



## COMM 309: Communication & Technology 4 Units

**Summer 2021 – MWF – 9:30 am-12:20 pm**

**Section:** 20494 R

**Location:** Online [USC Zoom via Blackboard]

**Instructor: Do Own (Donna) Kim**

**Office Hours:** by appointment on Zoom

**Contact Info:** doownkim@usc.edu

### I. Course Description

Communication? Technology? What are they and why do we need to care? What happened and what's going on with them? This is an introductory class to cultural, social, political, and economic dynamics of communication technologies. Over the course of the semester, we will touch on diverse conversations and vibrant practices regarding technology from various academic traditions and industries.

We will begin by (re)approaching how we understand technologies. We will discuss how existing and emergent dynamics relate to how I/you/we “do” me/you/us through technologies and communicate with one another, not limited to human I/you/we’s. Then, we will discuss the basics of communication networks from both critical and analytic perspectives to explore internet and social media architectures. Throughout the semester, we will build on these discussions by examining the cases and applications in contemporary communication technology cultures and businesses. This will include topics such as participatory cultures, online activism, big data, algorithms, privacy, surveillance, networked journalism, labor, and virtuality, as well as student-initiated themes/artifacts. Whether you are more interested in academic or industry conversations, or both, your participation is crucial in helping shape our collaborative deep dive into “all things technology”.

### II. Student Learning Outcomes

Upon a successful completion of the course, students will be able to:

- Explain and discuss their own understanding of communication and technology through concepts and illustrative examples
- Critically reflect on and discuss their interests and current/expected roles in technology-related issues and sectors
- Connect their understandings/interests/roles with cultural, social, political, and economic insights
- Elaborate on their growing expertise and knowledge on a technology of their interest to diverse parties, e.g., in their everyday life or in their envisioned careers

### III. Course Notes

- This course will be taught using USC Zoom on Blackboard. The students are expected to attend live sessions. All times on this syllabus follow Pacific Time. *If the class falls outside of reasonable learning hours in your time zone*, please reach out to me to discuss accommodations by the beginning of the second day of the class (5/21 Friday). Should there be any other need for provisional asynchronous attendance, the student should communicate with me *in advance* (usually at least by noon of the day before). You are responsible for the material covered in any class you miss.
- All readings will be available on Blackboard. No textbooks to buy.
- Some people feel comfortable with speaking in class, and others less so. We are also likely to encounter diverse perspectives and life experiences throughout the semester. All students should be mindful that we are here to learn together. Be receptive, respectful, and responsible.

- Students should consult the Registration Calendar for dates regarding add/drop deadlines, fees, grading options, etc.

#### **IV. Description and Assessment of Assignments**

Summer sessions are short and intense. Assignments in this class are designed so that they will help you follow the class discussions and build towards your final project. In other words, as long as you keep up with the schedule, you should be prepared for the final project. This also means that therefore timely submissions are essential. See *section VI for assignment submission guidelines (pp. 4-5)*.

##### **1) Participation (20 points; 10%)**

Class participation will be based on your class preparation, in-class engagement, and attendance. Students are expected to be prepared to actively participate in class; expected *preparation* activities include doing the readings and following the assignment schedule. *In-class engagement* includes participating in discussions and exercises. Chat contributions, active listening, and class surveys will also be considered. *Attendance* will be taken every class using Blackboard. Asynchronous attendance will be available for students experiencing a difficult time difference. If you must attend asynchronously or miss class due to emergencies, illness, religious observance, or university-sanctioned activities, please contact me as soon as possible *before noon* on the day before class and provide proper documentation (e.g., a Student-Athlete Academic Services letter) if appropriate.

##### **2) Assignments (80 points, 40%)**

###### **(1) Weekly Tech Notes [x5] (6 points each, 30 points; 15%)**

Before each Monday class, post a “what’s new in my technology world” update on a category of technology or a specific technology, consisting of **three highlights**. They should be short and concise, and written in your own words. Students are strongly recommended to choose and continuously focus on technology that they are interested in working on for their final project. The Tech Notes should follow the format below. Details will be explained in class. Complete for three highlights/week:

- *Subject line: brief;* should contain key takeaways from the summary and significance
- *Summary: 1-2 sentences;* no more than 3 sentences
- *Why this is significant: 1-2 sentences;* no more than 3 sentences
- *References:*

###### **(2) Tech Brief (10 points; 5%)**

Sign up for any spot during the semester to update your peers on what you have been learning about the technology of your interest (max 2-3 people/class). Give us a brief, introductory sketch of *what it is, why you are interested in it, and why they matter*. You may also share any *new updates* on the technology or related fields if there had been anything interesting or important in your weekly Tech Notes. You are also encouraged to reflect on your Reading Notes to locate *conceptual connections*. Conclude by telling us about *what you had been doing so far on this topic (for your final project or else), what you are planning to do from now, and what obstacles you are facing, if any*. This is a casual presentation. There is no need to prepare slides. However, if you would prefer to speak with any audiovisual aid, you may. No more than 5 minutes.

###### **(3) Weekly Reading Notes [x5] (8 points each, 40 points; 20%)**

Each week before class on any day of your choosing, post your Reading Note consisting of an annotated bibliography on two class readings of your choice on Blackboard. Please follow the format below.

- *Bibliography:* APA recommended
- *Takeaways:* Key summary points or takeaways based on the reading. No more than 3 sentences.
- *[Optional] Key quotes:* Put in quotation marks and include page number(s).
- *Application/Thoughts:* Discuss your reflections on the concept and/or apply to an example(s) and discuss. You may draw on past class discussions. Putting texts in conversations with each other is also encouraged. Quality over quantity---e.g., insightful 2-3 sentences are okay but should be no more than a paragraph per each reading.

**4) Midterm (30 points; 15%)**

The exam will be administered through Blackboard. In principle, students are encouraged to take the exam during class time on **6/9 Wednesday**. However, this will be a take-home exam to accommodate asynchronous students.

**5) Final Project (70 points; 35%)**

There are largely two tracks. First, industry. Second, academic. If you are aligned with the former, you may focus more on industry trends and applications, technical updates, and/or business insights in your final project. If you are aligned with the second, you may focus more on conceptual applications, cultural and social implications, and/or critical insights. Regardless of the track, however, you must acknowledge both components in your final presentation/paper (it's a matter of emphasis).

**(1) Tech Memo (10 points; 5%)**

Due on the week of the midterm, on 6/11 Friday. Consider it as brief, interim progress update or check-in. You must follow the given business/administrative memo format, which will be introduced to you in class. Formatted appropriately, this should be bullet-pointed and no longer than 1 page.

**(2) Final Presentation (20 points; 10%)**

On the last day of the class, 6/29 Tuesday, students will give a 5-6 minute in-class presentation on their final project. Audiovisual aid will be appreciated, although not necessary. Your presentation should touch on all of the main components of your final paper. While emphasis can vary, all presentations should highlight their original contribution or insights. Each presentation will be followed by a 2-minute Q&A session per presenter.

**(3) Final Paper (40 points; 20%)**

Your final paper is due on the last day of the class, 6/29 Tuesday. It should be 4-5 pages excluding figures, images, or tables if any and the reference page. No cover page is needed. Both in-text citations and a reference page(s) are mandatory. Your final paper must include the components below. While all of the items need to be addressed, your emphasis between the sections may differ depending on your track.

- *A section explaining the technology:* What is it? Key history/background we need to know? Key updates/recent developments? Important trends?
- *Why they matter/why we should care:* Discuss their significance and your insights. Some possible guiding questions -- What stories do they tell? Who are involved? Who gets a say? How are they used? What are their applications? What are, or will be the consequences? Why are they \_\_\_\_ (e.g., promising, unpromising, cool, scary, etc.)?
- *Discussion using class concepts:* This can be a separate section or be incorporated throughout. Make sure to cite. Industry-oriented papers should also discuss class concepts.
- *Conclude with Speculation:* What is the technology going to look like in the (near or far) future? Uses? Significance? Insights on future research/application or potential business opportunities? If you are writing about a historical technology, discuss why we should continue to care about them and/or contemporary/future technology examples that resonate with your key points.

**V. Grading****a. Breakdown of Grade**

Assignment	Points	% of Grade
<b>1) Participation</b>	<b>20</b>	<b>10%</b>
<b>2) Assignments</b>	<b>80</b>	<b>40%</b>
Weekly Tech Notes (x5)	30	15%
Tech Brief	10	5%
Reading Notes (x5)	40	20%

<b>3) Midterm</b>	<b>30</b>	<b>15%</b>
<b>4) Final Project</b>	<b>70</b>	<b>35%</b>
Tech Memo	10	5%
Final Presentation	20	10%
Final Paper	40	20%
<b>TOTAL</b>	<b>200</b>	<b>100%</b>

### b. Grading Scale

95% to 100%: A	80% to 83%: B-	67% to 69%: D+
90% to 94%: A-	77% to 79%: C+	64% to 66%: D
87% to 89%: B+	74% to 76%: C	60% to 63%: D-
84% to 86%: B	70% to 73%: C-	0% to 59%: F

### c. Grading Standards

Letter Grade	Description
<b>A</b>	Excellent. Outstanding, insightful work and analysis; comprehensive knowledge and understanding of subject matter; all expectations met and exceeded.
<b>B</b>	Good. Satisfactory, diligent work and analysis; explicitly or implicitly demonstrates good, if not thorough understanding; expectations are met with only minor substantive shortcomings.
<b>C</b>	Fair. Sufficient work and analysis; despite any shortcomings, demonstrates reasonable knowledge and basic level of understanding; most expectations are met.
<b>D</b>	Marginal. Rudimentary work and analysis; minimal knowledge and understanding of subject matter; deficiencies indicate only elementary level of understanding and insufficient effort.
<b>F</b>	Failing. Unacceptably low level of knowledge and understanding of subject matter; deficiencies indicate lack of understanding and effort.

### d. Grading Timeline

For effective learning, students should receive timely feedback on assignments and exams. Therefore, your grade for each work will be posted *generally within 7 – 10 days* of your submission. More substantial assignments *may take up to 2 weeks*.

You are responsible for notifying me within *1 week* of a score posting if you have any concerns regarding a grade. *You must wait 24 hours (cool off period) before appealing it in writing.* Please include (a) a clear, careful explanation of why you think the grade is inaccurate and (b) an alternative grade with a clear, itemized rationale. After the 1-week period, your grade will be considered final, and no appeals will be accepted.

## VI. Assignment Submission Policy

Unless notified otherwise, all assignments should be submitted via Blackboard before class by 9:30 am on their due date. There will be a *10% deduction per each day* late from the score obtained on the assignment. If there is an extenuating circumstance that prevents you from meeting the requirements, please contact me as soon as possible before the deadline.

Students are expected to observe the following **formatting guidelines** when submitting in a file format: .pdf or .docx; Times New Roman, Calibri, Arial, or any other standard legible font (stick to one); 12-point; 1-inch margins; double-spaced; APA style, 7th ed\*. No cover page needed; in-text citations and a reference page(s) in APA style\* are required. Submissions *unreasonably* not meeting the formatting requirement will be penalized.

\*Other referencing styles, such as MLA, Chicago, Harvard, are acceptable as long as the student has communicated with the instructor and are *consistent*.

\*APA style resources:

- Purdue Online Writing Lab (OWL). (n.d.). APA Style (7th Edition). Purdue Online Writing Lab. [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/](https://owl.purdue.edu/owl/research_and_citation/apa_style/)
- American Psychological Association (2020). Publication manual of the American Psychological Association: the official guide to APA style (7th ed.). American Psychological Association. [Available for loan at USC Libraries.]

## VII. Required Readings and Supplementary Materials

All course materials will be made available on Blackboard.

## VIII. Laptop Policy

All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the **Annenberg Digital Lounge** for more information. To connect to USC's Secure Wireless network, please visit USC's **Information Technology Services** website.

## IX. Course Schedule: A Weekly Breakdown

This syllabus is subject to change - and probably will change - based on the progress of the class, news events, and/or guest speaker availability.

W	Date	Reading	Due
1	5/19 Wed	<b>Introduction</b> <ul style="list-style-type: none"> <li>• N/A</li> </ul>	Class survey
	5/21 Fri	<b>Comm &amp; Tech I: Who are you, are you on our side?</b> <ul style="list-style-type: none"> <li>• Meyrowitz (1999) "Understandings of media"</li> <li>• Murphie &amp; Potts (2003) "Introduction: 'Culture' and 'technology'" in <i>Culture and Technology</i></li> <li>• Williams (2003) "The video game lightning rod"</li> </ul>	
2	5/24 Mon	<b>Comm &amp; Tech II: The decision-makers</b> <ul style="list-style-type: none"> <li>• Postman (1998) "Five things we need to know about technological change"</li> <li>• Marx (2010) "Technology: The emergence of a hazardous concept"</li> <li>• Suzina (2020) "English as <i>lingua franca</i>. Or the sterilisation of scientific work"</li> <li>• Winner (1988) "Do artifacts have politics?" in <i>The whale and the reactor: A search for limits in an age of high technology</i></li> </ul>	TN #1
	5/26 Wed	<b>The Business of Innovations</b> <ul style="list-style-type: none"> <li>• Rogers (2010) "Chapter 1: Elements of diffusion" in <i>Diffusion of Innovations</i></li> <li>• Anderson (2006) "Introduction" in <i>The Long Tail: Why the Future of Business is Selling Less of More</i></li> </ul>	
	5/28 Fri	<b>Me: Selves and Identity</b> <ul style="list-style-type: none"> <li>• Bullingham &amp; Vasconcelos (2013) "'The presentation of self in the online world': Goffman and the study of online identities"</li> </ul>	

		<ul style="list-style-type: none"> <li>• Donath (2007) "Signals in social supernets"</li> <li>• Banks (2017) "Multimodal, multiplex, multispatial: A network model of the self"</li> </ul>	
3	5/31 Mon	Memorial Day <b>(No Class)</b>	
	6/2 Wed	<b>You: Interpersonal &amp; Mediated Communication</b> <ul style="list-style-type: none"> <li>• Marwick &amp; boyd (2011) "Networked privacy: How teenagers negotiate context in social media"</li> <li>• IJsselsteijn, van Baren, &amp; van Lanen (2003) "Staying in touch: Social presence and connectedness through synchronous and asynchronous communication media"</li> <li>• Hartmann &amp; Goldhoorn (2011) "Horton and Wohl revisited: Exploring viewer's experience of parasocial interaction"</li> </ul>	TN #2
	6/4 Fri	Us: Community <ul style="list-style-type: none"> <li>• Wellman, Haase, Witte &amp; Hampton (2001) "Does the Internet increase, decrease, or supplement social capital?"</li> <li>• Jenkins, Peters-Lazaro &amp; Shresthova (2020) "Popular culture and the civic imagination" in <i>Popular Culture and the Civic Imagination: Case Studies of Creative Social Change</i></li> <li>• Lee (2007) "Deindividuation effects on group polarization in computer-mediated communication: The role of group identification, self-awareness, and perceived argument quality"</li> </ul>	RN #2
4	6/7 Mon	<b>Me, You &amp; Us+: Nonhumans I</b> <ul style="list-style-type: none"> <li>• Nass, Steuer &amp; Tauber (1994) "Computers are social actors"</li> <li>• Chasin (1995) "Class and its close relations: Identities among women, servants, and machines" in <i>Posthuman Bodies</i></li> <li>• Latour (1992) "Where are the missing masses? The sociology of a few mundane artifacts"</li> </ul>	TN #3
	6/9 Wed	<b>Midterm</b>	
	6/11 Fri	<b>Networks, Big Data, and Algorithms I: 101</b> <ul style="list-style-type: none"> <li>• Valente (2010) "Introduction" in <i>Social Networks and Health: Models, Methods, and Applications</i></li> <li>• Hong (2020) "Introduction" and "Chapter 1: Honeymoon Objectivity" in <i>Technologies of Speculation: The Limits of Knowledge in a Data-Driven Society</i></li> </ul>	RN #3 Tech Memo
5	6/14 Mon	<b>Networks, Big Data, and Algorithms II: Politics</b> <ul style="list-style-type: none"> <li>• Noble (2018) "Introduction: The power of algorithms" in <i>Algorithms of Oppression: How Search Engines Reinforce Racism</i></li> <li>• Cheney-Lippold (2017) "Introduction" in <i>We are Data: Algorithms and the Making of Our Digital Selves</i></li> <li>• Smits &amp; Wevers (2021) "The agency of computer vision models and optical instruments"</li> </ul>	TN #4
	6/16 Wed	<b>Privacy [Guest Speaker: Jeeyun Sophia Baik, Ph.D.]</b> <ul style="list-style-type: none"> <li>• Baik (2020) "Data privacy against innovation or against discrimination?: The case of the California Consumer Privacy Act (CCPA)"</li> <li>• Draper &amp; Turow (2019) "The corporate cultivation of digital resignation"</li> <li>• Choi, Park &amp; Jung (2018) "The role of privacy fatigue in online privacy behavior"</li> </ul>	

	6/18 Fri	<b>Labor: Working Around/Across the Globe [Guest Speaker: Andrea Alarcón, Ph.D. Candidate]</b> <ul style="list-style-type: none"> <li>Gray &amp; Suri (2019) [reader's guide] "Ghost work: How to stop Silicon Valley from building a new global underclass"</li> <li>Delfanti &amp; Frey (2021) "Humanly extended automation or the future of work seen through Amazon patents"</li> <li>Zhao (2020) "Digital labour in transnational mobility: Chinese international students' online boundary work in <i>daigou</i>"</li> </ul>	RN #4
6	6/21 Mon	<b>Networked News and (dis/mis)Information</b> <ul style="list-style-type: none"> <li>Napoli &amp; Caplan (2017) "Why media companies insist they're not media companies, why they're wrong, and why it matters"</li> <li>Pariser (2011) "The user is the content" in <i>The Filter Bubble: How the New Personalized Web is Changing What We Read and How We Think</i></li> <li>Ananny (2012) "Press-public collaboration as infrastructure: Tracing news organizations and programming publics in application programming interfaces"</li> <li>Wardle &amp; Derakshan (2018) "Thinking about 'information disorder': Formats of misinformation, disinformation, and mal-information"</li> </ul>	TN #5
	6/23 Wed	<b>Me, You &amp; Us+: Nonhumans II</b> <ul style="list-style-type: none"> <li>Gunkel (2018) "The other question: Can and should robots have rights?"</li> <li>Hancock, Naaman &amp; Levy (2020) "AI-mediated communication: Definition, research agenda, and ethical considerations"</li> <li>Sheppard (n.d.) "Why are virtual assistants always female? Gender bias in AI must be remedied"</li> </ul>	
	6/25 Fri	<b>Physical vs (?) Virtual?</b> <ul style="list-style-type: none"> <li>Chan (2021) "Introduction: Dating apps have politics, too" in <i>The Politics of Dating Apps: Gender, Sexuality, and Emergent Publics in Urban China</i></li> <li>Bailenson (2018) "Ch3: Walking in the shoes of another" in <i>Experience on Demand: What Virtual Reality Is, How It Works, and What It Can Do</i></li> <li>Swartz (2020) "Ch6: Transactional publics: Loyalty and digital money" in <i>New Money: How Payment Became Social Media</i></li> <li>Flanagan (1999) "Digital Stars are Here to Stay"</li> </ul>	RN #5
7	6/29 Tue	<b>Final Presentations</b>	Final Paper

## X. Policies and Procedures

### Communication

I go by Donna (she/her). Including **[COMM 309]** in the subject line will help prevent your email from getting lost in my inbox. Typically, I will respond to your emails within **two working days** (Mon-Fri). If you do not receive a response by then, please resend your email---replying to your original email should work. Unless urgent or is a different inquiry, please refrain from resending your email before then.

Key information about the course (e.g., dates, breakdown of grade) is outlined in the syllabus. Any additional announcement or instructions will be made available on Blackboard. Please check Blackboard often for updates. I will not respond to any simple inquiry-type emails that seek information explicitly stated in the syllabus or Blackboard. Comments/questions about class content and general inquiries or requests are welcome.

*Office hours* are by appointment. Please include your general availability for the current week and the upcoming week or suggest specific times so that we can coordinate. If you are in a different time zone, please include Pacific Time-converted dates & times and/or some information about your time zone. Student visits tend to increase around deadlines. Please understand that depending on the volume of requests scheduling may get delayed.

## **Devices and Zoom**

Being an online course, your mindful use of technology is integral to the success of the course. Please use laptops and other technologies for purposes relevant to the class. Active student discussion and participation are not only welcome and encouraged but are essential to this class. It is expected that your device has, or be supported by external devices that have, reasonable microphone and camera capabilities in addition to standard input and output systems. Since all learning and interactions will take place remotely, reliable internet connection is also expected. Online classmates can feel distant; to promote a sense of community, you are asked to turn on the camera in class. This is not a requirement, but your contribution will be appreciated. When you are speaking, please double-check your sound environment and please mute your microphone when you are done speaking.

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.

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

### **a. Academic Conduct**

#### *Plagiarism*

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](https://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](https://policy.usc.edu/scientific-misconduct).

#### *USC School of Journalism Policy on Academic Integrity*

The following is the USC Annenberg School of Journalism’s policy on academic integrity and repeated in the syllabus for every course in the school:

“Since its founding, the USC School of Journalism has maintained a commitment to the highest standards of ethical conduct and academic excellence. Any student found plagiarizing, fabricating, cheating on examinations, and/or purchasing papers or other assignments faces sanctions ranging from an ‘F’ on the assignment to dismissal from the School of Journalism. All academic integrity violations will be reported to the office of Student Judicial Affairs & Community Standards (SJACS), as per university policy, as well as journalism school administrators.”

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course or Learning Lab, without approval of the instructor.

### **b. Support Systems**

*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*

[studenthealth.usc.edu/counseling](https://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](https://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 and 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 – (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 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](http://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](http://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](http://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](http://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](http://dps.usc.edu), [emergency.usc.edu](http://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](http://dps.usc.edu)

Non-emergency assistance or information.