

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

### *Syllabus*

**Units:** 4

**Term — Day — Time:** Spring 2022- MWF-11:00-11:50 a.m.

**Location:** THH 301

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

**Office:** AHF B57B

**Regular Office Hours:** Mondays and Wednesdays 10 a.m.-  
11 a.m. Also available by appointment via email.

**Contact Info:** [vos@usc.edu](mailto:vos@usc.edu), 213-821-1311, see contacts  
page on Blackboard for Zoom Room

**Laboratory Co-Instructor:** TBA/TBD

**Office:** AHF B55

**Regular Office Hours:** TBA/TBD

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## Course Description

Sustainability is among the most pressing scientific and social challenges of our time. Typically defined as utilizing natural resources 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 Social Analysis (Category C) and a Citizenship in a Global Era (Category G) course in USC's 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. You will learn why the social and natural sciences and their methods are important to policies and planning for sustainable cities, and how data is used from the social and natural sciences to assess the validity of arguments about reshaping cities for sustainability.

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;
- 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.

At the start of the course, students may vary in their competency levels on these abilities. You can expect to acquire these abilities only if you honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of you as a student.

**Prerequisite(s):** None

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

## **Class Conduct**

**Students are expected to comply with all aspects of USC's COVID-19 policy.** Failure to do so may result in removal from the class and referral to [Student Judicial Affairs and Community Standards](#).

**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:

- Drakais-Smith, David. 2000. *Third World Cities*, 2<sup>nd</sup> Edition. New York: Routledge. While you may purchase this at the USC bookstore 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. 2020. *Sustainability for the 21st Century: Pathways, Programs, and Policies*, 3rd Edition. Dubuque, IA: Kendall Hunt. While you may purchase this book the USC bookstore, I will place a bound (hard) copy at Leavey Library Reserves.
- Wheeler, Stephen M. 2013. *Planning for Sustainability: Creating Livable, Equitable, and Ecological Communities*, 2<sup>nd</sup> Edition. New York: Routledge. While you may purchase this book at the USC bookstore, it is available online through the USC Libraries. Sign on to the USC Libraries and search for this title.

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 Vlasdis Griskevicius. 2008. "A Room with a Viewpoint: Using Social Norms to Motivate Conservation in Hotels." *Journal of Consumer Research* 35: 472-482.
- Guhathakurta, Subhrajit. 2017. "Examining Urban Sustainability through Urban Models" pp. 111-126 in B. Hagen and K. D. Pijawka (eds.) *Sustainability for the 21st Century* (2nd Edition). Dubuque, IA: Kendall Hunt.
- 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 21st Century* (1<sup>st</sup> Edition), 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.
- Webster, Douglas, Feifei Zhang, and Jianming Cai. 2017 "China's Pursuit: Smart Sustainable Urban Environments" pp. 307-331 in B. Hagen and K. D. Pijawka (eds.) *Sustainability for the 21st Century* (2nd Edition). Dubuque, IA: Kendall Hunt.
- 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 forum, deliver 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 available for scheduled field trips.

### **Labs**

In addition to the lectures and in-class exercises, there is a set of 12 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

**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.

### **Reading Journal Discussion Forum**

At the start of the semester, students will participate in reading journal discussion forum. Here you will find an article from major press outlets (e.g., CityLab, Wall Street Journal, New York Times, and Los Angeles Times) on an issue 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 and record a presentation that gives a profile of the urban region that includes or is closest your classmate's "home" residence. 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 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 example above but may be focused at either local or global scales. Some story maps are simply a montage 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 to communicate underlying analysis.

### ***Fieldtrips***

Students are encouraged to attend at least one of the scheduled fieldtrips. Attending one field trip will result in 2 extra credit points in the course (i.e., 2% toward an improved final grade). Pending available space, students are encouraged to attend as many of the fieldtrips as possible, though no additional extra credit will be awarded.

### ***Exams and Other Policies***

Both the midterm and final exams are closed book. 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. 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 several 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 (Submit to your lab section Bb)	1	14
Laboratory Reports & Story Map Sessions <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 before the next week's lab session starts.</i>	10	20
Reading Journal Discussion Forum (Submit on Lecture Bb)	1	5
Policy Essay (Submit in class <b>and</b> on Lecture Bb)	1	15
Midterm Exam (In class closed book)	1	12
Final Exam (Closed book at scheduled exam time)	1	16
Final Project: Story Map (Submit URL to Lab Section Bb and give oral report at final lab session.)	1	18
Totals	16	100

## Schedule

Date	Topics	Readings	Deliverables/Due Dates
<b>Module 1   Theories and Key Concepts</b>			
<b>Week 1</b>			
1/10	Introduction to the Course		
1/12	The Urban Sustainability Problematic	Hagen and Pijawka Ch. 1 Wheeler Ch. 1 & 4	
1/15	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>			
1/17	MLK Day Holiday (no class meeting)		
1/19	The Global Context of Sustainable Cities	Drakakis-Smith pp. 1-10 Hagen and Pijawka Ch. 4 Wheeler Ch. 19  Webster et al. 2017 "China's Pursuit: Smart Sustainable Urban Environments" pp. 307-331 in B. Hagen and K. D. Pijawka (eds.) <i>Sustainability for the 21<sup>st</sup> Century</i> (2nd Edition). Dubuque, IA: Kendall Hunt.	
1/21	Is Population Growth the Key?	Drakakis-Smith Ch. 1 & 3 Wheeler Ch. 17	
<b>Module 2   Urban Footprints</b>			
<b>Week 3</b>			
1/24	Sustainable Cities or Resilient Cities?	Hagen and Pijawka Ch. 8	



1/26	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.	
1/28	The Urban <i>Ecological</i> Footprint		
<b>Week 4</b>			
<b>Module 3   Environmental Governance, Land Development and Politics</b>			
1/31	Life Cycle Thinking	Hagen and Pijawka Ch. 10	
2/2	Common Pool Resources	Wheeler Ch. 20, 21, & 23	Reading Journal Discussion Forum Due
2/4	The Paradox of the Growth Machine	Wheeler Ch. 18	
<b>Module 3   Perspectives on Consumption</b>			
<b>Week 5</b>			
2/7	The Possibilities of Governing for Urban Sustainability		
2/9	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	
2/11	Consumption in the Urban Landscape	Wheeler Ch. 11	
<b>Week 6</b>			
2/14	Distancing of Waste in a Global Economy	Drakakis-Smith Ch. 5	
2/16	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.	
2/18	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.	
<b>Module 4   Reclaiming Urban Nature</b>			
<b>Week 7</b>			
2/21	Presidents' Day Holiday (no class meeting)		
2/23	Restoring Urban Biodiversity	Hagen and Pijawka Ch. 11	
2/25	Water Resources in Cities	Hagen and Pijawka Ch. 12 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.	
<b>Module 5   Climate Change: Mitigation and Adaptation</b>			
<b>Week 8</b>			
2/28	Virtual Tour of LA River (during regular class session at our regular classroom)		
3/2	Mitigating GHG Emissions in Cities	Wheeler Ch. 7 Hagen and Pijawka Ch. 9	
3/4	Adapting to Climate Change in Cities	Hagen and Pijawaka Ch. 15	
<b>Week 9</b>			
3/7	Midterm Review		

3/9	Midterm Exam		
3/11	Climate Change: ESEM and Agenda Setting		
<b>Spring Break 3/13-3/20</b>			
<b>Module 6  Environmental Justice (EJ): Community-Based Sustainability Science</b>			
<b>Week 10</b>			
3/21	Special Issue: Sustainable Transportation & Smart Growth	Hagen and Pijawka Ch. 13 Wheeler Ch. 10 & 12 Wheeler pp. 291-312	
3/23	Spatial Analysis for Sustainable Transportation		
3/25	History and EJ in the City	Hagen and Pijawka Ch. 7 Drakakis-Smith Ch. 2 Wheeler pp. 203-204	Ungraded (but required) policy essay proposal due, 11:59 p.m.
<b>Module 7  Greening the Urban Economy and Urban Metabolism</b>			
<b>Week 11</b>			
3/28	Fieldtrip to Hyperion Treatment Plant <i>(No regular class meeting)</i>		Times for Leave and Return to Campus TBD/TBA (maximum capacity of 40 students)
3/30	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.	
4/1	Social and Spatial Analysis of Environmental Goods		
<b>Week 12</b>			
4/4	Industrial Ecology: The Science & Technology of Sustainability	Wheeler Ch. 8	
4/6	Urban Metabolism Concept and Models	Hagen and Pijawka Ch. 14 Wheeler Ch. 13 & 14	
4/9	The New Regionalism	Wheeler pp. 198-202	

		Wheeler Ch. 22	
<b>Week 13</b>			
4/11	Regional Governance		Policy Essay Due at Class (Hard Copy) and Submit to Bb by the start of class.
4/13	Regional Governance (Con't)		
4/15	Fieldwork (no class meeting)		
<b>Module 8  Indicators, Tools, and Sustainable Citizenship</b>			
<b>Week 14</b>			
4/18	Green Jobs and Eco-Industrial Parks	Wheeler Ch. 16	Green Jobs and Eco-Industrial Parks
4/20	Field Trip to Port of Los Angeles (No regular class meeting)		Times for leave and return to USC Campus TBD/TBA (no maximum capacity on number of students)
4/22	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	
<b>Week 15</b>			
4/25	Urban Models: How Can Geodesign Contribute?	Hagen & Pijawka Ch. 5  Guhathakurta, S. 2017. "Examining Urban Sustainability through Urban Models" pp. 111- 126 in B. Hagen and K. D. Pijawka (ed.) <i>Sustainability for the 21<sup>st</sup> Century</i> (1 <sup>st</sup> Edition). Dubuque, IA: Kendall Hunt.	

4/27	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.	
4/29	Final Exam Review		
5/4	<b>Wednesday, May 4th from 11a.m. - 1 p.m. (Closed Book at our Regular Classroom)</b>		

## Laboratory Topics and Learning Objectives

Week 1 No Labs (Introductory Week)

Week 2 No Labs (MLK Day Holiday)

Week 3 Population Modeling for Manhattan, NY

Week 4 Mapping the Urban Footprint of Raleigh, NC

Week 5 Mapping Billboards

Week 6 No Lab Meeting (Recorded City Sustainability Profiles)

Week 7 No Labs (Presidents' Day Holiday)

Week 8 Modeling Urban Forests Versus Income

Week 9 Story Map Introduction, Team Selection, and Proposal Development

Week 10 Indexing Neighborhood Walkability

Week 11 Mapping Air Toxics

Week 12 Story Map Working Session

Week 13 Story Map Working Session

Week 14 Story Map Working Session

Week 15 Story Map Final Presentations

## Laboratory Protocol

### *Accessing Software for the Labs*

Software to accomplish labs in our course will be provided via the Spatial Sciences Institute (SSI) server and from other cloud-based internet services. The SSI server and our other cloud-based software can be accessed from any standard desktop or laptop computer with a standard web browser and an internet connection. That said, it is not advisable to try to work from a phone or tablet computer. **If you have a laptop computer, please bring it along to the lab sessions. If you do not own a laptop computer, please let your teaching assistant know and we will help you with alternative arrangements.**

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

Some lab sessions are directly linked to the course lecture content (see titles above). 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 1-hour and 50-minute “content” lab sessions will provide a brief introduction to the lab, including when appropriate, demonstration and help with 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.

If time remains in each lab session, students may choose to get started with the lab and ask questions as they come up. However, some, or even much of the lab work is expected to be conducted independently of the lab session. If you have work left after the lab session, you are advised to start early on it, so you have time to visit a 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 before the next lab session (see the specific deadline posted on the lab Blackboard submission link). It should take about 30-minutes to write your lab report. Each of the 6 content lab reports are worth 2 points in the course.

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

During the week of the lab devoted to the city sustainability profile, you will record an oral presentation of your slide deck for the city sustainability profile using a personal computer. You will submit a link to this recording to your Lab Blackboard, and an online discussion will be held there. The credit for the city sustainability profiles is included in the grade for the project itself rather than in the points for lab reports.

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

In the first of the lab sessions devoted to the story map, 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, both inside and outside of the lab session time, using 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 final 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 4 story map workshop sessions, and the oral presentation of the story map at the final lab session will be graded for each student for 2 points.

## **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 [Research and Scholarship Misconduct](#).

### ***Students and Disability Accommodations***

USC welcomes students with disabilities into all of the University’s educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [osas.usc.edu](http://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu)

### ***Support Systems***

*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*  
[studenthealth.usc.edu/counseling](http://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](http://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](http://studenthealth.usc.edu/sexual-assault)

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

*Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086*

[eeotix.usc.edu](http://eeotix.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 for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

*The Office of Student Accessibility Services (OSAS) - (213) 740-0776*

[osas.usc.edu](http://osas.usc.edu)

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

*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, Equity, and Inclusion - (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.

*Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)*

[ombuds.usc.edu](http://ombuds.usc.edu)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

*Occupational Therapy Faculty Practice - (323) 442-3340 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)*

[chan.usc.edu/otfp](http://chan.usc.edu/otfp)



Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.