



PPD 225 Public Policy and Management Section 51101 D

Semester: Fall 2019

Time: Wednesdays, 6:00-9:20 PM

Units: 4

Location: Lewis Hall (RGL) 101

Instructor: Shane Phillips

Office: RGL 101

Office Hours: Wednesdays, 5:00-6:00 PM (or by appointment)

Contact Info: shanephi@usc.edu

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Office Hours: TBD

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IT Help: USC ITS.

Hours of Service: 24/7

Contact Info: consult@usc.edu, 213-740-5555

Please make technical support your first point of contact for any purely technical issues such as error messages or inability to access systems or resources.

Course Description

This course provides a “big picture” introduction to U.S. public policy and management at the local, state, and national levels. While public policy may seem like an abstract field, it is extremely practical and influential to our daily lives – whether we personally engage in it or not. Policy determines where we are able to live, and how; who receives quality healthcare and education, and who does not; and whether different sectors are heavily or loosely regulated, among many other things. Public policy determines what choices are available to us in every aspect of our lives, and we as citizens and U.S. residents have a voice in shaping it. In addition to learning about public policy generally, I hope this course will help you identify your interests in the public realm and provide you with tools to become more engaged within it.

We begin by exploring the roles played by U.S. policy actors including elected representatives, public administrators, judges, lawyers, political parties, lobbyists, social movements, the general public, and employers and other private actors.

Later in the semester we will discuss specific policy topics ranging from housing and homelessness, economic development and productivity, immigration, criminal justice, taxation and social welfare, transportation, environmental protection and sustainability, healthcare, education, and more. While we will not dive deeply into most of these topics, we will cover many of the competing interests and ideologies associated with these policy sectors. Students will also have the opportunity to direct the conversation and choose which policy topics they would like to discuss in greater detail.

We will close the semester with a discussion of public management, outreach, and stakeholder engagement. Who has a voice in policymaking, who doesn't, and who should? What does “good” outreach and engagement look like? How do policymakers and advocates build coalitions to enact change? How does public sector decision-making, including hiring and reform practices, differ from the private sector? In this section we will also explore how race, ethnicity, class, and historical (and ongoing) injustices and disenfranchisement impact policymaking in the modern day.

Learning Objectives

1. Identify and describe roles played by U.S. policy actors, including elected representatives, public administrators, judges, lawyers, political parties, lobbyists, social movements, the general public, and employers and other private actors.
2. Demonstrate awareness and critical thinking regarding major policy challenges facing the public and governments at the local, state, and federal level.
3. Develop skills in the basics of policy analysis, including: problem identification; evidence collection; alternatives analysis, including assessment of strengths, weaknesses, and trade-offs; and framing and storytelling to increase the odds of successful implementation.

Course Notes

Policies on class preparation and technology:

It is your responsibility to monitor your USC email account and course announcements regularly.

Laptops and other electronic devices are not allowed during student or guest speaker presentations. Laptops are permitted during regular lectures, but please sit in the rear half of the classroom if you plan to use your laptop for notetaking (or anything else) in order to minimize distractions for other students.

Please direct technical issues to USC's IT support department at 213-740-5555.

Required Readings and Supplementary Materials

Complete the assigned readings before the date they are assigned. You are expected to take notes summarizing key concepts of the assigned readings. It is highly recommended that you come to class with notes outlining the assigned readings and take additional notes during class to supplement your outline. If there are parts of the readings you don't understand, jot down your specific questions in preparation for class or office hours.

There are two required textbooks for the course:

Eugene Bardach and Eric M. Patashnik, *A Practical Guide for Policy Analysis. The Eightfold Path to More Effective Problem Solving*. Any edition is fine. There is a good chance you will use this book in other PPD classes so I recommend you buy this book.

American Government 2e (referred to as "AG" throughout the syllabus), a free open educational resource: <https://openstax.org/details/books/american-government-2e>. This work is licensed by **OpenStax American Government 2e** under a Creative Commons Attribution License (CC-BY 4.0), and is an Open Educational Resource.

Description and Assessment of Assignments

Homework Assignments: This class includes individual assignments to be completed before class. Homework assignments will be graded generously; I am primarily looking for a good-faith effort to show that you're engaged with the subject matter and keeping up with readings.

In-Class Group Assignments: This class also relies on team assignments where small groups will discuss and write responses to prompts during class. These responses will be submitted to me via email before the end of class, and groups may be called upon to share their responses with the class. Myself and the TA(s) will select a few of the best responses from each assignment and discuss them further the following week; these teams will also be awarded bonus points.

Midterm Exams: The midterm exams will test your understanding of key concepts learned throughout the semester. They will include multiple-choice and short answer questions, as well as short essay responses to demonstrate critical thinking about the challenges and opportunities of public policy and public management.

Policy Memo (Final Exam): The Policy Memo will be your last deliverable and will serve as your final exam. It will include an analysis of an important policy challenge of your choosing (with my pre-clearance), including background and context, possible solutions and their strengths and weaknesses, arguments for and against the best solutions (in your estimation), your case for a preferred solution, and an analysis of the political environment and path to successfully passing and implementing this solution. This memo will build off homework assignments beginning in the second half of the semester and it will loosely follow the structure outlined in *A Practical Guide for Policy Analysis*. **The final period is scheduled December 11 from 7:00 to 9:00 PM for this course, and you must attend in person to turn in your Policy Memo. We will also have a mandatory in-class assignment to wrap up the semester.**

Class participation: Your class participation grade reflects the extent to which you are engaged during lecture, an active participant in class activities, and a well-prepared contributor to discussions. Attendance is necessary but not sufficient to earn a high grade for participation. Your participation grade is guided by two questions: "How did your participation contribute to the experience of the whole class?" and "How did your participation demonstrate critical engagement and mastery of course material?"

Assignment Submission Policy

All homework assignments are due by 6:00 PM unless otherwise stated, and are subject to a 10 percentage point penalty for each day after the deadline. One assignment may be submitted up to 48 hours late without penalty, no questions asked. There will be no other exceptions except under very limited circumstances.

Your two lowest grades for homework + in-class assignments will be dropped. (2 HW, 2 in-class, or 1 of each.) The public meeting assignment and policy memo first draft may not be dropped.

Several homework and in-class assignments will be eligible for extra credit (up to a maximum of 5 points for the semester). It will be announced in class which assignments are eligible.

Grading Breakdown

Assignment	% of Grade
Homework assignments	20
In-class assignments	20
Midterm exams	25
Policy memo (final exam)	25
Class participation	10
Extra Credit	5
TOTAL	105

Total Score (%)	Grade
93+	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
<60	E

Course Readings and Assignments

INTRODUCTION

Week 1, 8/28 – Course Introduction

- “What is Public Policy?,” AG, p. 590-594
- “Things Governments Do,” in A Practical Guide for Policy Analysis, Eugene Bardach and Eric M. Patashnik

Week 2, 9/4 – Problems in Government

- “Step One: Define the Problem,” in A Practical Guide for Policy Analysis, Eugene Bardach and Eric M. Patashnik, p. 1-12
- “Market Failures, Taxes, and Subsidies: Crash Course Economics #21.”
<https://www.youtube.com/watch?v=13JOGWzY8kE>
- “Divided Government and Partisan Polarization,” AG, p. 352-361

Homework: Select a presidential candidate and read their “issues” or “platform” page. (It needn’t be your favorite candidate or even one that you support.) Choose three of their issues and summarize their positions in 2-3 sentences each. Email to me before class begins and be prepared to discuss in a small group.

In-class assignment: In a small group you will discuss the issues and positions of the candidate that you selected. What are the policies? Why do you believe the candidate chose to highlight these? What problem(s) would they solve? Is it a market failure or some other kind of problem? What allies and opponents would they have in trying to enact these policy changes (elected officials, parties, interest groups, think tanks, political and non-political organizations)? Be prepared to share with the class at least one policy that was discussed by your group.

REPRESENTATION AND GOVERNMENTAL STRUCTURE

Week 3, 9/11 – Congress and Democratic Representation

- “Congress” AG, p. 403-420
- Dylan Matthews, “John Dingell: To Fix Congress Abolish the Senate,” Vox, December 4, 2018.
<https://www.vox.com/2018/12/4/18125539/john-dingellabolish-senate>
- Jonah Goldberg, “Liberals who complain that the Senate is undemocratic are really just whining about California,” The Los Angeles Times, October 16, 2018.
<https://www.latimes.com/opinion/op-ed/la-oe-goldberg-senate-undemocraticcalifornia-20181016-story.html>
- David Wasserman, “Hating Gerrymandering Is Easy. Fixing It Is Harder.” Five Thirty Eight, January 25, 2018. <https://fivethirtyeight.com/features/hating-gerrymandering-is-easy-fixing-it-is-harder/>
- “The Electoral College: Top 3 Pros and Cons.” ProCon.org, September 1, 2017.
<https://www.procon.org/headline.php?headlineID=005330>

- Frank Agugliaro, “A Dead-Simple Algorithm Reveals the True Toll of Voter ID Laws.” Wired, January 4, 2018. <https://www.wired.com/story/voter-id-law-algorithm/>

In-class assignment: Working in a group, select two of the following and write about why they’re important issues for public debate (or not). Also write about potential solutions or improvements, including the problems they would solve (benefits) and potential flaws or drawbacks. You’re also welcome to defend current practices, but you should still explain why they’re superior to the alternatives. **Write-ups should be a minimum of 250 and maximum of 400 words each (meaning 500 to 800 words total).** Email your responses to me by the end of class with a list of your group’s members.

- Electoral College **OR** U.S. Senate (two Senators per state)
- D.C. and/or Puerto Rico statehood
- Gerrymandering
- Voter I.D. **OR** disenfranchisement of individuals convicted of felonies **OR** minimum voting age

Week 4, 9/18 – Executive and Judicial Branches

- “Separation of Powers and Checks and Balances,” AG, p. 52-54
- “The Presidency,” AG Ch. 12, p. 445-454
- “Organizing to Govern,” AG, p. 459-465
- “The Courts,” AG, p. 485-492
- “The Supreme Court,” AG, p. 503-513
- “Civil Rights,” AG, p. 155-160
- Ford, Matt “A Better Way to Fix the Supreme Court.” *The New Republic*, June 4, 2019. <https://newrepublic.com/article/154047/better-way-fix-supreme-court>

Homework: In your own words, **write a 400-600 word essay** supporting or opposing the current structure of Supreme Court and its appointment process (i.e., nine Justices, nomination by the U.S. president, Senate approval, and lifetime appointments). If you support the current structure, explain the alternatives and why the current structure is superior to them. If you support an alternative structure, explain why it’s superior to the existing and other alternative structures. You should seek out supporting arguments / evidence from sources beyond the assigned readings – and be sure to cite them in your essay.

Week 5, 9/25 – State and Local Government

- “American Federalism,” AG, p. 71-102
- U.S. Constitution, Article 1. <https://www.law.cornell.edu/constitution/article1>
- U.S. Constitution, Amendment 10. https://www.law.cornell.edu/constitution/tenth_amendment
- Raphael J. Sonenshein, “Los Angeles: Structure of a City Government.” League of Women Voters Los Angeles, 2006, p. 26-49. <https://my.lwv.org/sites/default/files/leagues/los-angeles/structureofacity.pdf>
- James P. Sutton, “The California Housing Crisis and the Problem with Local Control.” National Review, June 19, 2019. <https://www.nationalreview.com/2019/06/california-housing-crisis-problem-local-control/>

In-class assignment: Working in small groups, write a proposed approach for evaluating when a policy decision should be made by the state or delegated to local governments (cities and counties). This is an abstract concept, so there are no “right” answers, but it’s nonetheless a very important idea to grapple with – and one that California is struggling with on various issues. Should the state delegate all decisions that can conceivably be made at the local level? Should it reserve certain sectors for itself, such as healthcare or education? On what basis? Try to think of a “test” or “threshold” that state officials could make in determining when to retain versus when to delegate authority. Maybe it retains authority only after local governments have failed to deliver positive outcomes, or when people’s lives or health is on the line. Maybe when a policy affects a minimum share of the state’s economy or population. Whatever approach you choose, be sure to consider alternatives and make the case for why your approach is best (even if it’s imperfect, which it will be). **The write-up should be between 500 and 800 words.** Email it to me before the end of class along with the names of your group’s members.

Week 6, 10/2 – Interest Groups and Think Tanks

- “Interest Groups Defined” and “Interest Groups as Political Participation,” AG, p. 368-373 and p. 379-387
- “Public Opinion and Government,” AG, p. 232-236
- “Strategic Advice on the Dynamics of Gathering Political Support,” in *A Practical Guide for Policy Analysis*, Eugene Bardach and Eric M. Patashnik.
- Eric Lipton and Brooke Williams, August 7, 2016. *NY Times* “How Think Tanks Amplify Corporate America’s Influence.” <http://www.nytimes.com/2016/08/08/us/politics/think-tanksresearch-and-corporate-lobbying.html>

Homework: TBD

Week 7, 10/9 – Midterm Exam 1

- No readings this week.
- We will start the class with the midterm, and the second half of the class will be spent with a quick discussion about public meetings and the in-class assignment.

Midterm Exam: The in-class midterm exam will include multiple-choice and short-answer questions covering key themes and topics of the course up to this point, including the role of government, the powers and responsibilities of different branches of the federal government and state and local governments, issues of democratic representation and outside influence, and related topics covered during the first 6 weeks of class. The questions will be straightforward and designed to confirm that you’ve been paying attention and are thinking critically about the topics covered in class. The test will be closed-book, but you will be permitted to bring written/printed notes that cover one side of an 8.5x11” page of paper.

In-class assignment: Create a plan for attending a public meeting before November 6. You will be required to summarize the meeting and describe your experience in a homework assignment due on Week 13 (November 20). I recommend a committee meeting of the Los Angeles City Council’s Planning and Land Use Management (PLUM) or Transportation Committees, the City Planning

Commission, Metro Board, the Board of Police Commissioners, Los Angeles Unified School District Board, or a local Neighborhood Council, but you're welcome to suggest other ideas. Your plan should include the following:

- A single-paragraph summary of the roles and responsibilities of the body (council, committee, commission, or otherwise).
- The members of the body (councilmembers, commissioners, etc.).
- When and where they meet.
- Which meeting you plan to attend (date and time).
- Why you chose to attend this meeting / why this public body interests you.

You may attend a meeting before week 7 if you choose. Your plan must be for a meeting before 11/6 to account for possible meeting cancellations; these occur frequently with public bodies when there isn't enough material to warrant a meeting on every pre-scheduled date. **You will be required to write about your experience at the public meeting and this write-up will be due later. You are encouraged to attend a meeting with an agenda item that interests you, and especially encouraged to speak in support or opposition – but this is not required. More details about this follow-up assignment can be found under the Week 13 schedule.**

PUBLIC POLICY

Week 8, 10/16 – Policy Analysis: Housing and Transportation

- “Part II: Assembling Evidence” in A Practical Guide for Policy Analysis, Eugene Bardach and Eric M. Patashnik, p. 83-111
- “Steps 2-3” in A Practical Guide for Policy Analysis, Eugene Bardach and Eric M. Patashnik, p. 12-27
- Terry Gross, “A 'Forgotten History' Of How The U.S. Government Segregated America.” NPR, March 3, 2017. <https://www.npr.org/2017/05/03/526655831/a-forgotten-history-of-how-the-u-s-government-segregated-america>
- Michael Manville, “Is Congestion Pricing Fair to the Poor?” Medium, August 14, 2017. <https://medium.com/100-hours/is-congestion-pricing-fair-to-the-poor-62e281924ca3>

In-class assignment: In groups of 3 or 4, you will create an interactive map using Google Fusion Tables and data from the American Community Survey. Follow the instructions provided at this link and email me your completed map before the end of class: <https://bit.ly/30nmJtM>.

Week 9, 10/23 – Policy Analysis: Students Pick

- “Steps 4-8” in A Practical Guide for Policy Analysis, Eugene Bardach and Eric M. Patashnik, pg. 27-82
- “Appendix A: Specimen of a Real-World Policy Analysis,” in A Practical Guide for Policy Analysis, Eugene Bardach and Eric M. Patashnik, p. 141-154

Homework: By Monday, 10/21 at 5:00 pm, email me a description of a policy question you're personally interested in discussing further, or that otherwise impacts your life or interests you in some way. Please provide some detail about the policy question/issue, why it's a problem that needs solving or improvement, and potential obstacles to implementation. **Your response should be**

a minimum of 200 and maximum of 300 words. I will be selecting as many as possible to discuss in class for this session. I won't be including students' names if I choose their question/topic and I'll be summarizing their question in my own words, so please be open in sharing whatever you'd like to learn more about. I hope for this session to be as interactive as possible, so please arrive with some thoughts, ideas, or concerns you'd like to contribute to the discussion of your topic.

In-class activity: This won't be a graded assignment, but we will spend the bulk of this session discussing policy issues identified in the homework assignment above.

Week 10, 10/30 – Policy Analysis: Students Pick (cont.) + Work Session

- No readings this week. This will give you extra time to work on the homework assignment. You will want to review your readings in *A Practical Guide to Policy Analysis* while working on the homework.

Homework: By the end of Tuesday 11/5 (the day before class), please email me the first draft of a policy analysis memo on a topic of your choosing. **The first draft must be a minimum of 600 words** and include the following (the final draft, due on Week 16, will be a minimum of 1,200 words):

- A statement of the problem and recommended policy solution (describe your solution early; don't keep the reader waiting).
- Background/context on the nature of the problem, and its history if appropriate.
- An analysis of at least two potential solutions, including the likely outcomes of each and their strengths and weaknesses relative to each other and the status quo.
- Your recommendation for the preferred solution.
- The most persuasive argument(s) against your preferred solution and your rebuttal(s) of those argument(s).
- You must include at least 3 (non-Wikipedia) sources with supporting data or information. One of these sources must be a report, working paper, or similar policy document from a think tank, advocacy organization, or governmental institution.

In-class activity: During class you may be called on to share an overview of your memo, including a summary of the problem and your proposed solution. This will not be a formal presentation, but rather a short description with the opportunity for students to ask questions and identify opportunities for improvement. I will be facilitating this conversation and asking questions of my own. Not every student will be called on, most likely, but this is your chance to seek feedback to improve your final course deliverable, so I encourage you to make the most of it.

PUBLIC MANAGEMENT AND PARTNERSHIP

Week 11, 11/6 – Public Management

- Sergio Fernandez and Hal G. Rainey, "Managing Successful Organizational Change in the Public Sector." *Public Administration Review*, March-April 2006. <https://bit.ly/2L6qs8P>
- "Appendix C: Understanding Public and Nonprofit Institutions," in *A Practical Guide for Policy Analysis*, Eugene Bardach and Eric M. Patashnik, p. 165-171

- David Leonhardt and Bill Marsh, “Budget Puzzle: You Fix the Budget,” *New York Times*, November 13, 2010. http://www.nytimes.com/interactive/2010/11/13/weekinreview/deficits-graphic.html?_r=0

In-class assignment: In small groups, explore the New York Times budget tool (link above). Imagine you’re told by your boss, a member of the House of Representatives, that you need to pick three budget items to cut. The cuts must add up to at least \$60 billion by 2015 (we’ll pretend like it’s still 2010). For each item, explain why you think cutting it will be less harmful than most of the alternatives – or whatever other justifiable reason you have for proposing the cut. Your boss also wants advice for what to tell to the people who will be directly affected by the cuts: If you choose to eliminate farm subsidies, what will they tell farmers? If you choose cuts to the Navy and Air Force fleet, what will they tell military leaders and the people whose jobs depend on those projects?

Explain each cut in a minimum of 150 words. Email to me with the names of your group’s members, and each group will be called on to describe and justify one of their cuts.

Week 12, 11/13 – Stakeholder Outreach and Engagement

- Christopher Paul and Miriam Matthews, “The Russian ‘Firehose of Falsehood’ Propaganda Model: Why It Might Work and Options to Counter It.” Santa Monica, CA: RAND Corporation, 2016. <https://www.rand.org/pubs/perspectives/PE198.html>.
- Michael Hobbes, “Progressive Boomers Are Making It Impossible For Cities To Fix The Housing Crisis.” Huffington Post, July 8, 2019. https://www.huffpost.com/entry/cities-fight-baby-boomers-to-address-housing-crisis_n_5d1bcf0ee4b07f6ca58598a9
- Joe Linton, “At Packed Eagle Rock Meeting, Public Comment Split While BRT Foes Harrassed BRT Supporters.” Streetsblog Los Angeles, July 15, 2019. <https://la.streetsblog.org/2019/07/15/at-eagle-rock-meeting-public-comment-split-while-brt-foes-harrassed-brt-supporters/>

Homework: Following up on the Week 7 homework, write about your experience at a public meeting. Include the following (**minimum of 500 and maximum of 700 words**):

- A brief summary of what was on the agenda (a complete list isn’t necessary, just 2-3 things you found most interesting)
- Your general impression of the tone & tenor meeting: Was it boring? Acrimonious? Hard for members of the public to understand, or easy? How did the public officials who led the meeting treat each other, and how did they treat the audience/attendees? How did the attendees treat the public officials, and how did they treat each other?
- Your thoughts on the effectiveness of the meeting and how outreach & engagement might be improved. Does the time or location of the meeting limit the ability of some groups to participate? Does it favor people who are more outspoken, or who have thicker skins to endure opposition or even name-calling and booing?
- Please include a selfie with you at the public meeting as proof of your attendance! A photo with some identifying document (your name on a piece of paper, for example) and the public meeting in the background is also acceptable.

Week 13, 11/20 – Midterm Exam 2

- We will start the class with the midterm, and the second half of the class will be spent discussing any outstanding questions you have about what we’ve learned in the class – including questions that help you further develop your Policy Memo (final deliverable).

Midterm exam: The in-class midterm exam will include multiple-choice and short-answer questions covering key themes and topics of the course since the first midterm, including the fundamentals of policy analysis; challenges and principles of public management, outreach, and engagement; and debates about major policy issues such as healthcare, housing and land use, education, criminal justice, immigration, and more. The questions will be straightforward and designed to confirm that you've been paying attention and are thinking critically about the topics covered in class. The test will be closed-book, but you will be permitted to bring written/printed notes that cover one side of an 8.5x11" page of paper.

Week 14, 11/27 – HOLIDAY: NO CLASS

- No class for the Thanksgiving holiday

Week 15, 12/4 –What Did We Miss?

- Readings for this week will be filled in based on feedback throughout the semester. What did we miss, or what did we have to speed through that deserved more time? This will also be an opportunity to ask questions that will strengthen your Policy Memo due next week.

Homework and in-class assignment: TBD

Week 16, 12/11 – Policy Memo (Final) – 7:00 to 9:00 PM

- No readings this week.

Policy Memo (final deliverable/exam): Your finalized Policy Memo is due. **It must be a minimum of 1,200 and a maximum of 1,500 words. The scheduled time for your final is 7:00 to 9:00 PM and you must be present to turn in the Policy Memo in person. We will also be having an in-class activity to wrap up the course.** Building upon feedback from your first draft (Week 10), you will highlight an important policy issue in local, state, or federal governance and make the case for a preferred reform. The memo will include the following (requirements added since the first draft are in bold):

- A statement of the problem and recommended policy solution (describe your solution early; don't keep the reader waiting).
- Background/context on the nature of the problem, and its history if appropriate.
- An analysis of at least two potential solutions, including the likely outcomes of each and their strengths and weaknesses relative to each other and the status quo.
- Your recommendation for the preferred solution.
- The most persuasive argument(s) against your preferred solution and your rebuttal(s) of those argument(s).
- **Recommendations for who, inside and outside the government, should be contacted for feedback before the proposal is publicized. Specific organizations are ideal, but general sectors such as environmental groups, labor, etc are acceptable.**
- **An explanation of the approval process. For example, if it's a city ordinance, who needs to approve it?**
- **Potential challenges with implementation of your policy – political, technical, legal, or otherwise – and your response to those challenges. (Hint: it's very important to design policies to minimize the risks of ineffective implementation, rather than relying on other people to fix them in the future.)**

- You must include at least 3 (non-Wikipedia) sources with supporting data or information. One of these sources must be a report, working paper, or similar policy document from a think tank, advocacy organization, or governmental institution.

In-class assignment: TBD

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

Support Systems:

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

engemannshc.usc.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.

Academic Accommodations

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 the instructor (or to a TA) as early in the semester as possible. DSP is located in STU 301 and is open 8.30 AM to 5.00 pm Monday through Friday. Website and contact information for

DSP: 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

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.