Proclaimed “The American Century” by the founder of *Time* magazine, the last century marked dramatic, sweeping changes to the nation’s politics, military ambitions, economic strategies, sociocultural understandings, as well as altered America’s global involvement. The cataclysm of the Great War produced an international economic catastrophe that, in turn, instigated policies by which the federal government became insurer of general prosperity. Mobilization for the Second World War ended the Great Depression, creating the modern middle-class, and in the immediate postwar years, the United States began a decades-long, ideological standoff with the Soviet Union. Beyond pushing the limits of deterrence theory and Mutual Assured Destruction to terrifying extremes, such as in the case of the Cuban Missile Crisis, the Cold War included hot proxy conflicts that incited further domestic unrest from a population already agitated by struggles for civil liberties and exaggerated defense spending.

Despite the nation’s exponential rate of technological development, by the end of the century, neither economic nor national security seemed assured in America, and sociological tensions and domestic issues have demanded attention into the present. We will consider how these shifts have impacted institutions and regions, while taking care to acknowledge smaller communities and individual agency. California experienced particularly marked changes during the twentieth century, and we will consider local examples that speak to the course’s chronology. Many people see California as the great exception among American states—totally bizarre, unique, and unfamiliar. More perceptive observers, recognize that California is America, only more so. Our state may appear strange at first glance, but upon closer inspection its history is full of familiar American themes, such as conquest and colonization, diversity and conflict, boom and bust, reform and reaction, immigration and nativism, protest and repression, and more.

Along with examining what made the twentieth century so American, we will also unpack the idea of the American dream—how did ideas of this notion change, and who has had access and who has been excluded over time? We will be as inclusive of shared memory and personal experiences as possible, paying attention to individuals of different races, classes, and genders. For example, we will investigate how a variety of women served as catalysts for change in the United States. We will examine developments in science, technology, and medicine. In 1900, Lord Kelvin proclaimed that “there is nothing new to be discovered in physics now.” He spoke far too soon, as scientific knowledge developed in twentieth-century America at an astonishing pace. This course will explore the unique context of the twentieth century, one that enabled a radical alteration of the direction of scientific research. Instead of discussing scientific geniuses and their ideas, we will focus on networks among human and nonhuman components in scientific research, such as scientists, objects, tools, concepts, questions, and institutions.

Upon completion of this course, you will have expanded your factual knowledge of American history, developed writing and oral communication skills, and solidified your ability to evaluate ideas, arguments, and points of view found in primary and secondary sources. To my mind, the value of a history education does not stem from rote memorization of facts and dates (although an awareness of past events proves useful), but rather in developing critical thinking skills that will enable your development as a thoughtful scholar and responsible global citizen.
Learning Objectives

- Develop written and oral communication skills.
- Evaluate ideas, arguments, and points of view in primary and secondary sources.
- Demonstrate the ability to think critically and make arguments about complex topics.
- Gain knowledge of factual United States history, including but not limited to topics such as: politics; war; pop culture; science, technology, and medicine; foreign relations; race, class, and gender studies; social movements; the environment; domestic life; educational systems; food; legal precedents; and architecture.

Required Books and Materials


All other reading materials will be available online.

Required: College-ruled, 10.5x8-inch, 70-to-100-page notebook

Optional Supplemental Reading*


Schrag, Peter. *Not Fit for Our Society: Nativism and Immigration* (University of California Press, 2010).


Also see, “American Military History,” *The Great Courses*, available on Kanopy.

Also see, "Howard Zinn: A People's History of the United States," 2016, available on Kanopy.

*Optional readings are not required, but additional independent research conducted using my optional reading suggestions or reputable texts you find on your own can allow you to receive EXTRA CREDIT. Additional research constitutes the significant use of a cited source that is (1) outside of the required readings and (2) beyond the assignment’s required minimum number of sources. You can earn up to 5 extra credit points per referenced source, with a maximum of 15 extra credit points available per assignment. Suggestions for videos, readings, or other sources that I determine would work well in future iterations of this course will earn you 0.5 extra credit points toward your final grade, with a limit of six suggestions throughout the semester (for a total that would bring up your grade one step).
ASSIGNMENTS AND GRADING
We will read a significant yet reasonable amount of material each week, averaging 100 pages per week (depending on the difficulty of assigned texts). You are expected to complete all assigned reading and come to class with talking points on the assigned readings that you will share with the class, demonstrating your ability to understand and critically analyze primary and secondary sources of scholarship. There are three written assignments during the term and a final research project. In lieu of a midterm or final examination, we will have take-home and in-class written assignments, all of which will total at least 15 pages of critical analysis.

Participation: 10%
Come to class having completed assigned readings and prepared to discuss the texts and assignments with the class and within smaller groups. Keep a notebook of ongoing reactions to all course readings (being sure to cite these instances for later reference). After completing weekly readings, develop and draft talking points to share in class. Given appropriate opportunity, I should hear your voice at least once during each class. In the classroom, note your responses and reactions to discussions, as well as questions that you might pose to the class. You will be asked to provide brief self-evaluations of your progress and lessons learned at various points throughout the semester. Your participation grade is strongly linked to how well you keep track of your thoughts in the notebook assignment.

Notebook: 10%
DUE ON DATE OF THE FINAL
Note reactions and points that you want to remember while reading the weekly homework assignments (legible shorthand is fine and be sure to cite page numbers for later reference). Also take notes while in class, and complete both at-home and in-class exercises in this notebook. You will reference your notebook entries when developing written assignments in this course, and will have access to your notebook when asked to complete in-class assignments. You will reflect on initial thoughts from the beginning of the semester to gauge how your knowledge of American history has changed over our course of study. The purpose of the notebook is to encourage self-reflection, and contemplation of what it means to be human and how your ideas relate to those of others. Your notebooks will be reviewed at midsemester (and at office hours per student request). The complete notebook will be due with the final paper no later than the time that the final is scheduled to end. Grading will be based upon completion of entries that showcase knowledge of and thoughtful engagement with course materials and class discussions.

Library Assignment (500 words): 10%
DUE WEEK 2 DAY 2 – Thurs., September 5, 2019
Visit one or more of the University Park Campus libraries, pick up materials available to become acquainted with the libraries’ resources, and optionally speak with a librarian. Visit the USC Libraries website and browse materials and resources available (http://library.usc.edu). Write about your experience, knowledge gained, and how you might utilize USC libraries in your college work. Reference the texts you read in Week 1. This exercise introduces you to the resources available at the University, enabling you to identify primary sources of scholarship in relevant disciplines that you will need to understand and critically analyze significant textual resources.

We will be examining our readings with reasonable depth and rigor, covering a wide range of topics within the subject matter, and this assignment will encourage you to develop tools for independent critical thinking, all the while maintaining high standards of analytical and scholarly vigor. After investigating the resources at the library and synthesizing your findings into a written document,
you will be able to reference this work throughout this course when looking for sources for your final research project and beyond in your academic career.

**Written Assignment I (750 words): 15%**  
**DUE DAY 1 WEEK 6 – Tuesday, October 1, 2019**

Select the transcript of an individual who has contributed to an oral history project that is devoted to capturing the voices of people in America during a particular era or from a particular group or industry during the twentieth century. For example, you might select a civil rights leader’s oral history from the Seattle Civil Rights and Labor History Project (http://depts.washington.edu/civilr/) or from the Library of Congress Civil Rights Project (https://www.loc.gov/collections/civil-rights-history-project/). The instructor will provide a list of possible oral history projects available on Blackboard, but you may suggest an unlisted oral history project and request approval from the instructor.

Write a 750-word brief on the interview. What could a historian learn from this interview? How does the narrator describe their experience in the (e.g.) Black Panther Party (or relevant social movement)? What are the interview’s limitations as a historical document? How would a historian contextualize and complicate the story presented by the narrator? Describe your response to the interviews as a scholar and analyze the conducting and use of oral histories in research. Use Chicago-style footnote citations. Reputable online sources are okay, but must use one monograph or peer-reviewed journal article in addition to the transcript itself.

**Written Assignment II (1000 words): 20%**  
**DUE DAY 1 WEEK 9 – Tuesday, October 22, 2019**

Select an event, place, person, idea, or something else of your choosing that you believe was especially significant during the twentieth century. This could be something already discussed in class, something to come in later weeks, or a topic absent from the syllabus (with instructor’s approval). Complete a paper based on assigned readings, optional additional readings provided by the instructor, or sources that you find independently (reputable online sources are okay). Using these sources, explain why your topic was meaningful and argue how it might inform contemporary issues. Provide a bibliography that suggests sources that you would suggest to someone who wants to investigate this topic, and explain the value of each source. Utilize two secondary and two primary sources within your paper at a minimum.

**Review Assignment (750 words): 15%**  
**DUE DAY 1 WEEK 12 – Tuesday, November 12, 2019**

Review a book, article, film, museum exhibit, or other medium (as approved by instructor) that may or may not be part of the course’s required assignments. Explain the importance of the work that you selected and how the material relates to the course’s themes. In this class we will look closely at human engagement with objects, photos, textual resources, and museum exhibits. We explore language as a medium of artistic expression and communication. This assignment will evaluate your ability to critically evaluate these mediums of expression. Your job is not to state whether you ‘like’ a work or not, but rather to explore its merits and failures from a scholarly perspective.

You will consider the viewpoint of the author, director, curator, or other producer of an historical work when explaining the merits of the work, based on your knowledge of sources available at the library and class discussions and readings that offer diverse perspectives. Why did the author create this work? What is their argument? How do they go about proving their argument? What are the strengths and limitations of the author’s approach? What questions did you have while engaging with this work? What avenues of inquiry does the work open up for future investigations?
Find at least one secondary source that allows you to compare how this particular object of investigation has been investigated by other scholars. Instructor will provide examples of academic reviews.

**Final Research Paper (2000 words): 20%**
**DUE AT DATE OF FINAL EXAM WITH YOUR NOTEBOOK**
This assignment determines how cumulatively you have engaged with the course’s themes. This assignment needs to go far beyond past writing assignments and cannot be on the same topics. Select a current issue of public concern (broadly defined) in the United States and explore its historic roots using both primary and secondary sources (and reflecting on your own thoughts written in your notebook throughout the semester). Even if your topic does not directly deal with the second half of the twentieth century, you must find ways to integrate historical data from the final month’s readings into your paper.

Submit a brief proposal for your topic by Week 13. Your paper must draw on at least six sources, three being peer-reviewed articles and/or scholarly monographs (secondary) and three being newspaper articles contemporary to your subject (or other primary sources—contact the instructor or a librarian if you have difficulty finding primary sources). Make an argument about change and continuity over time in 2000 words (approximately eight pages in 1” margins, TNR 12pt). Images are not required but are encouraged—be sure that they are appropriately credited. This word count does not include front matter, bibliography, block quotes, image captions, or notes.

Provide an astute examination and demonstrate knowledge of all assigned readings and class discussions while using your chosen topic as a framework for speaking about larger themes found in the American twentieth century. Use your notebook to reference specific materials with which we have engaged and that you found particularly intriguing. Offer insightful summaries and critiques. By the time of this final assignment, you will have cultivated a critical appreciation for various forms of human expression, which will enable you to engage with lasting ideas and values that have animated humanity, leading to your ability to read and understand relevant information from different sources.

*Additional detailed instructions for each assignment will be available on Blackboard.*

**Grading Scale**

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WEEK 1: THE AMERICAN CENTURY
Introductions and Syllabus Review – Conducting Historical Research – Dawn of the 20th Century

Day 1 – Aug. 27
Homework:
• Read USC’s “Evaluating Sources,” http://libguides.usc.edu/primarysources/evaluate
• Read “Introduction,” in Sarah Barber, History Beyond the Text (Routledge, 2009), 1-14. Available at USC Libraries online. Skim other chapters and save as a resource for later use.
• Notebook assignment: Pick one element from the 20th-century America and write a paragraph about (1) why you find it of interest and (2) its relevance to the 20th century in your notebook. Email the instructor a link to an online article detailing your selection. It can be, for example: an event, film, song, architecture, medicine, technology, person, social movement, environment, museum exhibit, pretty much any object or idea that you can argue is representative of the 20th century. If you cannot think of any examples, peruse the weekly topics. Consider selecting something that is relevant to your major and/or a topic that you might want to explore for your final project.
• Purchase books. Must have Zinn by next week. If it’s not available in the bookstore yet, I will post the first few chapters on Blackboard.
• Review syllabus and assignments independently, and let me know if you have questions.

Day 2 – Aug. 29
Homework:
• Work on Library Assignment due Week 2 Day 2 (Sept 5).
• Read Michael Adas, “Introduction,” in Adas (2010), 1-8. Consider if one of the essays in this collection might inform your final paper.
• Read Reeves, “By 1900,” 1-20.
• Read Zinn, “The Empire and the People,” 1-30.
• Optional further reading that would inform the Library Assignment: John Tosh, The Pursuit of History (Routledge, 2015); Miriam Dobson, Reading Primary Sources: The Interpretation of Texts from Nineteenth and Twentieth Century History (Routledge, 2008).

WEEK 2: MANIFEST DESTINY AND THE CLOSING OF THE FRONTIER

Day 1 – Sept 3
Homework:
• Finish Library Assignment. Due Sept 5.
Day 2 – Sept 5

LIBRARY ASSIGNMENT DUE (Thurs., Sept 5)

Homework:
• Read Reeves, “Progressivism and the Square Deal,” 21-40, and “The Trials and Triumphs of Progressivism,” 41-60.
• Read Zinn, “The Socialist Challenge,” 31-76.

WEEK 3: THE OPENING DECADES OF THE TWENTIETH CENTURY

Day 1 – Sept 10
Homework:
• Pick one of the topics listed in the first three weeks or choose another person, place, or event from the first two decades on the twentieth century. Write a paragraph about it in your notebook. Be sure to mark down citations as to where you found information. Consider selecting a topic that might prove relevant to your final paper. Be prepared to share on your topic in class.
• Browse the “Woman Suffrage Centennial” online exhibition. Make a note on an aspect of a text or artifact that you found interesting or surprising. Write a few notes about it in your journal and be prepared to share at the next class: https://www.senate.gov/artandhistory/history/People/Women/WomanSuffrage2019.htm

Day 2 – Sept 12
Homework:
• Read Reeves, “World War I,” 61-80.
• Read Zinn, "War is the Health of the State,” 77-98.

WEEK 4: THE GREAT WAR

Day 1 – Sept 17
Homework:
• Peruse and note primary sources of interest: “World War I and America,” http://ww1americas.org/
• Read and note: Immigration Timeline, https://www.history.com/topics/immigration/immigration-united-states-timeline

Day 2 – Sept 19
Homework:
• Read Reeves, “The Roaring 20s,” 81-100.
• Skim current and past exhibits available at the Los Angeles Public Library. Consider how you might use this source to inform your final project: https://www.lapl.org/events/exhibits
• Consider possibilities for Oral History Projects that you can search for your Written Assignment I, due in Week 6. List compiled by instructor available on Blackboard, but feel free to suggest another oral history project from where you would like to select an interview.

WEEK 5: THE ROARING 20S/THE JAZZ AGE

Day 1 – Sept 24
Homework:

Day 2 – Sept 26
Homework:
• Finish Written Assignment I due in Week 6.
• Read Reeves, “The Depression Decade,” 101-118.

WEEK 6: THE GREAT DEPRESSION AND THE INTERWAR YEARS

Day 1 – Oct 1

WRITTEN ASSIGNMENT I DUE (Tues. Oct 1)

Homework:
• Read How the Great Depression Altered US Foreign Policy: https://www.thoughtco.com/great-depression-foreign-policy-4126802
• Read about New Deal Programs: https://www.thoughtco.com/top-new-deal-programs-104687
• Watch Video: Walker Evans in His Own Words, (5 min), and write your reactions to his photographs in your notebook. Be prepared to share thoughts in class: https://www.youtube.com/watch?v=vhlFQUwjU3o

Day 2 – Oct 3
Homework:
• Read Reeves, “The World at War Again,” 119-138.
• Read Zinn, “A People’s War?” 137-181.
• Skim “America’s Role in WWII”: https://www.thoughtco.com/overview-of-world-war-ii-105520

WEEK 7: THE SECOND WORLD WAR and the 1940s AT HOME

Day 1 – Oct 8
Homework:

Day 2 – Oct 10
Homework:
• Read Reeves, “Postwar Challenges,” 139-154.
• Read Zinn, “Or Does It Explode?” 182-212.
• Watch: Nazi Medicine: In the Shadow of the Reich (55 min) and write a paragraph summarizing your reactions in elements learned in your notebook. Available on Kanopy via USC Libraries.
WEEK 8: THE OPENING DECADES OF THE COLD WAR

Day 1 – Oct 15
Homework:
- Work on Written Assignment II due in Week 9.

Day 2 – Oct 17 FALL BREAK NO CLASS
Homework:
- Read: Reeves, “The ‘Best Years,’” 155-178.
- Complete Written Assignment II due in Week 9.

WEEK 9: THE ATOMIC AGE

Day 1 – Oct 22
WRITTEN ASSIGNMENT II DUE

Homework:
Day 2 – Oct 24
Homework:
- Read Reeves, “Era of Upheaval,”” 179-198.

WEEK 10: THE 1960S, A DECADE OF REVOLUTIONS

Day 1 – Oct 29
Homework:

Day 2 – Oct 31
Homework:
- Work on Written Assignment II Due Week 12.
- Read Reeves, “Nixon’s America,” 199-218.

WEEK 11: THE MILITARY-INDUSTRIAL COMPLEX AND THE AGE OF APOLLO

Day 1 – Nov 5
Homework:
- Read about Blueturn and note your reactions/opinions regarding the article’s claims: http://blueturn.earth/press-release-first-live-view-of-the-whole-earth/
Day 2 – Nov 7
Homework:
- Complete Review Assignment Due Week 12.

WEEK 12: THE COLD WAR HEATS UP -- KOREA AND VIETNAM

Day 1 – Nov 12

REVIEW ASSIGNMENT DUE

Homework:
Peruse the Vietnam Oral History Project. Read one or two of the interviews, take notes in your notebook, and come to class prepared to speak for at least three minutes on the person or people about whom you read. Beyond summarizing the individual(s), be sure to provide the same analysis that was required in Written Assignment I: https://www.vietnam.ttu.edu/oralhistory/

Day 2 – Nov 14
Homework:
- Write Final Project Proposal, due in Week 13.
- Read Reeves, “Years of Disillusionment,” 219-234.

WEEK 13: THE 1970s

FINAL PROJECT PROPOSAL DUE THIS WEEK

Day 1 – Nov 19
Homework:

Day 2 – Nov 21

Homework:
- Read Reeves, “Dynamic Conservatism,” 235-256.

WEEK 14: THE REAGAN YEARS


Day 1 – Nov 26

Homework:

Day 2 – Nov 28 – HOLIDAY BREAK NO CLASS

Homework:
- Read Reeves, “Into the Nineties,” 257-257.

WEEK 15: THE 1990s

Day 1 – Dec 3
Homework:


Day 2 – Dec 5
Homework:
Work on Final Paper, which is due on Final Exam date along with your notebook. Be sure to note and make comments on the last week’s readings in your notebook. These must be turned in to my office or department mailbox no later than the time that the final is scheduled to end.

Final Paper and Notebook Due on Day Final is Scheduled

ADDITIONAL POLICIES AND RESOURCES

I reserve the right to make any updates or otherwise change this syllabus up until the date that I assign a project or reading. Students will be notified in class and on Blackboard of any changes made to the syllabus during the semester. It is the student’s responsibility to attend classes and check Blackboard to stay apprised of these notifications.

Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty 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. SCampus, the Student Guidebook, (www.usc.edu/scampus or http://scampus.usc.edu) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

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. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Policies on Electronics, Absences, Late Assignments, and Rewrites

Turn off ALL electronic devices such as phones, laptops, tablets, computers, and recorders and put them away when you come to class. Do NOT use electronic devices in class without Dr. K’s written permission in advance. Do NOT photograph, record, transmit, share, stream, upload, broadcast, archive, or post ANYTHING from this class. Do NOT send or receive calls, texts, or messages in class. Do NOT leave the room during class to send or receive calls, texts, or messages unless you have a dire emergency. Remain in your seat while class is in session.

Attendance is mandatory. If you cannot come to class, do not send me an email. There are no excused absences, except in emergencies with official documentation (e.g., hospital records, police report, court documents, funeral program, military orders). If you can provide this documentation at the next class you attend, I will not count the absence but you must still complete all readings and assignments (including notebook entries). Otherwise, each day missed will deduct 10 points from a possible 100 when determining
your participation grade. In the event that you must miss a class, ask another student if you can copy their notes and complete the readings assigned for the missed class so that you do not fall behind.

All students are required turn in assignments as scheduled. Claims such as “I forgot” or “I overslept” are not valid excuses for missing a deadline. If you miss a due date for an assignment, your score will decrease by 15 points for each day that you have not provided a hard copy to the instructor at their department mailbox.

If you would like for me to edit an early draft of an assignment, you need to provide me with a hard copy at least two classes before the assignment is due, so that I can make corrections and you can implement them. I am happy to do this for any assignment.

If you are not pleased with your grade, and would like to provide a rewrite, I will allow you the time period between two classes to rewrite that assignment (e.g., if the assignment is returned on a Thursday, and our next meeting is on the following Tuesday, that is when you must submit the rewrite). I will provide an entirely new grade in this instance, but note that if you do not implement all of the edits that I took painstaking care to share with you, it is unlikely that your grade will improve.

**Trigger Warning**

At times this semester we will be discussing historical events that may be disturbing, even traumatizing, to some students. If you suspect that specific material is likely to be emotionally challenging for you, I’d be happy to discuss any concerns you may have before the subject comes up in class. Likewise, if you ever wish to discuss your personal reactions to course material with the class or with me individually afterwards, I welcome such discussions as an appropriate part of our classwork. If you ever feel the need to step outside during a class discussion you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please make arrangements to get notes from another student and to see me individually to discuss the situation. I will not tolerate any attempts to take advantage of this policy. *(Taken and revised from Angus Johnston of studentactivism.net (https://studentactivism.net), revised from Angus Johnston on InsideHigherEd (https://www.insidehighered.com/views/2014/05/29/essay-why-professor-adding-trigger-warning-his-syllabus). If you would like to see a more detailed or otherwise altered section in your syllabi on this subject, email or arrange to speak with the instructor. I would also be interested to hear your opinions on the efficacy of trigger warnings. For a one view published in USC’s Daily Trojan, see: http://dailytrojan.com/2015/11/17/trigger-warnings-spark-a-battle-in-the-classroom/)*

**Statement for Students with Disabilities**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP: [http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html), (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

**Emergency Preparedness/Course Continuity in a Crisis**

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

**Support Systems**

**Student Health Counseling Services** - (213) 740-7711 – 24/7 on call engemannshcusc.edu/counseling

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

**National Suicide Prevention Lifeline** - 1 (800) 273-8255 – 24/7 on call suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call
engemannshc.usc.edu/rsvp
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) | Title IX - (213) 740-5086
equity.usc.edu, titleix.usc.edu
Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response and Support - (213) 740-2421
studentaffairs.usc.edu/bias-assessment-response-support
Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710
studentaffairs.usc.edu/ssa
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu
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
dps.usc.edu, emergency.usc.edu
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) 442-120 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.