USC University of Southern California

PUBLIC COMMUNICATION CAMPAIGNS, COMM 402

Units: 4
Term—Day—Time: Fall 2020, M/W 2:00-3:20 PM
Instructor: Dr. Lindsay Young (pronouns: she/her/hers)
Location: Zoom
　　　To join: COMM 402 Zoom Meeting (Meeting ID: 925 7720 7301 | Passcode: PP2kP2E__3)
Zoom Office Hours: M, W 3:30-5:00; or by appointment
　　　To sign up for office hours: COMM 402 Office Hour Sign-up Sheet
　　　To join: COMM 402 Office Hours (Meeting ID: 913 5950 9934 | Passcode: 2j140l)
Contact Info: lindsay.young@usc.edu (will respond to all emails within 24-48 hours)

Course Description

The purpose of this course is to understand how public communication campaigns are designed, disseminated (or spread), and evaluated. Public campaigns are designed to address topics of interest to the public with the intention of improving the quality of life for individuals, families, and communities. Public campaigns are intended to make the public aware of a problem, to be informed and knowledgeable (to hold correct beliefs) about the problem, to change attitudes, and to motivate individuals to corrective action.

Public communication campaigns often center on issues related broadly to themes like health, environment, education, family & community, emergency preparedness, and safety. Increasingly, public communication campaigns are also addressing critical human rights concerns like racial justice, gender equality, and LGBTQ rights, to name a few. This course will prioritize as best as it can case studies that bring attention to today's most pressing issues in order to remain present in the current cultural and political zeitgeist.

This course is an upper-level seminar and it is expected that each student can work independently, with all major assignments focused on one particular social issue of their choice. Specifically, each student will select a specific problem to explore this semester. Each student will then have three major assignments (described in more detail below) around that topic, focusing on the following:

- Paper 1: Review the background of the particular topic
- Paper 2: Critically review past or current campaign(s) that address that topic
- Paper 3: Pitch a new campaign for the topic.

As your instructor, my responsibilities will be to: (1) expose you to research and theory in the social and behavioral sciences that are relevant to public communication campaigns, providing examples along the way; (2) advise and assist students in their paper projects and proposals (described in more detail below); (3) provide feedback on papers and proposals so that the papers are well written and supported throughout; and, most importantly, (4) provide a safe and supportive environment where YOUR ideas and experiences can be shared, listened to, and respected.

Learning Objectives

By the end of the semester, students enrolled in this course should be able to:

1. Explain the elements and theories of persuasion that work within persuasive campaigns.
2. Conduct formative pre-production research on their social problem of choice.
3. Analyze how a given persuasive scenario targets a specific segment of the population.
4. Dissect the persuasive techniques that others are applying in persuasive campaigns.
5. Evaluate the reasons some messages succeed while others fail.
6. Apply persuasive techniques in your own campaign proposal.

My Teaching Philosophy

My teaching is guided by the principle that ***education is a partnership***. By this, I mean that you and I (i.e., professor and students) are joint participants in the educational process and, therefore, we should consider ourselves collaborators, working together to achieve a common pursuit. When put into practice, this "partnership" perspective should translate into interactions characterized by:

- *Intellectual generosity:* Intellectual generosity is what happens when I bracket my own ideas to help you develop your own *and* when you bracket your ideas to help your fellow classmates develop their own. More than just a selfless act and a sign of one's maturity, being intellectually generous can also help you grow in your own thinking.

- *Mutual respect*: Our diverse backgrounds — by race, ethnicity, gender, disability, class, ideology, and even personality traits — are our greatest strengths. I will strive to make my classroom a place where those differences can be expressed and valued as the assets that they are. To ensure that everyone feels welcome and safe in expressing themselves, we <u>must</u> treat one another with mutual respect and proceed with a good faith effort to listen and learn from one another. Healthy partnerships are respectful partnerships.

- *Mutual accountability*: As partners, we must hold each other accountable for the responsibilities we have for making this a successful experience. As students, you are responsible for attending class, engaging with course content, completing assignments, etc. And, as your teacher, I am responsible for ensuring a productive and safe learning environment, providing timely and constructive feedback, responding to your concerns,

etc. If at any point, we find ourselves falling short, it's important that we be receptive to feedback on how we can improve.

- *Mutual patience and flexibility*: As we are forced to adjust to a COVID-19 learning environment, there will be some "hiccups" along the way. Technology will inevitably fail, social engagement might be challenging for some, and Zoom fatigue will happen. I am committed to creating a learning environment that works for us, but to do that I will need your patience and flexibility as I figure out (with your feedback) what works and what does not work. And, in return, I will be as patient and flexible as I can for you.

Course Structure

As an upper-level seminar, this course will be primarily discussion- and activity-based. We will use brief lectures, assigned readings, and multimedia campaign content as the foci of those discussions and activities. Because not everyone will be able to join the live Zoom sessions (due to considerable time zone differences, technology obstacles, etc.) opportunities to participate in activities and discussions will be provided synchronously (i.e., via Zoom) and asynchronously (i.e., via Blackboard). Further, all Zoom sessions will be recorded and made available on Blackboard along with all other class information.

Synchronous session recording notice
Live class sessions will be recorded and made available to students through Blackboard (including transcriptions). Please remember that USC policy prohibits sharing of any synchronous and asynchronous course content outside of the learning environment. As a student, you are responsible for the appropriate use and handling of these recordings under existing SCampus policies regarding class notes (https://policy.usc.edu/scampus-part-c/). These rules will be strictly enforced, and violations will be met with the appropriate disciplinary sanction.

Going back to Campus
Although we are starting the semester with online instruction only, conditions may improve. In such case, courses listed as hybrid will give opportunity to students to attend class in person. This will happen only by following the strictest health guidelines and safety protocols. These are listed in the Trojans Return page. Please take the time to read this ahead so that you are prepared in case it is possible to return to in-person instruction.

Communication

In line with my philosophy that education is a partnership, I want you to feel comfortable asking questions and giving me feedback on the course. This is my first time teaching this course, so I am eager to learn what works and what doesn't. You will have several options for seeking feedback from me and/or providing feedback for me, including:

- In class: Each class will start with a check-in; good time for logistical questions
- Office hours: Speak with me directly during my posted office hours

- Virtual Coffee: Virtual coffee chats can be arranged if office hours are impossible to make
- Email: Email me (lindsay.young@usc.edu) and I will respond within 24-48 hours
- Mid-term and end-of-term evaluations

Technological Proficiency and Hardware/Software Required

This course requires use of Blackboard, Zoom, and Microsoft Word and Power Point.

USC technology rental program
USC realizes that attending classes online and completing coursework remotely requires access to technology that not all students possess. If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you may be eligible for the university's equipment rental program. To apply, please submit an application. The Student Basic Needs team will contact all applicants in early August and distribute equipment to eligible applicants prior to the start of the fall semester.

USC Technology Support Links
Zoom information for students
Blackboard help for students
Software available to USC Campus

Required Materials

There are no texts to purchase for this course. I will provide access to all assigned readings on Blackboard and in a shared Drop Box folder, which will be free to you. Links to relevant campaign products (e.g., videos, visual ads, etc.) will also be posted in Blackboard.

Description and Assessment of Assignments

NOTE: Detailed descriptions of each writing assignment and its grading rubric will be uploaded to Zoom and discussed in class.

Tests and Exams. There will be no tests or quizzes.

Reaction Pieces (2 in total; see due dates below)

Reaction pieces are critical reflections on a campaign promotional product of your choosing (e.g., print media, TV or radio PSA, social video post, bus stop billboard, etc.). In these brief reflection papers, you will describe from your own point of view what social problem is being addressed in the product, the audience it's intended for, what it wants the audience to do or think, what persuasive appeals and/or theories of influence are being deployed, etc. Then, for the fun part, I want you to describe what you would do differently and why. This is your opportunity to be

critical and creative. These pieces are meant to be fun and to elicit your reaction to the campaign piece.

Major Writing Assignments

1. **Background Paper** is a paper on the background and history of the topic or problem you have chosen to focus on for the semester. In this paper the following should be addressed: (1) the nature and scope of the problem; (2) key causes and consequences of the problem; (3) populations/communities who ae most vulnerable and why; (4) to what extent and how have members of society (e.g., the public, the media, non-profits, government) recognized the issue as a social problem; and (5) an assessment of who and/or what needs to be changed (e.g., public awareness, individual attitudes and behaviors, communities [i.e., domestic abuse is unlikely to be altered without family and friends becoming involved], and/or institutional structures [i.e., racism won't change until cities adopt antiracist policies; childhood diets are unlikely to change until parents, schools and companies jointly offer better alternatives).

2. **The Campaign Review Paper** is an overview of past campaigns that have addressed your social problem. Some campaigns are "successful" up to a point; and then they need new strategies or new ideas. For example, well-known campaigns like the anti-tobacco "Truth" Campaign has evolved over time. With each new "generation" of consumers, new messaging strategies are required. In this paper, you will address: (1) Why was the campaign launched? (e.g., cyber bullying had become a major problem); (2) Who was the target audience? (e.g., adolescents); (3) What were the goals of the campaign? (e.g., raise awareness, empower youth to report bullying when they see it); (4) What exactly did the campaign want its audience to do (e.g., Lend support? Report a bully?); and (5) The messaging and dissemination strategies being used (e.g. message appeals, source characteristics, channels of dissemination, etc.)

3. **The Next Big Idea Proposal** is your opportunity to create a new campaign on the topic. For example, you can propose a viral social media campaign to bring attention to and model the importance of handwashing to prevent COVID-19 (Spoiler alert! This has already been done and we'll discuss the campaign in class), or you can pitch a Benefit for "Homelessness," where teams of university students across LA County compete in creating solutions to basic hygiene challenges that people experiencing homelessness face every day... Be creative! Your proposal should be organized as a Power Point presentation that includes the following sections: (1) an overview of the problem space you're addressing; (2) a description and justification for your intended audience; (3) what your desired outcome is and why it's important; (4) a reveal of your Next Big Idea for the campaign, (5) a defense of the persuasive techniques that you are attempting to employ in the campaign, and (6) a proposed plan for evaluating its effects. To present your Next Big Idea you will pre-record an oral presentation using Zoom's or Power Point's record function.

Specs and Deadlines

Assignment	Specs	Due Date
Reaction Pieces	Word document, ~500 words, 12-pt font	Wed, Sept 23 Wed, Nov 4 Note: reaction papers can be turned in earlier should you choose
Background Paper	Word document, 2500-3000 words (excluding references), 12-pt font, 10+ citations, APA format	Wed, Sept 16
Campaign Review Paper	Word document, 2500-3000 words (excluding references), 12-pt font, 10+ citations, APA format	Mon, Oct 19
Next Big Idea Proposal	Power point slides + pre-recorded oral presentation	Friday, Nov 20

For help with APA-style citation check this out:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Grading Breakdown

Grades will be recorded in the Blackboard gradebook.

Assignment	% of Grade
Reaction Pieces (2 in total)	10%
Assignment #1: Paper, Background of Problem	30%
Assignment #2: Paper, Review of Past Campaigns	30%
Assignment #3: PowerPoint Presentation, New Campaign Proposal	30%
Total	100

Grading Scale

Course final grades will be determined using the following scale.
A   95-100
A-   90-94

B+   87-89
B   83-86
B-   80-82
C+   77-79
C   73-76
C-   70-72
D+   67-69
D   63-66
D-   60-62
F   59 and below

Course-specific Policies (Deadlines, Grading Timeline, Late work, and Technology)

Assignment Submission: All assignments should be submitted through Blackboard.

Grading Timeline: All graded work will be returned within one week from the date of submission.

Late work: All assignments are given a designated due date (in Pacific time), but I will not mark "down" papers that are submitted within 48-hours of that due date. For example, if a paper is due Wednesday at 11:59pm Pacific Time, you technically have until Friday at 11:59pm Pacific Time to submit without penalty. If you are unable to submit your assignment on the designated due date, please send me an email notifying me that you need the extra time. This will simply ensure that we're on the same page. A 20% grade reduction will be applied to any papers that are submitted after that 48-hour window has elapsed. I read papers in the order in which I receive them, and I provide detailed feedback. Students who turn in their Background or Campaign Review paper on the designated due date (or within the allowable 48-hour window) can revise those papers once if they need/want to improve the grade. My hope is that by allowing you to revise papers for a new grade, penalized late papers will not be something we need to worry about.

Academic Integrity

A grade of zero will be applied to submitted work that does not comply with the USC standards of academic conduct. Such work may not be resubmitted for a new grade.

Attendance and Participation

Attendance: While I expect that students will make every effort to attend classes, I also recognize that personal circumstances (e.g., significant time zone differences, technology

obstacles, religious observances, personal health) may preclude class attendance. In such circumstances, the student is responsible for accessing and staying abreast of course content provided on Blackboard and for participating in assigned discussion threads and other engagement opportunities hosted on Blackboard.

Participation: This course is discussion- and activity-based, which means that participation is necessary for making it a successful experience for everyone. <u>That said, I will not grade your participation</u>. I choose not to grade participation because I want students to speak when they have something to contribute, not because they need to say something to get points. I don't want students worrying about whether their answer is right or their comment is good. Learning to speak up in a group is a skill that you'll need throughout your life. In this course, you have the opportunity to develop that skill without grade pressure. I hope you'll take advantage of some of these opportunities to join the conversation:

- *Synchronous participation:* oral participation in class (e.g., asking questions/answering questions, sharing thoughts/opinion), polls/surveys, in-class activities (e.g., breakout sessions), chat box comments, online office hours or appointments, etc.

- *Asynchronous participation:* Blackboard discussion board posts, emails to the instructor, prompts or reflection submissions, etc.

Zoom Etiquette: Weekly course sessions will be held live via Zoom (the link for scheduled class sessions can be found at the top of the syllabus and in the Announcement pinned to the top of your course Blackboard page. There are a few general principles that I would all of us to abide by when we're in our Zoom classroom:

- *Video:* Turn on your video if/when possible. It is helpful to be able to see each other, just like we do in an in-person class. However, I do recognize that if you have limited internet bandwidth or no webcam, it may not be possible. If possible, please upload a photo of yourself to your Zoom account so that when you have your video off, I can see your beautiful faces ☺. Also, if bandwidth is not an issue, consider applying a virtual background so that your privacy is better protected.

- *Microphone:* Please mute your microphone when you are not talking. This helps eliminate background noise. Also, use a headset when possible. This will improve audio quality. If you are not able to find a quiet, distraction free spot where you can use your microphone, stay on mute and use the chat window for questions and comments relevant to the class.

- *Asking questions:* When you have a question, please use the "raise hand" function in Zoom. You can also use the chat function to post questions and comments about what we're discussing. I will do my best to monitor both as I am speaking and will take breaks when I am lecturing to open the floor for discussion. Sometimes it may be hard to get to questions as soon as they are raised or posted. If I do not call on you to ask your question as soon as you post it, please know that I am not ignoring you. I probably simply failed to see that you had raised your hand. So, your patience with me as I "get the swing of things" will be appreciated.

Classroom Norms

To promote a fair, respectful, and productive classroom environment, we should use the following guidelines to inform all course-related interactions:
- Allow classmates the opportunity to express themselves – be intellectually generous!
- Listen actively
- Critique ideas, not people
- Disagree openly, disagree respectfully
- Either support your assertions with evidence, or speak from personal experience

Course evaluation

Two surveys will gather student opinions about the course: the mid-semester evaluation and the standard USC course evaluation survey at the end of the semester. Your opinion is valued and can make a difference in how this course is conducted; please give your honest and constructive recommendations.

Course Schedule: A Weekly Breakdown

	Topics/Daily Activities	Pre-class Preparations	Assignments Due
Week 1 **Introductions**	**Monday 8/17** Topic: Welcome to COMM 402		
	Wednesday 8/19 Topic: Intro to Public Communication Campaigns	Read: • Theory and Principles of Public Communication Campaigns (Atkin & Rice, 2013)	
Week 2 **Formative Research**	**Monday 8/24** Topic: Understanding your problem space. Featured Campaign: • 'Heart Truth' (NHBLI)	Read: • Guidelines for Formative Evaluation Research (Atkin & Freimuth, 2013) • Applying Formative Research (Wayman et al 2008	Self-Introduction Video
	Wednesday 8/26 Topic: Understanding your audience	Read: • Community member perspectives from transwomen and men	Social Problem of Choice

	Topics/Daily Activities	Pre-class Preparations	Assignments Due
	Group Activity: • Devising an audience informed messaging strategy to promote PrEP for HIV prevention	who have sex with men on PrEP (Galindo et al 2012)	
Week 3 Theories of Behavior Change	Monday 8/31 Topic: A Multilevel Perspective on Behavior Change	Read: • Theory at a Glance (NCI)	
	Wednesday 9/2 Topic: Individual level theories Featured Campaign: • PrEP4Love Campaign	Read: • #PrEP4Love: Evaluation of a Sex-Positive HIV Prevention Campaign (Dehlin et al 2019)	
Week 4 Theories of Behavior Change	Monday 9/7 LABOR DAY, NO CLASS		
	Wednesday 9/9 Topic: Interpersonal level theories Featured Campaigns: • #LikeAGirl • #SheCanStem	Read: • Exposure to Counter-stereotypical Role Models (Olsson & Martiny, 2018)	
Week 5 Theories of Behavior Change	Monday 9/14 Topic: Community level theories Group Activity: • Leveraging community voices and structures in your campaign messaging	Watch: • "Unnatural Causes: Place Matters" Read: • Message Design Strategies to Raise Public Awareness of Social Determinants of Health and Population Health Disparities (Niederdeppe et al 2008)	

	Topics/Daily Activities	Pre-class Preparations	Assignments Due
	Wednesday 9/16 Topic: Community influences (Cont'd) Group Activity: • Designing messages that target public stigma •	Read: • Stigmatizing Attitudes Toward People Living with HIV (Pitasi et al 2018)	Background Paper Due
Week 6 **Human Rights Campaigns**	**Monday 9/21** Topic: The challenge of changing hearts and minds	Read: • Why Can't we Sell Human Rights Like Soap? (Hornik, 2013) • "Gen Z Puts Brands on Notice"	
	Wednesday 9/23 Topic: Racial Justice Featured Campaigns: • 'Before You Call the Cops' (Tyler Merritt Project) • 'For Once Don't Do It' (Nike)	Read: • Interplay of imagined contact and first-person narratives (Igartua et al 2018)	First Reaction Paper Due
Week 7 **Human Rights Campaigns**	**Monday 9/28** Topic: LGBTQ Equality Featured Campaigns: • 'Acceptance Journeys' • 'Blood Equality' (GMHC)	Read: • Evaluation of 'Acceptance Journeys' (Hull et al 2017) • Op-ed from GLAAD	
	Wednesday 9/30 Topic: Homelessness Featured Campaign: • Homeless Challenge Project Group Activity:	Read: • LA Times' Steve Lopez's Pulitzer Prize Nominated Columns on Homelessness Watch: • Spare Change	

	Topics/Daily Activities	Pre-class Preparations	Assignments Due
	• Leveraging the homeless "experience" as a campaign strategy		
Week 8 Message Appeals	**Monday 10/5** Topic: Affect as a Heuristic Pathway to Influence	Read: • Affect and Persuasion (Dillard & Peck, 2000)	
	Wednesday 10/7 Topic: Fear Appeals Featured Campaigns: • 'Your Brain on Drugs' (Partnership for a Drug Free America) • 'Hit CA: Vape Outbreak' (Tobacco Free CA) • 'Tips from Former Smokers' (CDC)	Read: • Inducing Fear (Yzer et al 2013) • Fear Appeals for People in Different Stages of Change" (Cho & Salmon, 2006)	
Week 9 Message Appeals	**Monday 10/12** Topic: Humor Appeals Case Study: • 'Buzzed Driving Prevention' (NHTSA) • ManTherapy	Read: • Frightfully Funny (Hendriks & Jenssen, 2018)	
	Wednesday 10/14 Topic: Pride Appeals Case Studies: • Bullying Prevention - becauseofyou.org • 'We Are America'	Read: • Anticipated Guilt for Not Helping and Anticipated Warm Glow for Helping (Erlandsson et al 2016)	
Week 10 Source Appeals	**Monday 10/19** Topics: Celebrity Sources Featured Campaign:	Read: • If Childish Gambino Cares, I Care (Dunn & Nisbet 2020)	Campaign Review Paper Due

	Topics/Daily Activities	Pre-class Preparations	Assignments Due
	• 'I Take Responsibility' • 'The Wait for Water'		
	Wednesday 10/21 Topic: Source similarity (peers) Featured Campaign: • Know Your Girls	Read: • Why Peer Crowds Matter (Moran 2017)	
Week 11 Message Dissemination	**Monday 10/26** Topic: One-way vs. two-way communication strategies Group Activity: Using "push" and "pull" communication in your campaign	Read: • *Required*: Typology of Communication Approaches in Public Communication Campaigns (Bunzli & Eppler, 2018) • *Suggested*: Listening, The Missing Half of Communication and Engagement (Macnamara 2018)	
	Wednesday 10/28 Topic: Entertainment Education Featured Campaign: • East Los High	Read: • Narrative versus Nonnarrative (Murphy et al 2013) • East Los High (Wang & Singhal, 2016)	
Week 12 Message Dissemination	**Monday 11/2** Topic: Social network strategies Featured Campaigns: • "Dear Pandemic" • ALS 'Ice Bucket Challenge' • #GhenCoVyChallenge • #FCKHIV	Read: • The Use of SNS in Health Communication Campaigns (Shi et al., 2018) • Prestige, Performance, and Social Pressure in Viral Challenge Memes (Burgess et al, 2018)	

	Topics/Daily Activities	Pre-class Preparations	Assignments Due
	Wednesday 11/4 Peer Workshops: 'Next Big Idea' Proposal	<u>Prepare:</u> • Be prepared to share a brief 3-5 elevator pitch about your 'Next Big Idea' with peer workshop members. I recommend putting together a few ppt slides to do this.	Second Reaction Paper Due
Week 13 **Evaluating Campaigns**	**Monday 11/9** Topic: Summative Evaluation Research	<u>Read:</u> • Evaluating Campaigns (Valente & Kwan, 2013) • Measures of Public Communication Campaign Exposure (Niederdeppe 2014)	
	Wednesday 11/11 Topic: Course Debrief and Q&A about Final Assignment		
Week 14	***Finals Week**		'Next Big Idea' Presentation Due Friday, 11/20

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 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

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
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