

GESM 130 | Seminar in Social Analysis: Race, Empire, and Immigration in the United States

Spring 2020

Monday & Wednesday

Section 35437 3.30-4.50p

Section 35439 5.00-6.20p

Room: LVL 3V

Office Hours: Wed 1.30-3.00p or by Appointment

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COURSE DESCRIPTION

This discussion-based seminar is an introduction to the sociological study of race, empire, and immigration. We will pay special attention to how U.S. politicians, elites, academics, and social movement actors create both racial ideologies and racial inequality. We will discuss the ways racial boundaries are drawn and the material consequences that result from such partitioning, especially in the realm of citizenship. We will ask: What are race and ethnicity? Is the United States an empire state? How does this matter for conceiving of race and immigration in this country? How do politicians and others decide who belongs to the United States and who doesn't? What are the dividing lines? How have people been excluded or incorporated?

One goal of this course is to give you tools to think with and a language to talk about race & racial conflict, especially as they relate to immigration, a pressing contemporary social issue. I hope that you can bring this knowledge to bear on what's happening "out there." I should emphasize that thinking and talking about race is not black and white. This course is designed so that you confront challenges of talking about and living race. It is my hope that at the end of this course, you will be informed about the myriad ways that race operates in our world, that you will have more questions, and that you will walk away with a greater appreciation of complexity and reflexivity.

A second goal of this course is to introduce you to qualitative social science research, especially comparative-historical research, legal analysis, and interviews. In this course, you will learn to conduct original research on a real world issue, and you will learn to communicate your findings effectively in writing.

Per University requirements, this course is intended to provide students with a rigorous intellectual experience with high academic expectations and demanding standards of performance in relationship to grading and course content.

LEARNING OBJECTIVES

Through this course, you should be able to:

1. Apply appropriate qualitative methods of social analysis from sociology to the study of human behavior and experience in economic, political, cultural and/or social settings
2. Understand the nature and usefulness of qualitative empirical evidence in explaining social phenomena
3. Demonstrate an understanding of the interplay between human action, organization, institutional, social structure, and socio-cultural settings

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REQUIREMENTS

The basic requirements of this course are critical reading of all assigned texts before each class meeting and active participation in discussion. This is a 4-credit class, and as such, the course requirement is that you spend 12 hours outside of class on the material.

Weekly Quizzes	15%
Attendance & Participation	20%
Leading Discussion	10%
Analytical Paper Project	40%
Final Exam	15%

I. Required Reading

GESM courses are designed to give you intensive experience with reading and discussion. The University requires you to read roughly 100 pages a week. The type of reading varies from week to week. (See more in the course outline.) The amount of reading will depend on the density of the assignments. Students will be required to read carefully, which I anticipate will take 5-7 hours. The other time should be spent preparing for class and on other assignments (see below).

II. Weekly Quizzes

Each Monday, there will be a 15 to 20 minute short answer quiz on the reading. Typically, there will be 3-4 questions. This is a weekly “reading check,” intended to ensure that you thoroughly read (not skimmed). While I expect thorough reading, the goal is NOT to evaluate your mastery of the material.

You will notice that there are 14 weeks of class reading (excluding the introduction week). There will be a quiz each week. Each quiz is worth 1.5% of your total grade. I will use your 10 best quiz scores in calculating your total quiz grade (1.5% x 10 best quizzes = 15%).

III. Attendance & Participation

Attendance and participation in this course is worth 20% of your grade. You are required to share your thoughts and ideas in discussion, demonstrating that you have been mindful about the readings, as well as comments made by me and your peers. By engaging in discussion, you help each other think critically and engage the material. I recognize that due to background and personality, students have different abilities to be vocal in class. You will not be penalized simply for being a quiet person. However, make your best effort to make thoughtful, relevant contributions at each section meeting.

This total grade is calculated by multiplying the number of times you are in class by my subjective evaluation of your participation. You are entitled to two free absences. I have probably frightened you, so here is a basic guideline to how I grade participation:

You show up, but say nothing	C
You show up, say some note-worthy things	B
You show up and consistently make insightful comments	A

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Some more qualitative comments on participation: Good, quality, B-level participation means that you consistently demonstrate thoughtful and thorough engagement with the reading materials. This doesn't mean you have to know everything. I expect that you are present, on alert, and paying attention. I expect that you stay on topic.

A. Oral Participation

You are required to share your thoughts and ideas in discussion, demonstrating that you have been mindful about the readings, as well as comments made by me and your peers. By engaging in discussion, you help each other think critically and engage the material. I recognize that due to background and personality, students have different abilities to be vocal in class. You will not be penalized simply for being a quiet person. However, make your best effort to make thoughtful, relevant contributions at each section meeting.

B. Written Participation

Another component of participation are written reactions. Please turn in 5-10 sentences to me at the end of each class meeting. You may respond to both class material and structure. Regarding material, you can react to readings, lecture, and discussion. Think of this as an opportunity to share your initial and evolving reactions. These are not summaries; instead, think and share:

- What you did not fully understand
- Critiques of authors' argument, analysis
- Connections among different concepts and readings
- Connections to other week's assignments or current events

I also value constructive and generative feedback about course material, structure, my teaching style, things your peers have said, or your learning style. Tell me things like:

- What went well?
- Was there something you didn't understand?
- Do you want to spend more time on something?
- What did you learn?
- Were you upset or offended by anything?

This is not simply a summary of what happened in class. Do not turn in your notes. Think of it as a weekly journal and a demonstration of your engagement.

IV. Leading Discussion

Leading discussion is a second required part of your participation grade. Once during the semester, you and 1-2 other classmates will lead class in a 30 minute discussion of one of the assigned readings. You and your team must:

- Provide a brief overview of the intention of the text and how it fits into the course
- Explain the author's argument and central debate with which s/he engages
- Bring in contemporary examples, counterpoints, short clips (<5 minutes), and/or other media
- Pose critical questions to your classmates

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You will be evaluated on whether and how you and your team:

- Define the background and intention of the text
- Explain the argument
- Understand the method (if applicable)
- Summarize the main points
- Clearly and professionally communicate
- Respond to questions
- Provide examples that are clear and support the main text

More detail on grading will be provided on Blackboard. Please sign up to lead a reading online.

V. Paper Project

You are also required to draft and submit a final 12-15 page analytical research paper, which is worth 40% of your grade. This is not a summary of course material. You should attempt critical reflection and engagement with the issues raised in this course. Take a critical issue with some aspect of the reading, develop ideas, engage the arguments of the authors. The exact nature of the paper is up to you. One option is to analyze a contemporary or past policy debate and unpack it with concepts from the course.

Please clear your topics with me by 19 Feb.

Paper steps and deadlines:

Proposed topic	S/U	19 Feb
Outline and sources and/or interview guide	5%	11 Mar
First polished draft	15%	8 April
In class peer reviews	S/U	13 April
Final paper	20%	6 May

More information will be provided at a later date.

VI. Final Exam

The final essay exam will be similar to the quizzes in format. It will feature questions that draw on the semester's readings. Your exam will take place on the last day of class, 29 April.

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VII. Summary of Course Requirements

Weekly Reading Quizzes	15%	1.5% each quiz x 10 best quizzes
Attendance & Participation	20%	% of classes attended x subjective participation grade
Leading Discussion	10%	
Paper project	40%	Proposed topic + Outline and sources (5%) + First polished draft (15%) + Final paper (20%)

CLASS ETIQUETTE

This is a course on race, empire, and immigration. Because we are confronting real issues that matter very much in our daily lives, I require that you be sensitive to your position and privilege. The classroom should be a comfortable environment that encourages the participation of everyone. With this goal in mind, we can agree and disagree about ideas and theories to our heart's content – that is the heart and soul of learning. We will not, however, tolerate personal attacks, or blatant sexist, racist, homophobic, or antagonistic language in the classroom. Be provocative, make us think, but don't insult each other.

I. In Class Rules

- **Respect classmates, me, and yourself.** Avoid comments or language whose sole purpose is to provoke or disparage others. Do not use “insult words” for any group.
- **This is a “correctness-free” space.** Everyone in the section is free to express opinions and ask questions without fear of censure from classmates. You should express your opinions, even if you think that none of your classmates will agree. If someone says something that you find offensive, react to the comment (not the person) by asking her to first clarify what she said. Pose counter-arguments to challenge the assertion or explain why the remark was offensive to you.
- **Be willing to listen to and reflect on opinions you disagree with.** Try to understand why someone believes what they do. Hold yourself open to the possibility that you might change your mind. Respect people even when you are sure they are wrong. Keep an open mind what another classmate says.
- **Be sensitive to minority/majority dynamics.** People who are members of racial/ethnic minorities or who hold minority opinions can feel particularly vulnerable in some contexts. Let me know if you are worried about class dynamics.
- **Recognize diversity** as a contribution to discussion. Recognize that we all have a different personal history and this varies by socioeconomic background, sexual orientation, gender, ethnicity, and ability/disability.
- **Pose questions** to your classmates. All of you are responsible for having good discussions. Do not merely look at and talk to me in group discussions.
- **Learn to distinguish types of factual claims.** “I had this particular experience” and “My experience is typical of everyone's experience” are two different types of statements. The

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former is true and should be respected when you report it. The latter may or may not be true, and can only be assessed with evidence from other people.

- **Use your sociological imagination.** Remember how it is not just about you, but about the structure of society. Reassess your place in the society. Contribute to discussions that emphasize the connections among history, social structure, and personal biography.
- **Communicate with me** after class, during an appointment, in a written note, or over email about when you feel uncomfortable or very strongly about an event or discussion relevant to class.
- **Be engaged in discussions by preparing ahead.** Class is much more fun when you contribute.

II. Suggestions for Fruitful Discussion

- Refer to specific passages in the text
- Try to respond to the person who spoke right before you. Make this a conversation.
- If you want to say something that isn't directly related, raise 2 fingers, and I will put you in the queue.
- Try to be succinct in your remarks.
- If you have a question, apply the google test: If you can easily google the answer, then do it. See if you have a new question.
- When asking a question, think about what evidence someone could bring to bear in answering it.

III. On Technology Use

You are not allowed to use laptops, tablets, or your phone. I suggest you print out the readings and bring them to class. Research show that we learn better by reading and annotating on paper rather than a screen. How you read and take notes, however, is your choice.

If you are caught engaging any alternative activities, I will dock your participation points. There will be no warning. When your body is present, I expect your brains to be here as well. Remember, 20% of your grade is participation. This means that even if you get 100s on everything, if you're checked out in class, you can get no better than a B-.

IV. Paying Attention

Since a good portion of your grade in this course is based on your engagement with the material, I expect you to be present in section. I hope that class discussion will prove useful in writing your papers.

On a more mundane note, I also expect you to be attentive to the rules outlined in the syllabus. When in doubt about something, please, refer first to the syllabus. If you're confused, something is unclear, or I have made a mistake, please email or talk to me. Quote the section of the syllabus that you find confusing.

In the same way, please pay attention email correspondence for this course. I like to send reminder emails, debriefs, explanations, etc. via email. I hope that these will be helpful rather than a nuisance.

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MORE ON GRADING

I. Grade Scale

I grade papers and participation on a GPA scale. An A is a 4.0, a B a 3.0, etc....

II. How I Grade Written Work

For each paper assignment, I will provide a rubric and instructions specifying the requirements you need to fulfill. Bear in mind that this is a *general* grading strategy meant to give you basic expectations. Grades will primarily reflect the thoroughness of your research and the strength of your arguments. However, I expect your papers to be polished and will deduct points for errors that are distracting or make your paper hard to understand.

- A **Good (B)** paper has reasonably strong arguments and complex ideas, but may be flawed in other areas. *This is the STARTING grade.*
- An **Excellent (A)** paper demonstrates excellent use of sociological concepts. This paper is intellectually challenging and complex, logically argued, clearly and compellingly written and free of basic errors in grammar, punctuation, and usage.
- A **Lacking (C)** paper has numerous flaws in significant areas. NOT FOLLOWING DIRECTIONS usually results in a C or lower grade.
- A **Not Very Good (D)** paper has major problems in most areas.
- An **Unacceptable (F)** paper is incomplete, did not do the assignment, is very badly written, etc.

III. Late Papers

I do not accept late papers or paper related assignments. This means that if you submit a paper to me after the stated deadline, you will receive a “zero” for the assignment. However, we do understand that sometimes there are extenuating circumstances. These are ground rules for “reasonable” exceptions for late work:

- a. If you are aware in advance that you may have difficulty meeting a deadline due to a special issue like an illness, a religious holiday, or a family emergency, you must contact me at least 48 hours in advance so that I can decide upon an appropriate extension for *one* assignment.
- b. In addition to communicating with me, you must submit any partially completed work in the state that it was in when the emergency arose as a sign of good faith.

Finally, I do understand that, sometimes, things happen that are beyond your control. Therefore, everybody gets *one* 24-hour forgiveness ticket.

IV. Make-ups

Unless there is an extenuating circumstance, there are no make-ups for this course. As noted above, you are entitled to 2 free absences and only the 10 highest quiz grades count.

If in doubt, you should always talk to me.

V. Academic Honesty

Please pay careful attention to this section. Often times, students do not realize they are plagiarizing or engaging in misconduct. The main point is: Just don't do it. Ever.

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The expectation is that all work you submit in this course has been written by you during this semester for this course. You may not “recycle” a paper written for another course for credit in this course. If you wish to write a paper for this course that is related to work you have done previously, you must give me a copy of the previous work so that I may compare it with the work you do in this class; if you are doing a paper for another course that is related to your work in this course, you must provide full disclosure about the relation between the two papers.

The University has a strict policy about plagiarism and cheating. Students are expected to be aware of these guidelines and the related consequences. If I suspect plagiarism or other misconduct, I will investigate and follow university procedures.

ACCOMMODATIONS

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. Call DSP at (213) 740-0776 for assistance and evaluation. Please see me as early as possible to discuss special arrangements that may be needed to help you succeed in this course.

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COURSE OUTLINE

There are two types of required readings. The first type are is almost always theoretical, historical, or conceptual academic articles or book selections. The second type, called “exemplars,” are empirical selections. Think of these as models from which to develop your own research project. When an exemplar is assigned, ask yourself questions like:

- What kind of evidence does the author bring to bear on the issue discussed?
- What kind of method did they use? / How did they collect data?
- Does the evidence support their argument?
- How do they present their findings?

Please read the required selections in order.

UNIT I. FOUNDATIONS

Week 1 (January 13 and 15) | Introductions, Standpoint, and Positionality

1. Du Bois, W.E.B. 1920. “The Souls of White Folk,” *Darkwater*. pp. 44-58.
2. hooks, bell. 1984. “Black Women: Shaping Feminist Theory,” *Feminist Theory: from margin to center*. Cambridge, Ma: South End Press. pp. 1-15.
3. Baldwin, James. 1984. “On Being White....And Other Lies,” *Essence*, April.

In Class Discussion: How to Read and Assess Social Science Research

Week 2 (No Class January 20; January 22) | What are Race and Ethnicity?

1. Zerubavel, Eviatar. 1996. “Lumping and Splitting: Notes on Social Classification,” *Sociological Forum* 11(3): 421-433.
2. Wade, Peter. “The Meaning of Race and Ethnicity” Introduction & Ch1 in *Race and Ethnicity in Latin America*: pp. 1-24.
3. Omi, Michael and Howard Winant. 1994. Part II. *Racial Formation in the United States: From the 1960s to the 1990s*. New York, NY: Routledge: pp. 53-94

UNIT II | METHODS

Week 3 (January 27 and 29) | Concepts and Ethnography

1. Carr, Boyd, Cornwell et al. 2017. [*The Art and Science of Social Research*](#). Chapter 1: pp. 2-31.
2. Carr, Boyd, Cornwell et al. 2017. [*The Art and Science of Social Research*](#). Chapter 10: pp. 302-339.
**This book is available to read for free on Google Books. You can also purchase it.
3. Adler and Adler. 2003. “The Promise and Pitfalls of Going into the Field.” *Contexts* 2(2): pp. 41-47.

In Class Discussion: Choosing a Topic

Week 4 (February 3 and 5) | In-Depth Interviewing and Materials-Based Methods

1. Carr, Boyd, Cornwell et al. 2017. [*The Art and Science of Social Research*](#). Chapter 11, pp. 340-375.
2. Weiss, Robert S. 2004. “In Their Own Words: Making the Most of Qualitative Interviews.” *Contexts* 3(4): pp. 44-51.
3. Carr, Boyd, Cornwell et al. 2017. [*The Art and Science of Social Research*](#). Chapter 12, pp. 376-421.

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4. Johnson, Wilde, Polillo, Bailey et al. 2008. "From the Archives: Innovative Uses of Data in Comparative Historical Research." *Trajectories* 19(2): pp 1-11.

Library Workshop

Week 5 (February 10 and 12) | Recent Exemplars

1. Karam, Rebecca A. 2020. "Becoming American by Becoming Muslim: Strategic Assimilation among Second-Generation Muslim American Parents." *Ethnic and Racial Studies* 43(2):390–409.
2. Liu, Wen. 2018. "Complicity and Resistance: Asian American Body Politics in Black Lives Matter." *Journal of Asian American Studies* 21(3):421–51.
3. Gonzalez-Sobrino, Bianca. 2019. "Who's in Conflict? Racialization of Puerto Ricans in Relation to Other Latinxs in the New York Times, 2010–2015." *Ethnic and Racial Studies* 42(9):1419–36.
4. Optional: Gonzales, Roberto G., Kristina Brant, and Benjamin Roth. 2020. "DACAmented in the Age of Deportation: Navigating Spaces of Belonging and Vulnerability in Social and Personal Lives." *Ethnic and Racial Studies* 43(1):60–79.

Visit to Special Collections

UNIT III. EARLY SETTLER COLONIALISM AND ENSLAVEMENT

Week 6 (No Class February 17; February 19) | Is the United States an Empire State?

1. Glenn, Evelyn Nakano. 2015. "Settler Colonialism as Structure: A Framework for Comparative Studies of US Race and Gender Formation." *Sociology of Race and Ethnicity* 1(1): 52–72.
2. Collins, Patricia Hill. 2001. "Like One of the Family: Race, Ethnicity, and the Paradox of US National Identity." *Ethnic and Racial Studies* 24(1):3–28.
3. Blauner, Robert. 1972. *Racial Oppression in America*. Chapter 2 "Colonized and Immigrant Minorities." pp. 51-81.

*Topics due Feb 19

Week 7 (February 24 and 26) | Rethinking the Early United States

1. Du Bois, W.E.B. 1935. *Black Reconstruction*. "To the Reader," Chapters 1, 3: pp. xxv, 1-13; 28-48.
2. Deloria, Vine, Jr. 1969. *Custer Died for Your Sins*. Chapters 1-2: pp. 1-53.

Week 8 (March 2 and 4) | Peculiar Institutions and Policing

3. Wacquant, Loic. 2001. "Deadly Symbiosis: When Ghetto and Prison Meet and Mesh." *Punishment & Society*, 3(1), 95-133.
4. Exemplar: Rios, Victor. 2011. *Punished: Policing the Lives of Black and Latino Boys*. Chapters 1 and 4: pp: 1-22; 74-96.

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Week 9 (March 9 and 11) | Assaults on American Indian Sovereignty

1. Fenelon, James V. 1998. *Culturicide, Resistance, and Survival of the Lakota* (“Sioux Nation”). Chapter 7: pp. 217-252.
2. Exemplar: Steinman, Erich. 2012. “Settler Colonial Power and the American Indian Sovereignty Movement: Forms of Domination, Strategies of Transformation.” *American Journal of Sociology* 117(4):1073–1130.
** Read pages 1073-1076 (top); 1087-1116 (up until Conclusion).

*Outline and Sources or Interview Guide due March 11

***** SPRING BREAK | No Class March 16-20 *****

UNIT III. EXCLUSION, DEPORTATION, AND RESETTLEMENT

Week 10 (March 23 and 25) | Re-Defining the United States

1. Anzaldúa, Gloria. 1987. *Borderlands/La Frontera: The New Mestiza*. Chapters 1 and 7: pp. 1-13; 77-91.
2. Lee, Erika. 2003. *At America's Gates: Chinese Immigration During the Exclusion Era, 1882-1943*. Introduction and Part I: pp. 1-74.

In Class Discussion: Writing as Process I

Week 11 (March 30 and April 1) | Race and Citizenship

1. Exemplar: Molina, Natalia. 2014. *How Race is Made in America: Immigration, Citizenship, and the Historical Power of Racial Scripts*. Introduction and Part I: pp 1-88. (Treat Part I as an exemplar.)

Week 12 (April 6 and 8) | Immigration and Resettlement

1. Exemplar: Jones, Jennifer A. and Hana E. Brown. 2019. “American Federalism and Racial Formation in Contemporary Immigration Policy: A Processual Analysis of Alabama’s HB56.” *Ethnic and Racial Studies* 42(4):531–51.
2. Exemplar: Tang, Eric. 2015. *Unsettled: Cambodian Refugees in the New York City Hyperghetto*. Introduction and Chapter 5: pp. 1-27 and 114-134.

*First Polished Draft due April 8

UNIT IV. OVERSEAS EMPIRE

Week 13 (April 13 and 15) | Race, Labor, and Colonial Membership

1. Exemplar: Poblete, Joanna. 2017. *Islanders in the Empire: Filipino and Puerto Rican Laborers in Hawaii*. Introduction, Chapters 1, 2, and Conclusion: pp. 1-74; 163-172. (Treat Chapters 1 and 2 as an exemplar.)
2. Exemplar: Go, Julian. 2004. “‘Racism’ and Colonialism: Meanings of Difference and Ruling Practices in America’s Pacific Empire.” *Qualitative Sociology* 27(1):35–58.

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* In-Class Peer Review April 13

Week 14 (April 20 and 22) | (Post?) Colonial Migration

1. Exemplar: Choy, Catherine Ceniza. 2003. *Empire of Care: Nursing and Migration in Filipino American History*. Introduction, Part III, and Epilogue: pp. 1-14 and 119-192. (Treat Part III as an exemplar.)

Week 15 (April 27 and 29) | Managing Nature and Disaster and Final Exam

1. Briggs, Laura. 2002. *Reproducing Empire: Race, Sex, Science, and US Imperialism in Puerto Rico*. Introduction and Chapter 3: pp. 1-20; 74-108.
2. Caban, Pedro. 2019 "Hurricane Maria's Aftermath: Redefining Puerto Rico's Colonial Status." *Latin American, Caribbean, and U.S. Latino Studies Faculty Scholarship*: pp, 43-49.

*Final Exam April 29

* Final Paper due May 6

* I reserve the right to modify the syllabus and readings.

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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, <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

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

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

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

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

The Title IX Office is responsible for responding to reports of student harassment and student organization discrimination when the harassment or discrimination is based on a protected characteristic. 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. Contact the Title IX Coordinator, Gretchen Means, by email, phone, mail or in person: titleix@usc.edu; (213) 821-8298.

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

The Office of Disability Services and Programs

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

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

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

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