



GESM 130: *Nudging for Behavior Change*

Units: 4

Spring 2021: Mondays/Wednesdays 2:00-3:20pm

Location: For Spring 2021, this course will be held online via Blackboard and Zoom. We can begin to meet in person (Taper Hall 119) if approved by County of Los Angeles Department of Public Health and USC (date tbd).

Instructor: Dr. Victoria Campbell-Arvai

Office: Online

Online Office Hours: Mondays @ 1:00 pm & Thursdays @ 11:00 am, or by appointment.

Contact Info: The best way to contact me is through email: vec@usc.edu (you can expect a response within 24 hours)

Course Description

What do the management of artifacts in a national park, food waste in a dining hall, healthy eating practices, the adoption of an exercise routine, the design of city infrastructure, energy and water usage in homes, and sustainable fisheries have in common?

All of these contexts—and many, many more—have been the target of ‘*choice architecture*’ (also known as ‘*asymmetric paternalism*’ and ‘*nudging*’). Choice architecture is a social science-based approach to decision-making that helps people make choices that are more in line with their priorities; in the realm of sustainability this could include outcomes like a shift to a more plant-based diet, minimizing or eliminating the production of waste, or increasing the adoption of sustainable harvest practices. In the realm of health, this could mean the adoption of healthy eating practices. Choice architecture draws primarily from the social science disciplines of psychology, behavioral economics, and sociology. Thus, we will be closely examining the methods (e.g., quantitative surveys, survey-based experiments, and field experiments), theories, and approaches from these disciplines, and how they have shaped our understanding of human decision-making behavior. Note that while many of the examples used in this course will be from the sustainability domain (e.g., food, energy, water and climate), you will be invited to think about and share examples and applications that are of interest to you.

Choice architecture is inspired and informed by the observation that people routinely rely on a wide range of predictable decision-making shortcuts that, while useful in that they result in more efficient choices, can also lead to suboptimal (and some would say “biased”) decision-making as defined by normative standards. But, practically speaking, we also know that if we modify the environment in which choices get made (hence the reference to “architecture”), these same shortcuts—when applied by (and for) individuals—can lead to positive outcomes. Additional inspiration for choice architecture comes from the fact that, over time, many seemingly inconsequential decisions made by individuals accumulate to create significant, negative impacts for individuals and society. So, if we can get individual behavior with respect to these seemingly small sustainability contexts moving in the right direction, we can affect big and positive change.

There’s plenty of evidence suggesting that choice architecture works and can make significant and positive contributions to effective management, thoughtful policy, and good governance. Choice architecture has informed government policy-making (i.e., the UK’s Behavioural Insights Team), and the work of non-profits (i.e., RARE’s work on climate change, coastal overfishing, and biodiversity loss, and California-based Root Solutions) alike.

The application of choice architectural methods is limited only by your imagination! However, while many practitioners and policy makers see choice architecture as a low-cost and potentially high-reward tool for achieving sustainability and other socially and individually desirable objectives, others have raised concerns about its ethical and practical implications. Ensuring that people use less energy, waste less food, or select ethically and

environmentally sound products and processes are important goals, but there are also important questions to ask about individual autonomy and negative spillover effects.

All this begs the questions: Should choice architecture be one of the tools in the arsenal of behavioral, informational, and market-based interventions to support sustainable behavior and, if so, how can the “best” nudges be designed? (Related, how do we define what is a “best practice” for choice architecture?) Alternatively, is choice architecture a distraction, sapping intellectual and monetary resources away from other, more fundamental and transformative social change?

Learning Objectives

All in all, choice architecture poses an interesting array of questions about the pros, cons, risks, and benefits of interventions in support of 'better' decision-making. In this course we will develop an understanding of (i) psychological and decision-making short-cuts, (ii) choice architectural interventions and the underlying psychological and behavioral mechanisms, and (iii) the social scientific methods and approaches that underpin this understanding of human decision-making behavior and related interventions. We will also spend time analyzing the circumstances under which choice architecture is appropriate (and inappropriate), and we will think critically about the criticisms leveled at this approach from both ethical and practical perspectives. Even if some of us decide that choice architecture is a bad idea, we will nevertheless spend time thinking and talking about how to design an intervention based on choice architecture, develop a strong and theoretically grounded justification for the intervention, and how to evaluate its effectiveness (after all, if we think something is a bad idea, our opinion should be based on some hands-on experience and knowledge...). To ensure that this course is relevant and useful, you will have the opportunity to develop a choice architecture-based intervention that is related to *your* own interests, e.g., sustainability, climate change, resource use, community engagement, marketing, education, food, and health.

By the end of this course, you will be able to:

1. Differentiate between normative, descriptive and prescriptive approaches to human decision-making, and provide real-world examples.
2. Define choice architecture and related behavioral and informational interventions; provide practical examples of their use.
3. Apply social science methods from psychology, behavioral economics, and sociology to understand human decision-making in sustainability and other settings.
4. Demonstrate an understanding of the barriers and opportunities for human action and behavior change (i.e., organizational, institutional, cultural and social factors) by designing a choice architectural intervention for a social or sustainability context of interest to you.
5. Discuss the advantages and disadvantages of choice architectural interventions to promote individual behavior change.
6. Understand the nature of empirical evidence and critically assess the usefulness of quantitative (and experimental) evidence in (i) describing and explaining human decision-making behavior, and (ii) designing and evaluating appropriate choice architectural interventions.

Required Readings

We'll be reading excerpts from *Nudge* by R. Thaler and C. Sunstein (Thaler, R. H., and C. R. Sunstein. 2008. [Nudge: Improving Decisions About Health, Wealth, and Happiness](#). Yale University Press, New Haven, CT), and *Thinking, Fast and Slow* by Daniel Kahneman (Kahneman, D. 2011. [Thinking, Fast and Slow](#). Farrar, Straus and Giroux, New York, NY). We will also be reading from original, peer-reviewed journal articles, synthesis reports, as well as popular publications and websites.

Nudge is available as an **ebook** through the **USC Library** (link will be posted to Blackboard).

Thinking, Fast and Slow can be purchased as an **ebook** from various platforms: **Google** (<https://books.google.com/books?id=ZuKTvERuPG8C>), **Apple** (<https://books.apple.com/us/book/thinking-fast-and-slow/id443149884?ign-gact=1>), and **Amazon** (<https://www.amazon.com/dp/B00555X8OA/ref=dp-kindle-redirect?encoding=UTF8&btkr=1>). You may also find it in your **local bookstore** or **library**.

Course Organization

We will meet twice per week. Each week will be spent developing a shared understanding of the week's topic and readings. We will finish up with an opportunity for reflection, follow-up questions, and clarifications. We will also

work collectively on the application and exploration of those theories, methods, and perspectives through the use of case studies, exercises, and hands-on activities.

Communication and Contact

Online office hours will be held on Mondays @ 1:00 pm & Thursdays @ 11:00 am, or by appointment. Email is the preferred way to reach me outside of class and office hours (please put the course number in the Subject line), and it is my policy to respond to emails within 24 hours (barring unforeseen circumstances). Please use your USC email when contacting me, I may not respond to emails sent from non-USC accounts.

Course Notes

This course will use Blackboard for communication, information and submitting assignments. Recordings made during the regularly scheduled class times will be made available after the lecture is given. *Additional* readings and or *changes* to assigned readings may occur throughout the semester; these will be announced in class, posted on Blackboard, and an emailed reminder sent to the class (via BB Announcements). It is your responsibility to regularly check the course Blackboard site *and* your USC email for these course announcements. This course involves a lot of in depth reading and critical analysis outside of lecture, as it is a four-unit course.

Lectures, class discussions, and class activities will be held online using the Zoom meeting platform. Before the start of term, please make sure you have activated your USC-branded Zoom account, and that the most recent version of this app is downloaded and available on your computer or tablet. For more information and to get started, visit: <https://keepteaching.usc.edu/start-learning/>, <https://keepteaching.usc.edu/student-access-to-zoom/> & <https://studentblackboardhelp.usc.edu> .

As a general rule of thumb: Treat Blackboard and Zoom as you would any other in-person classroom or office hours. The online format does not lessen my expectations of what constitutes meaningful engagement and participation, appropriate communication/presentation and dedication to this class. Class participation and engagement (both synchronous –during class time and asynchronous—outside of class time) accounts for 15% of your grade!

Course Zoom ‘Netiquette’. Please do:

- Log in to our class Zoom sessions using a computer or tablet. Logging in via a Smartphone is not recommended.
- Log into Zoom 5-10 minutes before the start of class. Late arrivals are distracting.
- Make sure your full name is displayed when you join the Zoom session.
- Contact the following for technical issues during the class
 - Blackboard Help Line (available 24/7/365) – 213-740-5555, Option 2;
 - Blackboard Support – blackboard@usc.edu;
 - Zoom Support – Contact ITS consult@usc.edu or 213-740-5555, Option 1
- Find a quiet and private place with minimal distractions from family, friends, pets, etc. from which to join the course.
- Mute your microphone when not speaking in class, and take care to avoid sounds and visual distractions in your background.
- Enable your webcam so you are visible to everyone in the course.
- Use Gallery View so that you can see and respond to other students in the class.
- Turn off and stow your phone during class time.
- Turn off other distractions, e.g., Email, Facebook, Instagram, Messenger/WhatsApp/other SMS, Pinterest, Snapchat, TikTok, Twitter, YouTube, etc., etc. during class time.
- Use the internet for course-related searches as instructed by the instructor.
- Use the Zoom chat box during class time to communicate with me (the instructor), and with other students, or use Zoom’s ‘Raise Hand’ feature to ask a question verbally.

Evaluation/Assignments

Your grade will be evaluated based on active participation in discussions and activities, worksheets and reading reflections, and the development and submission of an implementable proposal for a choice architecture intervention. There will also be a Midterm and Final Exam. More information about these assignments and exams is provided below. If you are not present for a particular class, you will not be able to receive points for a particular activity, worksheet, or reflection paper from that day.

Class participation

As a record of active participation and attendance, you will be asked to complete and submit short in-class work activities individually or in teams, e.g., small group discussions, group exercises, filling out a survey, writing a ‘minute paper’, completing a short quiz, or watching and commenting on a short video. Sometimes, you may be asked to complete a work activity before the start of class (i.e., as preparation). You will also be asked to read and engage with course readings, i.e., identify real-world examples or think about how course concepts might apply in your own daily life, and to constructively participate in class discussions and activities. These activities will help to illustrate key course concepts; some activities will help me (and you) to gauge your understanding of the topics as we progress through the course, and allow me to provide feedback. Your peers rely on you for your thoughtful and timely contributions to discussions and activities. I expect to learn a lot from you as well! **In-class and pre-class work may be assigned at any point during the class.** Credit will only be given for thoughtful completion of this work. **You must be present in class to receive the participation credit associated with a particular class.**

Worksheets & Reflection Papers

About half of the classes will involve the completion of short and hands-on activities or exercises that are directly related to the discovery and application of key course concepts, i.e., completing a short questionnaire or activity to illustrate a heuristic or bias, or responding to a survey to investigate the factors influencing the acceptability of choice architectural interventions. Expect to complete four (4) of these worksheets. These may be due during or after class.

You will also have the opportunity to think critically about and reflect on the various aspects of nudging and related behavioral interventions, i.e., theoretical underpinnings of this approach, distinguishing an effective from an ineffective nudge, criticisms of the ethics and efficacy of this approach, or the use of quantitative surveys and controlled experiments to understand human decision-making behavior. To facilitate opportunity for critical thinking, you will be asked to develop a number of two-page reflective papers; the topics may be directly related to the material covered in-class or may be based on a real-world example of a nudge or related issue. The specific topics and prompts will be announced in class and posted to Blackboard. Expect to complete and submit three (3) of these reflection papers. These are due after class.

Nudge Term Project

For this term project you will be asked to develop a 10-12 page proposal for a choice architecture intervention for a context that is of interest to you. This proposal should be written with a particular audience in mind (i.e., a government agency, a policy-maker, citizen/stakeholder group, an NGO, or a particular workplace or resource user group) and should include argument for why your proposed intervention would be effective and appropriate in this particular context. For example, to address a problem of low enrollment in retirement savings plans, many employers have deployed automatic enrollment initiatives (in other words, enrollment in a retirement savings plan is the ‘default’). You should create a compelling and original proposal for the application of a choice architectural intervention to a context that is of interest to you. To do this, you must understand the context, define the problem to be addressed and associated challenges, describe and justify the proposed intervention, provide a synthesis of the past research that inspired your proposed intervention, and describe the social science methods that you might use for evaluating the effectiveness of your intervention. You should provide enough detail that the reader (me) could imagine how your choice architectural intervention could be deployed in real life. Creativity is encouraged!

Project presentation: You will have the opportunity to present your choice architecture intervention to the class. Presentations will be 5 minutes in length, with time for questions and discussion. Part of your grade will be based on your comfort and fluency with the topic, the specific details of your intervention, the rationale behind why you chose that particular context and intervention, and how you respond to questions from the audience. The exact format of this presentation will be discussed in class (i.e., a short video or PPT presentation, story board, etc.), as above (and always)—as above, creativity is encouraged!

Midterm and Final Exam

The midterm exam will cover all material up to the date of the exam, and will be composed of multiple choice, definitions, short answer- and essay-type questions. The final exam will be cumulative of all materials covered in this class, and will be similarly composed. While the definitions and short answer will assess more objective knowledge,

the essay questions will provide you with the opportunity to synthesize and critically analyze the course material, bringing in your own (relevant) personal experiences and observations. If there is a conflict with an exam, or if you have DSP time extensions, or if you are in a very different time zone, you **must** email me (the instructor) *2 weeks in advance* to see if alternative arrangements can be made (under reasonable circumstances). **Make-up exams will not be given except in extreme emergencies and will be more difficult.** If you have an emergency on exam day, you must get in touch with me before the exam. If a student misses an exam without an excused reason, they will receive a zero. During Spring 2021, you may use your class notes during exams, but the exams will be timed, so will be best to study and not rely on your notes. Answers copied from the internet will receive a grade of zero. Failure to comply with exam policies will automatically result in a grade of “0” for that particular exam.

Full assignment & exam instructions will be posted to Blackboard and revisited throughout the term.

Grading Breakdown

Assessment Tool (assignments)	% of Grade
Class Participation	15
Worksheets and Reflection Papers	20
Nudge Term Project <i>Including topic description (2%), resources (1%), and draft (5%)</i>	35
Term Project presentation	5
Midterm Exam	10
Final Exam	15
TOTAL	100

Grading Scale

Course final grades will be determined using the following scale:

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	59 and below

Class preparation

In the past I have suggested, as a general rule, to expect to devote 2-3 hours of preparation for every hour spent in class. Please use this formula as a rough *heuristic* (some weeks may be more, some less), and do not hesitate to speak with me if you are feeling overwhelmed by the material.

Missed classes

You are responsible for any material covered in class and related discussions, exercises and activities. Participation during regular class time is expected and encouraged.

Policy for late assignments

All assignments should be submitted to Blackboard at the time and date specified. Late assignments will be assessed a 20% late penalty per day (or portion thereof).

Technology

While we will be relying on desktop computers, laptops, tablets, or other internet-enabled devices to connect with each other for lecture, or for participation in in-class activities, please refrain from accessing the internet and email during class time for reasons other than those directly relevant to the topic being covered.

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. Any submitted work with evidence of plagiarism or other forms of academic misconduct, whether by accident or on purpose, will receive a grade of zero (0). Cases of academic misconduct may also be referred for further review and disciplinary action.

Course Schedule¹

	Topics	Readings	Deliverables
Week 1	<i>Monday, January 18th is MLK Day: No class</i> Wednesday, January 20th: Course Introduction	<i>See full readings list below, starting on page 7</i>	1. Pre-course survey 2. 'Netiquette' Pledge 3. Review & Sign Course Code of Conduct
Week 2	Why choice architecture? Introduction to Normative, Descriptive and Prescriptive approaches to decision-making		Reading Reflection 1
Week 3	Normative, Descriptive and Prescriptive approaches to decision-making		Worksheet 1
Week 4	Heuristics and Biases I		
Week 5	<i>Monday, February 15 is President's Day: no class</i> Wednesday, February 17: Heuristics and Biases II		Reading Reflection 2
Week 6	Affect and Dual Process Theory I		Worksheet 2
Week 7	Affect and Dual Process Theory II		
Week 8	Midterm Exam Defaults: a closer look		Worksheet 3
Week 9	Norms and social contagion Review elements of term project, proper citations and references		Topic description for term project
Week 10	Evaluability and information presentation		Worksheet 4
Week 11	Goal-setting, feedback & commitment devices		Scientific articles for term project

¹ Course schedule and content is subject to change at the discretion of the course instructor.

Week 12	Monday, April 5: Term project checklist & workshop <i>Wednesday, April 7 is a Wellness Day: no class</i>		
Week 13	Ethics and acceptability		Reading Reflection 3
Week 14	Nudges in action		Draft Term Project
Week 15	Student project presentations End of Term wrap-up		Term Project Due (April 29)
FINAL EXAM	The GESM Final Exam will be Monday, May 10: 2:00-4:00 pm. Refer to the final exam schedule and policies in the USC <i>Schedule of Classes</i> at: https://classes.usc.edu/term-20211/finals/		

Readings

Readings will be posted to Blackboard. Readings must be completed before the start of class.

Week 1: Introductions

Wednesday, January 20

- View https://www.ted.com/talks/dan_ariely_are_we_in_control_of_our_own_decisions/transcript?language=en the video:
- We'll review the course syllabus, introduce ourselves, and engage in an 'ice-breaker' activity and discussion

Week 2: Why choice architecture?

Monday, January 25 & Wednesday, January 27

- Thaler R. and C. Sunstein (2008) *Nudge: Improving Decisions About Health, Wealth, and Happiness*. Yale University Press, New Haven, CT. (Introduction (pp 1-14), Chapters 4: When Do We Need a Nudge & 5: Choice Architecture)

Week 3: Normative, Descriptive & Prescriptive approaches to decision-making

- Monday, February 1 & Wednesday, February 3
 - Network for Business Sustainability. 2012. *Decision-making for sustainability: A Systematic Review of the Body of Knowledge*. Network for Business Sustainability. Retrieved from: <https://www.nbs.net/articles/systematic-review-decision-making-for-sustainability> (pp. 8-16, 19-20 & 40-41)
 - Lecture 30: Using Expected Utility (<https://youtu.be/DFPyxODvOhU>)
 - Gigerenzer, G., & Selten, R. (2002). *Bounded Rationality: The Adaptive Toolbox*. Boston, MA: MIT Press. (Chapter 1: Rethinking Rationality)
 - Kahneman, D. 2011. *Thinking, Fast and Slow*. Farrar, Straus and Giroux, New York, NY. (Chapters 25: Bernoulli's Error, 26: Prospect Theory)

Week 4: Heuristics and Biases (I)

- Monday, February 8 & Wednesday, February 10
 - Kahneman, D. 2011. *Thinking, Fast and Slow*. Farrar, Straus and Giroux, New York, NY. (27: Endowment Effect, & 29: Fourfold Pattern).
 - Kahneman, D., J. L. Knetsch, and R. H. Thaler. 1991. The endowment effect, loss aversion, and status quo bias. *The Journal of Economic Perspectives* 5:193-206.

Week 4: Heuristics and Biases (II)

- Monday, February 15
 - President's Day, No classes
- Wednesday, February 17
 - Kahneman, D. 2011. Thinking, Fast and Slow. Farrar, Straus and Giroux, New York, NY. (Chapters 11: Anchoring), 12: Availability, 13: Availability, emotion, and risk, & 14: Tom W.'s Specialty)
 - Epley, N., & Gilovich, T. (2006). The Anchoring-and-Adjustment Heuristic: Why the Adjustments Are Insufficient. *Psychological Science*, 17(4), 311–318.

Weeks 6-7: Affect and Dual Process Theory I & II

- Monday, February 22 & Wednesday, February 24
 - Willpower and The 'Slacker' Brain: <https://www.npr.org/templates/story/story.php?storyId=122781981>
 - Kahneman, D. 2011. Thinking, Fast and Slow. Farrar, Straus and Giroux, New York, NY. (Chapters 1 (The characters of the story), 2 (Attention and effort), & 3 (The lazy controller))
- Monday, March 1 & Wednesday, March 3
 - Finucane, M. L., A. Alhakami, P. Slovic, and S. M. Johnson. 2000. The affect heuristic in judgments of risks and benefits. *Journal of Behavioral Decision Making* 13:1-17.
 - Slovic, P., & Slovic, S. (2015). *Numbers and Nerves: Information, Emotion, and Meaning in a World of Data*. Corvallis, OR: Oregon State University Press. (**excerpts**)
 - Via USC Library:
http://search.ebscohost.com.libproxy1.usc.edu/login.aspx?direct=true&db=nlebk&AN=1090573&authtype=sso&custid=s8983984&ebv=EB&ppid=pp_Cover

Week 8: Midterm & Defaults: A Closer Look

- **Monday, March 8: Midterm**
- Wednesday, March 10
 - Campbell-Arvai, V., and J. Arvai. 2015. The promise of asymmetric interventions for addressing risks to environmental systems. *Environment, Systems & Decisions* 35:472-482.
 - Downs, J. S., G. Loewenstein, and J. Wisdom. 2009. Strategies for promoting healthier food choices. *American Economic Review* 99:159-164.
 - Pichert, D., and K. V. Katsikopoulos. 2008. Green defaults: Information presentation and pro-environmental behaviour. *Journal of Environmental Psychology* 28:63-73.

Week 9: Norms and Social Contagion

- Monday, March 15 & Wednesday, March 17
 - Can peer pressure be harnessed to fight climate change? <https://www.pbs.org/newshour/show/how-peer-pressure-can-be-harnessed-for-environmental-good>
 - Goldstein, N. J., R. B. Cialdini, and V. Griskevicius. 2008. A room with a viewpoint: Using social norms to motivate environmental conservation in hotels. *Journal of Consumer Research* 35:472-482.
 - OPower: <https://www.oracle.com/industries/utilities/products/what-is-opower.html>
 - Keizer, K., S. Lindenberg, and L. Steg. 2008. The spreading of disorder. *Science* 322:1681.

Week 10: Evaluability and Information Presentation

- Monday, March 22 & Wednesday, March 24
 - Haggmann, D., and M. Siegrist. 2020. Nutri-Score, multiple traffic light and incomplete nutrition labelling on food packages: Effects on consumers' accuracy in identifying healthier snack options. *Food Quality and Preference* 83:103894.
 - Larrick, R.P., and J.B. Soll. (2008). The MPG Illusion. *Science* 320(5883): 1593
 - Peters, E., N. Dieckmann, A. Dixon, J.H. Hibbard and C.K. Mertz. (2007). Less is more in presenting quality information to consumers. *Medical Research and Review* 63(2):169-190.

Week 11: Goal-setting, Feedback & Commitment Devices

- Monday, March 29 & Wednesday, March 31
 - Abrahamse, W., L. et al. (2007). The effect of tailored information, goal

- setting and feedback on household energy use, energy-related behaviors and behavioral determinants. *Journal of Environmental Psychology* 27:265-276.
 - Schultz, W., S. Javey, and A. Sorokina. 2019. Social Comparison as a Tool to Promote Residential Water Conservation. *Frontiers in Water* 1:2.
 - WaterSmart: <https://www.watersmart.com>
 - Thaler, R. H., and S. Benartzi. 2004. Save More Tomorrow: Using behavioral economics to increase employee saving. *Journal of Political Economy* 112:S164-S187.
 - <http://www.shlomobenartzi.com/save-more-tomorrow>

Week 12: Term Project Checklist and Workshop

- Monday, April 5
 - Term Project Checklist and Workshop
- Wednesday, April 7
 - Wellness Day, No classes

Week 13: Ethics and Acceptability

- Monday, April 12 & Wednesday, April 14
 - Schmidt, AT, Engelen, B. The ethics of nudging: An overview. *Philosophy Compass*. 2020; 15:e12658. <https://doi.org/10.1111/phc3.12658>
 - Felsen G, et al. (2013). Decisional enhancement and autonomy: Public attitudes towards overt and covert nudges. *Judgment & Decision Making* 8:202–213;

Week 14: Nudges in Action

- Monday, April 19 & Wednesday, April 21
 - Cases tbd

Week 15: Student Project Presentations & Course Wrap-up

- Monday, April 26 & Wednesday, April 28

Finals Week: May 5-12

- **GESM 130 Final Exam: Monday, May 10: 2:00-4:00 pm**
 - Refer to the final exam schedule in the USC *Schedule of Classes* at classes.usc.edu

Our Course Code of Conduct²:

1. **Our primary commitment is to learn from each other.** We will listen respectfully to each other and not talk at each other. We acknowledge differences amongst us in backgrounds, skills, experiences, interests, identities, and values.
2. **Respect others' right to hold opinions and beliefs that differ from your own.** Be open to hearing their perspectives. Be open to changing your perspectives based on what you learn from others. Be okay with disagreement. Try to explore new ideas and possibilities. Think critically about the factors that have shaped your perspectives. Seriously consider points-of-view that differ from your current thinking.
3. **Be courteous.** Don't interrupt, turn to technology, or engage in private conversations while others are speaking. Use attentive, courteous body language. Comments that you make (whether asking for clarification, sharing critiques, or expanding on a point) should reflect that you have paid attention to the previous speakers' comments.
4. When you disagree with your peers, **challenge or critique the idea, not the person.**
5. **Support your statements.** Use evidence and provide a rationale (preferably from the material we are covering in class) for your points.
6. **Take care when generalizing about groups of people, whether you belong to that group or not.** Consider who might feel excluded or devalued when you offer a broad characterization of a group. Do not ask others to speak on behalf of a group you perceive them to represent.
7. **Speak with care.** If you learn that something you've said was experienced as disrespectful or marginalizing, listen carefully and try to understand that perspective. Learn how you can do better in the future. If you are offended by something or think someone else might be, **speak up** and don't leave it for someone else to have to respond to it.
8. **Share responsibility for including all voices in a discussion.** If you tend to have a lot to say, make sure you leave sufficient space to hear from others. If you tend to stay quiet in group discussions, challenge yourself to contribute so others can learn from you.
9. **Recognize that we are all still learning,** and trust that people are always doing the best they can.
10. **Understand that we are bound to make mistakes in this space,** as anyone does when approaching complex tasks or learning new skills. Strive to see your mistakes and others' as valuable elements of the learning process.
11. **Take pair and group work seriously.** Remember that your peers' learning depends upon your engagement.
12. **Get to know the other students!** Introduce yourself, and refer to classmates by their preferred name.

² Adapted from the University of Michigan Center for Research on Learning and Teaching (CRLT) Discussion Guidelines: <http://www.crlt.umich.edu/examples-discussion-guidelines>

Support Systems & Resources for Students

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.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) 740-9355(WELL), press “0” after hours – 24/7 on call
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 – (213) 821-8298
equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.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

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 Campus Support and Intervention - (213) 821-4710
campussupport.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

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.

Student Equity and Inclusion Programs
<https://seip.usc.edu>

USC Student Equity and Inclusion Programs (SEIP) is a cluster of student development centers and initiatives within the Division of Student Affairs that offer student support services and programs that focus on intersectionality, sense of belonging and well-being. Student Equity and Inclusion Programs consists of Asian Pacific American Student Services, Center for Black Cultural and Student Affairs, Latinx/Chicanx Center for Advocacy and Student Affairs, LGBT Resource Center, Trojan Food Pantry and the Veterans Resource Center. SEIP facilitates dialogue, community-building and leads campus-wide equity and inclusion initiatives that impact the student experience.

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.