

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

### *Syllabus*

**Units:** 4

**Term — Day — Time:** Fall 2020- MWF-11:00-11:50 a.m.

**Location:** Online (Zoom from Blackboard)

**Online Format:** This class will be offered online. For students in residence at USC or in Los Angeles, as public health conditions warrant, there may be opportunities for field trips or small, outdoor gatherings with the instructor.

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

**Office:** AHF B57B

**Regular Office Hours:** Mondays 4-5 p.m. and Wednesdays 8:30 a.m.-10:00 a.m. and Also available by appointment via email.

**Contact Info:** vos@usc.edu, 213-821-1311, see contact page on Blackboard for Zoom Room

**Teaching Assistant:** TBD/TBA

**Office:** AHF B55

**Regular Office Hours:** TBA

**Contact Info:** TBA

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**Regular Office Hours:** TBA

**Contact Info:** TBA

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**Office:** AHF B55

**Regular Office Hours:** TBA

**Contact Info:** TBA

## Course Description

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

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

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

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

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

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

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

### ***Learning Objectives***

Upon successfully completing this course, students should be able to:

- Describe the sustainability problematic and the problem of urban sustainability as a coupled human and natural system;
- Classify both natural and social systems in cities and explain how they are interwoven;
- Understand how data collection, non-experimental research design, and computational modeling are used to analyze urban sustainability problems and solutions;
- Use and interpret spatial data in a professional geographic information system (GIS) to analyze issues of urban sustainability;
- Attractively communicate the science and policy of urban sustainability by leveraging digital resources and applying basic cartographic principles;
- Articulate alternative pathways toward sustainable cities and evaluate scientific claims related to such alternatives;
- Assess how applications of particular scientific methods influence or are influenced by debates over urban sustainability.

**Prerequisite(s):** None

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

### **Class Conduct**

**Harassment, sexual misconduct, interpersonal violence, and stalking** are not tolerated by the university. All faculty and most staff are considered Responsible Employees by the university and must forward all information they receive about these types of situations to the Title IX Coordinator. The Title IX Coordinator is responsible for assisting students with supportive accommodations, including academic accommodations, as well as investigating these incidents if the reporting student wants an investigation. The Title IX office is also responsible for coordinating supportive measures for transgender and nonbinary students such as faculty notifications, and more. If you need supportive accommodations you may contact the Title IX Coordinator directly ([titleix@usc.edu](mailto:titleix@usc.edu) or 213-821-8298) without sharing any personal information with me. If you would like to speak with a confidential counselor, Relationship and Sexual Violence Prevention Services (RSVP) provides 24/7 confidential support for students (213-740-9355 (WELL); press 0 after hours)

## Required Readings and Supplementary Materials

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

The required textbooks for this course are:

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

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

- Bullen, Anna and Mark Whitehead. 2005. "Negotiating the Networks of Space, Time, and Substance: A Geographical Perspective on Sustainable Citizen." *Citizenship Studies* 9, No. 5: 499-516.
- Cronon, William. 1996. "The Trouble with Wilderness: Or, Getting Back to the Wrong Nature." *Environmental History* 1, no. 1 (January): 7-28
- Goldstein, Noah J., Robert B. Cialdini, and Vlaslas Griskevicius. 2008. "A Room with a Viewpoint: Using Social Norms to Motivate Conservation in Hotels." *Journal of Consumer Research* 35: 472-482.
- Maniates, Michael. 2002. "Individualization: Plant a Tree, Buy a Bike, Save the World?" In *Confronting Consumption*, edited by Thomas Princen, Michael Maniates and Ken Conca, 43-66. Cambridge, MA: MIT Press.
- McAslan, Devon. 2015. "Assessing Urban Sustainability: Using Indicators to Measure Progress" In *Sustainability for the 21<sup>st</sup> Century*, edited by K. David Pijawka, 235-258. Dubuque, IA: Kendall Hunt.
- Princen, Thomas. 2002. "Consumption and its Externalities: Where Economy Meets Ecology." In *Confronting Consumption*, edited by Thomas Princen, Michael Maniates and Ken Conca, 23-42. Cambridge, MA: MIT Press.
- Pulido, Laura, Steve Sidawi, and Robert O. Vos. 1996. "An Archeology of Environmental Racism in Los Angeles." *Urban Geography* 17, no. 5: 419-439.
- Seto, Karen C., Burak Güneralp, and Lucy R. Hutyra. 2012. "Global Forecasts of Urban Expansion to 2030 and Direct Impacts on Biodiversity and Carbon Pools." *Proceedings of the National Academy of Sciences* 109, no. 40: 16083-16088.

- Vos, Robert O. 2007. Defining Sustainability: A Conceptual Orientation." *Journal of Chemical Technology and Biotechnology* 82: 334-339.
- Wolch, Jennifer, Jason Byrne, and Joshua P. Newell. 2014. "Urban Green Space, Public Health, and Environmental Justice: The Challenge of Making Cities 'Just Green Enough'." *Landscape and Urban Planning* 125: 234-244.

## **Description and Assessment of Assignments**

Students must attend all regularly scheduled lectures/in-class exercises, participate in labs, write in the reading journal discussion forums, produce a city sustainability profile, write a policy essay, sit for mid-term and final examinations, and produce a final project called a "story map." There will also be extra credit using the Bullfrog films available at the USC libraries. Students who choose to participate with USC's Joint Educational Project (JEP) are released from the reading journal discussion forum as indicated below.

### **Labs**

In addition to the lectures and in-class exercises, there is a set of 9 labs across the semester. These laboratory experiences are designed to introduce you to the tools of spatial and social analysis as well as to give you practical experience in implementing these tools to explore various problems within the framework of the scientific method. These assignments are linked to the lectures and class discussions, but do not duplicate the lecture experience. You must register for one laboratory session in addition to registering for the lectures. Your laboratory assignments may be started during the 50-minute lab sessions, and you will finish them independently. You should use your teaching assistant's office hours to get additional help if needed. Labs will be due a few days after your scheduled lab session. They will be graded quickly and returned.

**Absences from lab sessions** must be requested by sending an email to the laboratory instructor for your lab section. Excused absences from labs will be granted only for valid reasons; please notify us of the reason for your absence in your email. If your lab is at a time that is too difficult for you to attend due to differences in time zones, your T.A. may approve you to take the lab sessions asynchronously. Please email your T.A. at least 24-hours in advance of the first lab session to make such arrangements.

### **Reading Journal Discussion Forums**

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

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

Working with a classmate as your partner, you will complete a short slide deck that gives a profile of the urban area he or she considers to be his or her “home” residence. You will present this at your lab section according to the lab schedule. In the city sustainability profile, you will relate concepts of urban population growth, the urban footprint, the global context of urban sustainability, and the sustainability problematic by researching a city with which you are not yet familiar. You will also compare the situation of your home city to a contrasting city and brainstorm a sustainability solution for the city you profile.

### ***Policy Essay***

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

### ***Story Map***

The final project in this course is a story map. Story maps tell about places, issues, and trends by enriching digital maps with content like various kinds of graphs, text, photographs, video, and audio. The underlying data often depict the coupling of social and natural systems. These may be things like wetland areas, land cover, and census data, and may also include live data streams such as temperature, precipitation, and traffic. They often present scientific data and analysis, but they are mainly designed for the general public and do not require their users to have special knowledge or skills in Geographic Information Systems (GIS).

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

In this course, you will create a story map that integrates data on social and natural systems around one of our course’s learning modules. Your story map will integrate scientific data like the examples above but may be focused at a local rather than global scale. Please note that some examples of story maps you may see on the web are simply montages of geotagged photographs. Your map will be much more than this. It may have photos for context, but it must be primarily an analytical report that includes writing in pop-up windows and sidebars. It will use visualization of data or models, like in the other examples linked above, to communicate underlying analysis.

### ***Bullfrog Documentary Films Extra Credit Assignment***

Students are encouraged to do a simple extra credit assignment by watching one Bullfrog environmental documentary and submitting a short, written impression of it. This will result in 2 extra credit points in the course (i.e., 2% toward an improved final grade). The assignment will be posted on Blackboard after the midterm exam, look there for the detailed instructions.

## Exams and Other Policies

The mid-term and final exams will include content learned in course readings, lectures, in-class exercises, laboratory sessions, and assignments up until the date of each exam. The midterm will be closed book and the final exam will be a take home exam. Each will be delivered asynchronously (i.e., to be completed during an identified span of time and not later than a posted deadline). Except for *documented* illness, emergencies, or official USC conflicts, **no make-up opportunities will be offered for missed exams or labs**, so mark the appropriate dates on your calendars! If you have a legitimate excuse, speak with the instructor as soon as possible to arrange a make-up. Also, note that there is **no credit for late assignments**.

## Grading Breakdown

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

Assessment	Number	Total Points (% of Grade)
City Sustainability Profile (Deliver at Lab Section)	1	15
Laboratory Reports <i>Note: Lab reports are not included in the list of deliverables/due dates on the course schedule. Submit all Lab Reports via the Bb for your laboratory section by the due date listed there.</i>	9	18
Reading Journal Discussion Forum (Submit on Lecture Bb) <i>Note: JEP Students only may skip this forum.</i>	1	5
JEP Evaluation (Reports Submitted to JEP Bb) <i>Note: For JEP students <b>only</b>, these points are added at the end of the semester in place of the Reading Journal Discussion Forum)</i>	(1)	(5)
Policy Essay (Submit in class <b>and</b> on Lecture Bb)	1	15
Midterm Exam (In class closed book)	1	15
Final Exam (Closed book)	1	17
Final Project: Story Map (Submit URL to Lab Section Bb) and give oral report	1	15
Totals	15	100

## Schedule

Date	Topics	Readings	Deliverables/Due Dates
<b>Module 1   Theories and Key Concepts</b>			
<b>Week 1</b>			
8/17	Introduction to the Course		
8/19	The Urban Sustainability Problematic	Hagen and Pijawka Ch. 1 Wheeler Ch. 1 & 4	
8/21	Competing Definitions of Sustainability and Sustainable Cities	Hagen and Pijawka Ch. 2 & 3 Wheeler Ch. 2  Vos, R. O. 2007. "Defining Sustainability: A Conceptual Orientation." <i>Perspective in Journal of Chemical Technology and Biotechnology</i> 82: 334-339.	
<b>Week 2</b>			
8/24	The Global Context of Sustainable Cities	Drakakis-Smith pp. 1-10 Hagen and Pijawka Ch. 4 & 16 Wheeler Ch. 19	
8/26	Is Population Growth the Key?	Drakakis-Smith Ch. 1 & 3 Wheeler Ch. 17	
8/28	Sustainable Cities or Resilient Cities?	Hagen and Pijawka Ch. 7	Sign-up deadline if you choose to do JEP
<b>Module 2   Urban Footprints &amp; Land Development and Politics</b>			
<b>Week 3</b>			
8/31	The Urban Footprint	Drakakis-Smith Ch. 4  Seto et al. 2012. "Global Forecasts of Urban Expansion to 2030 and Direct Impacts on Biodiversity and Carbon Pools." <i>Proceedings of the National Academy of Sciences</i> 109, no. 40: 16083-16088.	
9/2	The Urban <i>Ecological</i> Footprint		



9/4	Life Cycle Thinking	Hagen and Pijawka Ch. 9	
<b>Week 4</b>			
9/7	Labor Day (no class)		
9/9	The Paradox of the Growth Machine	Wheeler Ch. 20, 21, & 23	Reading Journal Discussion Forum Due
9/11	Possibilities of Governing for Urban Sustainability	Wheeler Ch. 18	
<b>Module 3   Perspectives on Consumption</b>			
<b>Week 5</b>			
9/14	The Problem of Consumption	Princen, T. 2002. "Consumption and its Externalities: Where Economy Meets Ecology pp. 23-42 in T. Princen, M. Maniates, and K. Conca (eds.) <i>Confronting Consumption</i> . Cambridge, MA: MIT Press	
9/16	Consumption in the Urban Landscape	Wheeler Ch. 11	
9/18	Distancing of Waste in a Global Economy	Drakakis-Smith Ch. 5	
<b>Module 4   Reclaiming Urban Nature</b>			
<b>Week 6</b>			
9/21	Individual Versus Collective Responses to Consumption	Goldstein, N.J. and Cialdini, R.B. 2008. "A Room with a Viewpoint: Using Social Norms to Motivate Conservation in Hotels." <i>Journal of Consumer Research</i> 35: 472-482.  Maniates, M. 2002. "Individualization: Plant a Tree, Buy a Bike, Save the World?" pp. 43-66 in T. Princen, M. Maniates, and K. Conca (eds.) <i>Confronting Consumption</i> . Cambridge, MA: MIT Press.	

9/23	The Nature of the City	Wheeler Ch. 9 Wheeler pp. 312-322 Cronon, W. 1996. "The Trouble with Wilderness: Or, Getting Back to the Wrong Nature." <i>Environmental History</i> 1(1): 7-28.	
9/25	Restoring Urban Biodiversity	Hagen and Pijawka Ch. 10	
<b>Week 7</b>			
9/28	Water Resources in Cities	Hagen and Pijawka Ch. 11 Wolch et al. 2014. "Urban Greenspace, Public Health, and Environmental Justice: The Challenge of Making Cities 'Just Green Enough'" <i>Landscape and Urban Planning</i> 125: 234-244.	
9/30	<i>Virtual</i> Tour of LA River (during regular class session at our regular classroom)		
10/2	Mitigating GHG Emissions in Cities	Wheeler Ch. 7 Hagen and Pijawka Ch. 8	
<b>Module 5   Climate Change: Mitigation and Adaptation</b>			
<b>Week 8</b>			
10/5	Adapting to Climate Change in Cities	Hagen and Pijawaka Ch. 14	
10/7	Midterm Review & Exam		
10/9	Climate Change: ESEM and Agenda Setting		At Home Midterm Exam
<b>Week 9</b>			
10/12	Special Issue: Sustainable Transportation & Smart Growth	Hagen and Pijawka Ch. 12 Wheeler Ch. 10 & 12 Wheeler pp. 291-312	
10/14	Spatial Analysis for Transportation and Smart Growth		

10/16	History and EJ in the City	Drakakis-Smith Ch. 2 Wheeler pp. 203-204	Ungraded (but required) Policy Essay Proposal
<b>Module 6  Environmental Justice (EJ): Community-based Sustainability Science</b>			
<b>Week 10</b>			
10/19	Social and Spatial Analysis of Environmental “Bads”	Pulido, L., S. Sidawi, and R. O. Vos 1996. “An Archeology of Environmental Racism in Los Angeles,” <i>Urban Geography</i> 17: 419-439.	
10/21	Social and Spatial Analysis of Environmental Goods		
10/23	The New Regionalism	Wheeler pp. 198-202 Wheeler Ch. 22	
<b>Module 7  Greening the Urban Economy and Urban Metabolism</b>			
<b>Week 11</b>			
10/26	Regional Governance		
10/28	Policy Essay Working Session		
10/30	Industrial Ecology: The Science & Technology of Sustainability	Wheeler Ch. 8	Policy Essay Due to Blackboard Turnitin Link
<b>Week 12</b>			
11/2	Urban Metabolism Concept and Models	Hagen and Pijawka Ch. 13 Wheeler Ch. 13 & 14	
11/4	Green Jobs and Eco-Industrial Parks	Wheeler Ch. 16	
11/6	<i>Virtual Tour</i> of the Port of Los Angeles		

<b>Module 8   Indicators, Tools, and Sustainable Citizenship</b>			
<b>Week 13</b>			
11/9	Sustainability Indicators: Measurement and Reporting	McAslan, D. 2015. "Assessing Urban Sustainability: Using Indicators to Measure Progress" pp. 235-258 in K. D. Pijawka (ed.) <i>Sustainability for the 21<sup>st</sup> Century</i> (1 <sup>st</sup> Edition). Dubuque, IA: Kendall Hunt.  Wheeler Ch. 6	(Optional) Extra Credit Assignment Due
11/11	Urban Models: How Can Geodesign Contribute?	Hagen & Pijawka Ch. 5 & 6	
11/13	Sustainable Citizenship and Sustainable Livelihoods	Drakakis-Smith Ch. 5 & 6  Bullen, A. and Whitehead, M. 2005. "Negotiating the Networks of Space, Time and Substance: A Geographical Perspective on the Sustainable Citizen." <i>Citizenship Studies</i> 9: 499-516.	
11/18	<b>Take Home Final Exam Due at 11:59 p.m. PT on 11/18/20</b>		

## Laboratory Topics and Learning Objectives

- Week 1 No Labs (Introductory Week)
- Week 2 Population Modeling for Manhattan, NY
- Week 3 Mapping the Urban Footprint of Raleigh, NC
- Week 4 No Labs (Labor Day)
- Week 5 Mapping Billboards
- Week 6 City Sustainability Profiles
- Week 7 City Sustainability Profiles
- Week 8 Story Map Introduction
- Week 9 Indexing Neighborhood Walkability
- Week 10 Mapping Air Toxics
- Week 11 Story Map Workshop
- Week 12 Story Map Workshop
- Week 13 Story Map Final Presentations

## **Laboratory Protocol**

### ***Course Content Labs***

Some lab sessions are directly linked to the course lecture content (see titles above for Weeks 2, 3, 5, 9, and 10). After these lab sessions, you will work on self-guided work tasks using specialized geographic analysis tools and one or more geospatial datasets or computer modeling tools.

Each of these 50-minute “content” lab sessions will provide a brief introduction to the lab, including when appropriate demonstration of some key steps with the software. Following each content lab, the next week’s lab session will also include a brief discussion of how the lab relates to key concepts of sustainable cities covered in the readings and lectures, and how these tasks might have been varied and/or enhanced if performed by professionals in a real-world setting. Students in time zones that are inconvenient to the scheduled lab time may opt to watch a recording of the lab sessions with permission from the teaching assistant.

If time remains in a given lab session, students may get started with the lab and ask questions as they come up. However, most or all of the lab work is expected to be conducted independently of the 50-minute lab session. The independent lab work on the computer should take approximately 75 minutes to complete. You are advised to start early with this work, so you have time to visit your teaching assistant’s office hours if you run into difficulties. After completing the computer work, you will write a short lab report to submit to your instructor a few days after your lab session (see the specific deadline posted on the lab Blackboard submission link). It should take about 15-minutes to write your lab report. Each of the 5 content lab reports are worth 2 points in the course.

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

In two lab sessions, you will present your city sustainability profile slide decks (see Weeks 6 and 7 above). The presentation of the city sustainability profiles will afford you some practice with presentations and also a chance to compare the sustainability context of various cities around the world. The credit for the city sustainability profiles is included in the grade for the project itself rather than in points for lab reports.

### ***Story Map Labs***

In the first of the lab sessions devoted to the story map (Week 8 above), you will get an introduction to the story map process and software, form a team with other classmates, and prepare a story map proposal to submit to your instructor at the end of the week. After this, to create the story map, you will work with your team, mostly outside of the lab session time, to make use of datasets and geospatial software to complete components of your story map. This will include connecting with data, analyzing data, and making maps.

For the sessions marked “Story Map Workshop” above, each story map team will bring your work to date to class to show your classmates and your teaching assistant. The teaching assistant will review your progress. Your teaching assistant and classmates will also offer tips and tricks to overcome challenges and improve your story map. At the last lab session, your team will give a presentation of your story map. Each of the 4 lab sessions devoted to the story map is worth 2 points. The story map proposal will be graded, teams will receive 2 points credit/no credit for bringing working product to the 2 story map workshops, and the oral presentation of the story map will be graded.

## **Statement on Academic Conduct and Support Systems**

### ***Academic Conduct***

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

### ***Support Systems***

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

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

[www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

Provides 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) 740-9355(WELL), press “0” after hours – 24/7 on call*

[studenthealth.usc.edu/sexual-assault](http://studenthealth.usc.edu/sexual-assault)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office of Equity and Diversity (OED) – (213) 740-5086 | Title IX Compliance – (213) 821-8298*

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

*Reporting Incidents of Bias or Harassment* – (213) 740-5086 or (213) 821-8298

[usc-advocate.symplcity.com/care\\_report](https://usc-advocate.symplcity.com/care_report)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

*The Office of Disability Services and Programs* – (213) 740-0776

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

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

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

[uscsa.usc.edu](https://uscsa.usc.edu)

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](https://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](https://dps.usc.edu), [emergency.usc.edu](https://emergency.usc.edu)

Provides safety and other updates, 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](https://dps.usc.edu)

Non-emergency assistance or information.