

USC School of Dramatic Arts

THTR 501: Poetry and Prose into Drama
Spring 2022 Wednesday 5 – 7:50 PM 63219D
Location: MCC 102

Instructor: Paula Cizmar

Office: JEF 201, 950 W. Jefferson, Los Angeles 90089

Office Hours: Available: Mon & Wed 2:30 - 4 pm; Tuesday Noon – 3 pm; please note that office hours are by appointment only and, due to covid protocols, will most likely be online; contact me via email or phone, at least 24 hours in advance.

Contact Info: cizmar@usc.edu; 323.376.1216 mobile;
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IT Help: USC Information Technology Services
<http://itservices.usc.edu>; School of Dramatic Arts IT – Mr. Prakash Shirke, Contact Info: shirke@usc.edu; 213.740.1288.
MCC

***Catalogue description:** THTR 501 Plays for the stage shall be written using public-domain poetry and prose as inspiration and source material, complemented with exploring poetry, prose, and varied dramas as context for the student writer. Students should be well-versed in literature and have written in one or more genres.*

Poetry and Prose into Drama...

is a writing workshop that focuses on adapting sources in the public domain into dramatic works. Sources, which will vary from semester to semester, will be drawn from both published and unpublished works and may include poetry, fiction, nonfiction, memoir, or even other dramatic works ([see Theme for This Semester](#)). This workshop explores both the art and craft of adaptation—the intuitive and the technical—utilizing various strategies including: the investigation of archetypal stories and/or storytelling that thrives across cultures, genres, and time; application of the elements of dramatic writing to an existing story frame or literary concept; analysis of written works across a broad spectrum of forms and styles; readings and/or screenings of literature/plays; writing exercises; dramaturgical input. With an emphasis on process, the workshop offers methods for adapting work and for developing a means to transform non-dramatic genres to dramatic genres. Questions to be explored include: How much is enough/How little is too little? Is the goal faithful adaptation, inspired by, or springboard? Should the work be in conversation with or serve as a refutation of the original material? Assigned reading in this course is intended to be a source of inspiration and discovery. Outside reading and outside interests are vital.

Course Objectives

In this workshop, you will:

- write a full-length play adapted from a public-domain source as specified in the Spring 2022 theme;
- experiment with a flexible writing process, beginning with exploratory work and research, using vision boards, character voice exploration, and archival materials;
- develop work through concept/outline and raw draft;
- devise a personal strategy for analysis and revision.

You may also develop shorter works that grow out of writing exercises.

Emphasis is placed on discovering and cultivating your own unique voice as well as expanding your imagination.

An additional focus: *We seek to examine current culture, issues, and trends as part of an attempt to define and redefine American dramatic writing for this new century.*

In this workshop, you will write a full-length play adapted from a public-domain source, beginning with early exploratory work and research and moving all the way through concept/outline, raw draft, analysis, and revision. You may also develop shorter works that grow out of writing exercises. Emphasis is placed on discovering and cultivating your own unique voice as well as expanding your imagination.

Theme for Spring 2022: Science Fiction and Post-Apocalyptic Fiction as the Fuel for Transformative Plays in the 21st Century

This semester, we are going to be using sci-fi and post-apocalyptic fiction as our source material. Because sci-fi/post-apoc stories are often vehicles for authors to express themselves about philosophies, politics, human rights, and environmental destruction, this literature offers you a wide range of options for adaptation.

This is an opportunity to ask the big questions: Why are we here? And how long are we going to last? How can we find a way to live in harmony with the planet without exploiting resources—and other people? How can we avoid the destruction of humanity that is inevitable if we don't transform our culture and ecology? What is the relationship of science and environmental justice to gender, race, economic status? Who will lead us?

There is room in this class for cautionary tales, for satire, for dystopian exploration, for political comment, for contemplative wonder.

With any luck, there is something that will inspire you to create a new play for the 21st century. None of you have to do a faithful adaptation of the story you select—not at all. (Although for the public domain works, a faithful adaptation is an option.) Your plays can be inspired by the source material or updated versions of the source; or, the play can be spring-boarded from a contemporary sci-fi or post-apocalyptic novel (as long as you are inspired by the texts and generate your own original characters and story lines). Your adaptations should be highly creative, a reinventing/reimagining of the texts through the lens of your own view of the world.

Please note: To select the text you intend to adapt, you do not need to read all of the recommended books on the reading list; it would be helpful, however, to familiarize yourself with these books and the types of sci-fi/post-apocalyptic novels that exist. You can skim them, *or*

read about them, to get a sense of what is available besides the text you choose to adapt. There is plenty of material on the internet.

Once you have selected what you are going to adapt, read about it, i.e., read not only the text itself but commentaries on the text. Read about the author. In the case of books in translation, read different versions/translations of the text. This will give you some inspiration and ideas for how even a different translation can alter the tone or approach to a play.

The good news is: Most of the public domain works are on the internet, available free-of-charge. With any luck, in this preparatory exploration, you will gain a sense of the storytelling style of these works and the beauty of the language, the ideas, the questions. Gaining at least a cursory knowledge of the range of sci-fi stories out there will be useful when you are supporting the other writers in their adaptations—plus it's good to have some context for the stories, which may somewhat link/overlap/interweave. So again: **Do some reading/research.**

Following are lists of public domain and non-public domain sci-fi/apoc novels.

Sci-Fi & Post-Apocalyptic Novels - Public Domain

Gulliver's Travels. Jonathan Swift. 1726.
Frankenstein. Mary Shelley. 1818.
The Last Man. Mary Shelley. 1826.
Journey to the Center of the Earth. Jules Verne. 1864.
Twenty Thousand Leagues Under the Sea. 1870.
Lumen. Camille Flammarion. 1872.
The Strange Case of Dr Jekyll and Mr Hyde. Robert Louis Stevenson. 1886.
The Time Machine. H.G. Wells. 1895.
The Island of Dr. Moreau. H.G. Wells. 1896.
The Purple Cloud. M. P. Shiel. 1901.
The Night Land: A Love Tale. William Hope Hodgson. 1912.
The Lost World. Arthur Conan Doyle. 1912.
A Princess of Mars. Edgar Rice Burroughs. 1912.
At the Earth's Core. Edgar Rice Burroughs. 1914.
Cosmos Latinos: An Anthology of Science Fiction from Latin America and Spain (Early Classics of Science Fiction), edited by Bell & Molina-Gavilan. (Contains several pre-1923—i.e., public domain—stories)

Some of the public domain novels listed above are available free online via Project Gutenberg and other archived manuscript sources. Fun side note: “John Carter” was based on *A Princess of Mars*. *The Lost World* inspired “Jurassic Park.” Etc.)

An important caveat: Though many of the public domain works—like much of sci-fi—were written as political and social commentaries, they are products of their age. I haven't gone back to re-read them—but I wouldn't be surprised if many of them contain colonialist attitudes and racist/sexist perspectives. Let's correct them when necessary.

Contemporary - Not in the Public Domain (but check out at least one of these excellent literary works)

Zero Sum Game. S.L. Huang

Infomocracy. Malka Older.

The Fifth Season. NK Jemison.

The Parable of the Sower. Octavia Butler

Zone One. Colson Whitehead

The Road. Cormac McCarthy.

Station Eleven. Emily St John Mandel.

The Slynx. Tatyana Tolstaya.

The Storm Runner. JC Cervantes. (audience: children 8 – 12 years)

Also check out the work of Ursula LeGuin, Kurt Vonnegut, George Orwell, Aldous Huxley, Neal Stephenson, Margaret Atwood, Doris Lessing.....though works by these authors will also not be in the public domain.

Activities/Participation

Unlike a lecture class, this is an artistic and professional workshop. It is designed to guide your progress through your script by zeroing in on process, critical analysis, and revision—tools you’ll need to create works of depth, works of multiple layers.

Please remember, throughout the course of the workshop, to keep reading and viewing—current and classic work, comedic and dramatic, realistic and non-. Try, also, to make a habit of looking at visual art and visiting museums: LACMA, MOCA, the Japanese American National Museum, the Getty, the Norton Simon, Museum of Latin American Art, California African American Museum, the Huntington Library, the Autry, etc. Expand your senses. Allow music to inspire and awaken emotions and images. During a focused creative effort such as the adaptation process, it is important to be constantly refueled. The work of other artists from other media provides imaginative stimulation resulting in ideas, inspirations, and solutions to problems you might not have come to otherwise.

Grading

Grading Breakdown

Bearing in mind that a grade is earned, not given, your grade will be based on completion of a Final Project (a full-length play), the ongoing writing and revision of your script, completion of the reading assignments, participation in class exercises and discussion, and the creation of a creative portfolio (which is essentially a compilation of the work/research/exercises/ideas created for this class).

Grading Breakdown Percentages:

Creative Portfolio (research/exercises/ideas/vision boards, etc)	25 percent
Ongoing Research, Writing, Revision, Reading	35 percent
Final Project	40 percent
TOTAL	100 percent

Your Final Project is a revised draft of your full-length adaptation. Note: It is recognized that there is not enough time for the entire script to be revised. However, at least one section of the play should demonstrate some potential revision. The project will be graded on both artistic merit AND progress, i.e., the growth from early exploratory work to completed draft.

Assessment:

The Final Project itself is assessed according to the following formula:

Quality of Character Development	25 percent
Quality of Story & Structure	25 percent
Quality of Dialogue/Language	25 percent
Quality of Overall Creative Achievement, which will include development of theme, metaphor/imagery, professionalism	25 percent
TOTAL	100 percent

Description of Grading Criteria and Assessment of Assignments

Grading criteria: The quality of work for all components (see list under “Grading Breakdown”) is determined by the thoroughness of the effort, the continuing process, and the imagination displayed.

Grading Scale for SDA: **A** indicates work of excellent quality; **B** of good quality; **C** of acceptable quality; **D** of below average quality; and **F** indicates inadequate work.

Excellent: A (4) = 100-94; A- (3.7) = 93-90

Good: B+ (3.3) = 89-86; B (3) = 85-84; B- (2.7) = 83-80

Acceptable: C+ (2.3) = 79-76; C (2) = 75-74; C- (1.7) = 73-70

Poor: D+ (1.3) = 69 – 66; D = 65-64 (1); D = 63 - 60 (0.7) = 60s; F (0) = 59 and below

Note: A minimum passing grade for graduate students is C.

- “Excellent” indicates that the student couples clear understanding of the class material with original and creative insight, as demonstrated by their work; “Good” means that the student demonstrates a clear understanding of the material and has done the work well; “Acceptable” indicates that the student demonstrates a general understanding of the material but with some gaps; “Poor” indicates that there are identifiable gaps in the student’s understanding of the class material; “Failure” is the result of the student not having completed his or her assignments coupled with poor understanding of the material.
- When the average falls between two grades, the final grade will be weighted toward the positive end of the scale for students whose attendance and participation in class have been good, and will be weighted toward the negative end of the scale for those with poor attendance and participation.

Note: The SDA GUIDELINES on GRADING state that:

- *There shall be no unexcused absences.*
- *No late assignments, projects, exams, papers, or exercises shall be accepted unless advance extensions have been arranged between the student and the teacher or unless exceptional circumstances occur. Under such exceptional circumstances, no late penalties will accrue.*

Participation is essential and figures into your grade. This course is modeled along the lines of a professional, artistic workshop; thus, as a member of such a workshop, your participation is necessary not only for the development of your own work, but for the development of your colleagues' work as well. Theatre is a highly collaborative, ensemble-oriented medium and play development is a key part of the life of a playwright. Please honor your obligation to your colleagues' work. One unexcused absence is allowed. All other absences must be for reasons of illness or emergency and must be accompanied by a written explanation; in your absence, please prepare whatever assigned work is due and hand it in immediately upon your return to the workshop. [[Note for Spring 2022: We are aware that it is entirely possible that covid protocols may require quarantine if you have a positive virus test. Please COMMUNICATE if/when these issues arise.]]

Please note: If you miss class, it is YOUR responsibility to obtain information about missed class discussions, missed presentations of pages, etc. from your classmates, not from me. Please keep in contact with your fellow writers and arrange to read their pages on your own if you miss class.

Deadlines: You earn your grade based on the timely completion of your work, plus the quality of your work. Missed assignments count as a zero. Late assignments are marked down due to missed deadline.

Important Sustainability Message: This class lives in the world of the Green New Deal. No printing. All work, including the Final Project, will be turned in electronically.

Special Note

All students enrolled in MFADW are required to attend program events. This includes all of the New Works Festival events (NWF I, II, and III), all Western Edge Playwrights' Salon events, and the student orientation held in late August. While some of these dates are not yet solidified, please put the times/dates in your calendar as soon as you can. Because we are monitoring professional development in every course that you take, and in the MFADW overall, your participation in these program events will have a direct impact on your annual review.

Please make any and all travel plans for after the New Works Festival III.

Zoom Etiquette

If it becomes necessary for us to use Zoom: "Netiquette" or "internet etiquette," is important for collaborative work. Please respect the following guidelines:

- Whenever possible, please use your computer to log-in to the class rather than your phone. This will help us with the quality of visuals and audio, plus it will present fewer problems when sharing screens.
- If you have technical issues during class, please contact: USC Information Technology Services <http://itservices.usc.edu>; School of Dramatic Arts – Mr. Prakash Shirke. Contact Info: shirke@usc.edu; 213.740.1288.

- Your camera must be on at all times, unless you are requested to hide video.
- Please attempt to log-in from an environment that does not have distracting background noise, such as pets, family members, machinery, music. If you find yourself in a situation with distracting noise, please use ear buds or headphones.
- When not speaking (for example, during a reading of a scene, when you are not playing a role), please mute your microphone. During discussions feel free to leave your mic on.
- Remember that you are in class, therefore behavior appropriate to class should be followed. Please do not walk around, leave the room, read, play games, etc. during class.
- You may use your devices for research that enhances the discussion during class, but please stay attuned to what is going on while engaged in research.
- Try to take turns speaking. Remember that Zoom creates problems when voices overlap.
- The chat box will be available to you to use during class, however please don't abuse it. For example, remember that everyone can see what you type in the chat. Therefore your comments should not contain private messages to another class member—which can be read in the saved chat. Also, try to use chat to enhance the discussion, rather than interrupt it.
- Remember: The class session is being recorded. (This includes the chat.)
- Be respectful of others at all times.
- Remember: We're all in this together. Now more than ever.

Sharing of Course Materials Outside of the Learning Environment

USC has a policy that prohibits sharing of any synchronous and asynchronous course content outside of the learning environment.

SCampus Section 11.12(B)

Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (See Section C.1 Class Notes Policy).

Course Schedule: A Weekly Breakdown

	Topics/Daily Activities	Readings and Homework	Deliverable/ Due Dates
Weeks 1 – 3 Jan 12 to Jan 26 Note: Online for Week 1	Preparation & Gathering Introduction: Why adaptation? How can you renew, expand, reimagine the original material to create an even more insightful and emotional experience for an audience? How do you make older work relevant? For 2022:	Discussion: Laying the Groundwork. How to read deeply into material; how to let the inner life of preexisting work speak to you in an original way. How to explore theatricality.	Week 1: Begin to collect your resources, e.g., research, burning ideas, poetic impulses, images, emotional foundation, monologues, character banks, music/soundtrack. Read the materials on Blackboard; read plays provided as PDFs; read stories/novels. Week 2: Select the material you will adapt. Bring in ideas, vision boards, resources. Begin character work. Explore voice (through

	<p>Why sci-fi? Why post-apocalyptic fiction? What was/is the intentions of authors working in this area?</p> <p>Consider: What text speaks to you—and why?</p>		<p>monologues), intentions, missions, relationships.</p> <p>Note: We will be doing many things at once. We will be discussing the source material, exploring and developing characters, analyzing already existing characters/story lines, etc. Some people will be working on different types of material—and I will be offering different kinds of guidance to different people depending on what phase their work is in. Sometimes you will not be able to present your work—but don't wait! Keep working. Sometimes you will be the only one working in a particular mode. No worries. Be prepared to be flexible. Remember that there is no one way of writing a play, no one way of getting there. Please stay on top of things and continue to develop your work in your way—but on time and diligently.</p>
<p>Weeks 4 - 12</p> <p>Feb 2 to Apr 6</p> <p>PLEASE NOTE: We do not meet on March 16 due to Spring Break.</p> <p>Continue work and check in with me as needed.</p>	<p>The Process: From the Intuitive to the Technical</p> <p>Staying Open: Alternating Various Strategies and Skills When Needed.</p> <p>Using Meditation and Analysis.</p>	<p>Discussion</p> <p>Consider: Empathy, metaphor, dynamic characters, possible alternatives to the source material, possible alternatives to the storytelling.</p> <p>The Hidden Life of Language.</p>	<p>Weeks 4 - 6: Write exploratory/ experimental scenes based on an integration of the source material and your spin on it.</p> <p>Read alternative versions of the source material and/or commentary on the source material.</p> <p>Check out the source material others are adapting.</p> <p>Week 6: Story meeting. Brainstorm further ideas for your Final Project</p> <p>Weeks 7 – onward: Keep writing. Workshop new scenes for your FPP. Present discussion/new ideas/plans for FPP.</p>

			<p>Midterm, due week 8: Discuss the progress of your project. Turn in as much as you can to show what you are working on. Communicate what this is and what you intend. Remember, at this point, anything you do is a RAW draft, not a first draft. Let's see how far you can get with your work.</p> <p><i>Hint: Look at your writing exercises and monologues for possible raw material for your Final Project and for other plays you are writing.</i></p>
<p>Weeks 13 - 15</p> <p>Apr 13 to Apr 27</p>	<p>Works in Progress</p> <p>Continue Work.</p>	<p>Workshop</p> <p>In-class presentations of full scripts or large segments of scripts from each writer. Schedule TBA.</p>	<p>Weeks 13, 14, 15: Present your script or script segment according to the schedule as created in class. PROVIDE FEEDBACK to the other writers as their work is presented. Continue to refine, revise, rework your script.</p> <p>TURN IN: Your Final Project. Due May 4, 2022.</p>
<p>FINAL</p> <p>Wednesday May 4</p>	<p>FINAL EXAM</p> <p>4:30 – 6:30 pm</p>	<p>Artistic Review: Group Feedback</p> <p>Plus: Last Look Q&As. Where to go next.</p>	<p>Date: For confirmation of the date and time of the final for this class, consult the USC <i>Schedule of Classes</i> at www.usc.edu/soc.</p>

REMINDER: Use Blackboard as a resource. Class materials, information, handouts, additional essays, source materials, etc., are posted on the class site on Blackboard.

STEP OUT ONTO THE PLANET by LEW WELCH

Step out onto the planet.
Draw a circle a hundred feet round.

Inside the circle are
300 things nobody understands and, maybe
nobody's ever seen.

How many can you find?
—from *Ring of Bone: Collected Poems of Lew Welch, 1950 - 1971*. City Lights Books, 2012.

In the drowsy dark caves of the mind
dreams build their nest with fragments
dropped from day's caravan.
—from "Fireflies," Rabindranath Tagore

THEY COME by CATHY PARK HONG

*Stamp the earth rind down,
shuck our boots & nap on
rubber cockscomb pad.*

*Rise up & ride in,
poles poked through with hide of kid
flap from blither wind.*

*Ride into a town of tires stacked,
a tarred prehistoric castle.*

*A town of shacks painted kiwi green
latches guano rimmed.
Road's a batter of blood & dust.*

*One serf scurries off cowed & cloaked.
Linseed-eyed & broad of face.
Hold, I say.*

*She says oh gods once nested on our tire hills
but now that tire factory flakes to tinder too.
Are you here from the world above?*

*Now come. Heal my kin.
Are you here from the world above?*

*We douse ourselves with flame retardant
& douse the town to flame.
Are you here from the world above?*

*We hear her death in flames
We hear other deaths in flames
Along each town we pass*

*We rave & rove & gore
the last oil rig hidalgo in his tin gilt throne,
His ale we drink, his heart we jar.*

*We are from the world above,
We sing & jig but like Sisyphus,
as we eye from afar,*

*as each child crawls out their gutted hole,
& rebuild each dead town —
We can never rest.*

SDA PRODUCTIONS, ISPS, AND EXTRACURRICULAR ACTIVITIES

SDA productions, ISPs and Extracurricular Activities* will not excuse you from any class work. There will be no exceptions made for absences in class, missed or delayed assignments, homework or lack of class participation resulting from your involvement in any of the above. Your grade will reflect your work in this class, independent from work in any other class or activity.

*Activities that have been officially sanctioned by the larger university (such as marching band, song girls, or varsity sports) are exempt. You must submit official documentation to your professor regarding your participation in an event prior to your absence.

Statement on Academic Conduct and Support Systems

Academic Conduct:

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

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Office of Student Accessibility Services (OSAS) each semester. A letter of verification for approved accommodations can be obtained from OSAS. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. OSAS is located in GFS 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website for OSAS and contact information: (213) 740-0776 (Phone), (213) 814-4618 (Video Phone), (213) 740-8216 (FAX) ability@usc.edu.

Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. See the university’s site on Campus Safety and Emergency Preparedness.

Health and Participation in Class

You are expected to complete your Trojan Check screener daily and, as your instructor, I may ask you to show your daily screening in class. Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you must follow the instructions on Trojan Check. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others.

To reduce the spread of COVID-19, USC requires that face coverings (masks) be worn indoors including in classrooms. Face coverings must cover your nose and mouth and be worn throughout the class session. A mask with a valve is not considered an adequate face covering and should not be used, as it can expel exhaled air, increasing the risk to others. Eating or drinking during class is prohibited because of the risk posed by removing your mask for these activities. Failure to comply with these requirements will result in your being asked to leave the classroom immediately. Requests for accommodations related to the face covering and eating/drinking policies should be directed to the Office for Student Accessibility Services (<https://osas.usc.edu/>).

SDA Student Support & Reporting Form:

To facilitate a supportive environment of accountability, SDA has created an internal system of reporting for students to address issues/concerns and to offer feedback or suggestions for improvement. This mechanism provides a pathway for reporting and offering feedback without fear of retaliation or judgment. Any submission filed through this form will be reviewed and processed accordingly through SDA Office of Equity, Diversity, and Inclusion.

To file a report, please visit: <https://bit.ly/SDAstudentreporting>

Support Systems:

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 Student Accessibility Services - (213) 740-0776

<https://osas.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.

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.