</i> Footprint		
<b>Week 4</b>			



9/16	Life Cycle Thinking	Hagen and Pijawka Ch. 9	Reading Journal Discussion Forum #1 Due
9/18	The Paradox of the Growth Machine	Wheeler Ch. 20, 21, & 23	
9/20	Possibilities of Governing for Urban Sustainability	Wheeler Ch. 18	
<b>Module 3   Perspectives on Consumption</b>			
<b>Week 5</b>			
9/23	The Problem of Consumption	Princen, T. 2002. "Consumption and its Externalities: Where Economy Meets Ecology pp. 23-42 in T. Princen, M. Maniates, and K. Conca (eds.) <i>Confronting Consumption</i> . Cambridge, MA: MIT Press	City Sustainability Profile Due at Class (Hard Copy) and Submit to Bb by the start of class.
9/25	Distancing of Waste in a Global Economy	Drakakis-Smith Ch. 5	
9/27	Consumption in the Urban Landscape	Wheeler Ch. 11	
<b>Module 4   Reclaiming Urban Nature</b>			
<b>Week 6</b>			
9/30	Individual Versus Collective Responses to Consumption	Goldstein, N.J. and Cialdini, R.B. 2008. "A Room with a Viewpoint: Using Social Norms to Motivate Conservation in Hotels." <i>Journal of Consumer Research</i> 35: 472-482.  Maniates, M. 2002. "Individualization: Plant a Tree, Buy a Bike, Save the World?" pp. 43-66 in T. Princen, M. Maniates, and K. Conca (eds.) <i>Confronting Consumption</i> . Cambridge, MA: MIT Press.	
10/2	The Nature of the City	Wheeler Ch. 9  Wheeler pp. 312-322  Cronon, W. 1996. "The Trouble with Wilderness: Or, Getting Back to the Wrong Nature." <i>Environmental History</i> 1(1): 7-28.	

10/4	Restoring Urban Biodiversity	Hagen and Pijawka Ch. 10	
<b>Week 7</b>			
10/7	Water Resources in Cities	Hagen and Pijawka Ch. 11 Wolch et al. 2014. "Urban Greenspace, Public Health, and Environmental Justice: The Challenge of Making Cities 'Just Green Enough'" <i>Landscape and Urban Planning</i> 125: 234-244.	Article Summary 2, Due 11:59 p.m. (Omitted <i>only</i> for JEP Students)
10/9	<i>Virtual Tour of LA River</i> (during regular class session at our regular classroom)		
10/11	Mitigating GHG Emissions in Cities	Wheeler Ch. 7 Hagen and Pijawka Ch. 8	
<b>Module 5   Climate Change: Mitigation and Adaptation</b>			
<b>Week 8</b>			
10/14	Adapting to Climate Change in Cities	Hagen and Pijawaka Ch. 14	Article Summary 3, Due, 11:59 p.m. (Omitted <i>only</i> for JEP Students)
10/16	Midterm Review		
10/18	USC Fall Recess (no class meeting)		
<b>Week 9</b>			
10/21	Midterm Exam		
10/23	Climate Change: ESEM and Agenda Setting		
10/25	Special Issue: Sustainable Transportation & Smart Growth	Hagen and Pijawka Ch. 12 Wheeler Ch. 10 & 12 Wheeler pp. 291-312	

<b>Module 6   Environmental Justice (EJ): Community-based Sustainability Science</b>			
<b>Week 10</b>			
10/28	History and EJ in the City	Drakakis-Smith Ch. 2 Wheeler pp. 203-204	
10/30	Social and Spatial Analysis of Environmental "Bads"	Pulido, L., S. Sidawi, and R. O. Vos 1996. "An Archeology of Environmental Racism in Los Angeles," <i>Urban Geography</i> 17: 419-439.	
11/1	Social and Spatial Analysis of Environmental Goods		Ungraded (but required) policy essay proposal due, 11:59 p.m.
<b>Module 7   Greening the Urban Economy and Urban Metabolism</b>			
<b>Week 11</b>			
11/4	Fieldtrip to Hyperion Treatment Plant <i>(No regular class meeting)</i>		Times TBD (Cap of 40 students)
11/6	Industrial Ecology: The Science & Technology of Sustainability	Wheeler Ch. 8	
11/8	Urban Metabolism Concept and Models	Hagen and Pijawka Ch. 13 Wheeler Ch. 13 & 14	
<b>Week 12</b>			
11/11	The New Regionalism	Wheeler pp. 198-202 Wheeler Ch. 22	
11/13	Regional Governance		Policy Essay Due at Class (Hard Copy) and Submit to Bb by the start of class.
11/15	Regional Governance (Con't)		

<b>Week 13</b>			
11/18	Green Jobs and Eco-Industrial Parks	Wheeler Ch. 16	.
11/20	USC vs. UCLA Mapathon ( <i>No regular class meeting</i> )		
11/22	Field Trip to Port of Los Angeles ( <i>No regular class meeting</i> )		Leave USC Campus at 8:30 a.m. and Return to USC Campus at 11:30 a.m.
<b>Module 8   Indicators, Tools, and Sustainable Citizenship</b>			
<b>Week 14</b>			
11/25	Sustainability Indicators: Measurement and Reporting	McAslan, D. 2015. "Assessing Urban Sustainability: Using Indicators to Measure Progress" pp. 235-258 in K. D. Pijawka (ed.) <i>Sustainability for the 21<sup>st</sup> Century</i> (1 <sup>st</sup> Edition). Dubuque, IA: Kendall Hunt. Wheeler Ch. 6	
11/27	USC Thanksgiving Holiday (no class meeting)		
11/29	USC Thanksgiving Holiday (no class meeting)		
<b>Week 15</b>			
12/2	Urban Models: How Can Geodesign Contribute?	Hagen & Pijawka Ch. 5 & 6	
12/4	Sustainable Citizenship and Sustainable Livelihoods	Drakakis-Smith Ch. 5 & 6  Bullen, A. and Whitehead, M. 2005. "Negotiating the Networks of Space, Time and Substance: A Geographical Perspective on the Sustainable Citizen." <i>Citizenship Studies</i> 9: 499-516.	
12/6	Final Exam Review		
12/11	<b>Final Examination from 11 a.m.-1 p.m. (Closed Book at our Regular Classroom)</b>		

## Laboratory Topics and Learning Objectives

Week 1 No Labs (Introductory Week)  
Week 2 Population Modeling for Manhattan, NY  
Week 3 No Labs (Labor Day Holiday)  
Week 4 Mapping the Urban Footprint of Raleigh, NC  
Week 5 Mapping Billboards  
Week 6 Modeling Urban Forests Versus Income  
Week 7 Story Map Introduction, Team Selection, and Proposal Development  
Week 8 No Labs (USC Fall Recess)  
Week 9 Story Map Working Session  
Week 10 Indexing Neighborhood Walkability  
Week 11 Mapping Air Toxics  
Week 12 Story Map Working Session  
Week 13 Story Map Working Session  
Week 14 No Labs (USC Thanksgiving Holiday)  
Week 15 Story Map Final Presentations

## Laboratory Protocol

Each of the 2-hour lab sessions will start on the hour with a brief introduction. These introductions will take about 10-20 minutes. Therefore, **students arriving more than 10-minutes after the scheduled start times for laboratory sessions will be turned away and assigned a zero grade for that particular lab assignment.** No lab reports will be accepted for grading if handed in outside of the regularly scheduled lab session. One or the other of two different kinds of tasks will be completed during the lab sessions, as explained below.

First, for the lab sessions linked to the course lecture content (see titles above), you will work on self-guided work tasks using specialized geographic analysis tools and one or more geospatial datasets or computer modeling tools. These tasks should take approximately 75 minutes to complete. After this time, the instructor will convene a 15-minute roundtable discussion of what you have done, what it means, how it relates to key concepts of sustainable cities covered in the readings and lectures, and how these tasks might have been varied and/or enhanced if performed by professionals in a real-world setting. The final 15 minutes of this series of lab sessions will be available for each of you to prepare and submit your final lab report for grading. Second, in other weeks you will engage in a series of tasks during the lab sessions that will build skills and allow in class work time needed for the story map projects. As with all labs, you will prepare short reports at the end of each lab session demonstrating that you have mastered the particular methods and lab skills being taught at each session.

The sequence of labs ends with labs called “Story Map Working Session” towards the end of the course. In these lab sessions, you will work with teams of classmates and with your laboratory co-instructor to make use of the datasets and geospatial software available in the lab to

complete components of your story map. This will include connecting with and analyzing data and making maps. Some elements of the story map may be completed on your personal computers or using USC's general computer labs on your own time. But most of the story map will be created in the lab sessions where you have access to geospatial software and support from your laboratory co-instructor, and generally there should be enough time scheduled in labs to complete your story maps without using time outside of class.

## **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 Part B, Section 11, "Behavior Violating University Standards" [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

### ***Support Systems***

*Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call*

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

[engemannshc.usc.edu/counseling](http://engemannshc.usc.edu/counseling)

*National Suicide Prevention Lifeline – 1 (800) 273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

*Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. [engemannshc.usc.edu/rsvp](http://engemannshc.usc.edu/rsvp)

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: [sarc.usc.edu](http://sarc.usc.edu)

*Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class.

[equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. [studentaffairs.usc.edu/bias-assessment-response-support](http://studentaffairs.usc.edu/bias-assessment-response-support)

*The Office of Disability Services and Programs*

Provides certification for students with disabilities and helps arrange relevant accommodations.

[dsp.usc.edu](http://dsp.usc.edu)

*Student Support and Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. [studentaffairs.usc.edu/ssa](http://studentaffairs.usc.edu/ssa)

*Diversity at USC*

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students.

[diversity.usc.edu](http://diversity.usc.edu)

*USC Emergency Information*

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. [emergency.usc.edu](http://emergency.usc.edu)

*USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.*

Provides overall safety to USC community. [dps.usc.edu](http://dps.usc.edu)