

## PPD 640 Climate, Sustainability, and Environmental Planning

**Units:** 4 credits

**Term:** Fall 2022

Mondays 2:00pm – 5:20pm

**Location:** VPD 110

**Instructor:** Santina L. Contreras, Ph.D.

**Office Hours:** Mondays 1:00pm-2:00pm; or by appointment

**Contact Info:** [santinac@usc.edu](mailto:santinac@usc.edu)

### Course Description

With climatic and hazard risks (e.g., sea-level rise, heat waves, droughts, extreme storms, flooding, etc.) on the rise worldwide, it is critical for future professionals and researchers to understand the concepts, approaches, challenges, and future impacts that arise in planning for climatic and hazard risks. The purpose of this course is to understand the fundamentals of climate, sustainability, and environmental planning from an urban planning and policy perspective. The course will address global climate change and environmental risks in the urban context and will center on addressing equitability and justice concerns in past, current, and future approaches to climate, sustainability, and environmental planning. Through lectures, discussions, case studies, and research presentations, students will explore the roles planners, governments, and communities play in the environmental planning process by examining the impact of climate change in the U.S. and international contexts.

The course is designed around three modules that address:

1. Introducing key concepts in climate, sustainability, and environmental planning (climate mitigation, climate adaptation, and natural hazard mitigation)
2. Strategies, approaches, and tools in environmental planning (land use, growth management tools, land conservation, ecosystem management, and collaborative environmental management)
3. Equity and justice issues in environmental planning (environmental justice, environmental racism, gender justice, activism, community organizing, and environmental gentrification)

### Learning Objectives

The goal of this course is to explore the principles and practices of environmental planning. Specifically, upon successful completion of this course, students will understand

- The key concepts and theories of environmental planning
- The history and evolution of environmental planning practices and policies
- The various approaches toward planning for climate, sustainability, and the environment (climate mitigation, climate adaptation, natural hazard mitigation, measurements, indicators, action plans)
- The factors that give rise to differential environmental impacts across diverse communities
- The use of environmental equity and justice frameworks

### Class Format

Teaching methods used in this course seek to develop student skills in discussing and critiquing foundational topics, arguments, and evidence. In order to achieve this goal, this course utilizes lectures, class discussion and exercises, guest speakers, reading assignments, and a case study project/presentation.

## Required Readings and Supplementary Materials

All required and additional class readings are available on the course Blackboard site.

## Assignments

Evaluation for the course will be based on the following components.

### *In-Class Participation (10%)*

Active participation is a critical component of this course. Students are expected to attend each class session and be active members in class discussions and presentations. Students should complete all assignments and readings for a given session before class begins so as to allow for an informed discussion of the material. Participation scores will be based on participation in classroom discussions. Regular attendance is a necessary but insufficient condition for a passing grade in participation. For your own learning and the learning of your classmates, you are expected to come to class prepared and energized to be an active class participant. That is, ask questions, request clarifications, discuss the material, complete in-class activities, and link material across readings, lectures, and topics.

### *Discussion Facilitation (10%)*

To encourage engagement with current research and practice, students will be responsible for facilitating the discussion of one class topic. On your assigned day, you will work with your fellow classmates to cultivate a lively and productive class discussion. The primary objective is to use the tools of facilitation and dialogue to comprehensively, closely, and critically explore the various viewpoints, theories, assertions, and refutations surrounding your selected topic and readings. You are encouraged to be creative in your facilitation (i.e., you are welcome to incorporate additional materials, such as case studies, drawings, photos, video clips, maps, etc., to assist in facilitating the conversation). Note: providing a summary of the readings alone does **not** constitute leading a discussion. Students will be expected to make connections to previous readings and engage the class in a stimulating discussion. This is your opportunity to practice your presentation skills, experiment with different approaches to group facilitation, and try out an in-class activity/exercise to engage the class in meaningful and lively interaction. Discussants will be graded on their ability to cover the course materials, connect to larger course themes, and their ability to solicit participation from your colleagues.

As a group, you will be responsible for the following:

1. Developing a presentation providing a synthesis of the week's topic.
2. Posing at least three discussion questions covering the week's key themes and assigned readings.

### *Reflection Papers (30%)*

Students are required to write three reflection papers throughout the course of the semester. These papers will center on reflecting on the readings and synthesizing the content presented in each course module. These papers should discuss what you found to be the key takeaways/argument(s) of the readings and how you as a planning/policy professional relate to the topics presented. This can include your thoughts on the challenges, conflicts, agreements, and disagreements discussed in the module's readings. You are encouraged to discuss any critiques and/or questions that come to mind as you are reading. These papers are not meant to be summaries of the readings but rather as an opportunity to react, engage with, and explore key questions or concepts of what you have read and discussed. You are not required to discuss every reading. Reflection papers should be 2-3 pages, single-spaced, 1-inch margins, and 11–12-point font. Papers should be uploaded to the class Blackboard site before the beginning of class. See the class schedule for specific due dates for each paper.

### *Environmental Case Study Project*

Throughout the course of the semester, you will work in teams on an environmental case study project. This should take the form of a report on the application/analysis of one or more of the environmental planning topics visited during the semester in the context of a selected place (city, county, region, etc.). The case study project will be evaluated via five milestones.

- **Environmental Case Study Project: Project Pitch (5%).** All students will submit preliminary ideas for the environmental case study project to Blackboard. In-class, we will use these preliminary ideas to advance case study topics and project team development.
- **Environmental Case Study Project: Proposal (10%).** Each team will turn in a proposal outlining their chosen project topic, a preliminary list of references/data sources, a research timeline, and team assignments for the remainder of the semester.
- **Environmental Case Study Project: In-Class Critique (10%).** Each team will give a brief in-class presentation of their case study project. The class will then provide feedback for the team to guide the remainder of the team's activities.
- **Environmental Case Study Project: Final Creative Output (10%).** Each time will submit a creative output of their choice summarizing the key findings of their project. This output can be an infographic, poster, audio/video recording, map, etc. Students are encouraged to think creatively in finding a format that best fits their chosen topic.
- **Environmental Case Study Project: Final Report (15%).** Each team will submit a final paper summarizing their project. Papers should be formatted in the style appropriate for submitting to an environmental planning academic journal.

### Grading Breakdown

Activity	Percentage
In-Class Participation	10%
Discussion Facilitation	10%
Reflection Papers	30%
Environmental Case Study Project: Project Pitch	5%
Environmental Case Study Project: Proposal	10%
Environmental Case Study Project: In-Class Critique	10%
Environmental Case Study Project: Final Creative Output	10%
Environmental Case Study Project: Final Paper	15%
	100%

### Grading Scale

Course final grades will be determined using the following scale

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

## Course Schedule: A Weekly Breakdown

The following describes the topics to be covered at each course session. Note the syllabus is subject to change as deemed necessary by the instructor throughout the semester. Students will be notified of any changes through email and the course Blackboard site.

Week	Date	Topic	Readings and Assignments
<b>Module 1: Introduction to Climate, Sustainability, and Environmental Planning</b>			
<b>Week 1</b>	Monday, Aug 22	Overview	<p><b>Class Plan</b> Overview of Course and Introductions</p> <p><b>Assignments</b> Get started on Readings/Assignments for Week 2</p>
<b>Week 2</b>	Monday, Aug 29	Key Concepts and Processes	<p><b>Required Readings</b> Burger, J. &amp; Gochfeld, M. (1998). The tragedy of the commons 30 years later. <i>Environment</i>, 40(10), 4–13.</p> <p>Randolph, J. (2012). Environmental Management for Sustainability. In <i>Environmental Land Use Planning and Management</i>, 3-25. Washington, DC: Island Press.</p> <p>Daniels, T. L. (2009). A trail across time: American environmental planning from city beautiful to sustainability. <i>Journal of the American Planning Association</i>, 75(2), 178–192.</p> <p><b>Assignments</b> Environmental Case Study Project: Project Pitch (upload to Blackboard by 2pm on Monday, Aug 29)</p>
<b>Week 3</b>	Monday, Sept 5	Labor Day – No Class	
<b>Week 4</b>	Monday, Sept 12	Climate Mitigation & Adaptation	<p><b>Required Readings</b> Bierbaum, R., Smith, J. B., Lee, A., Blair, M., Carter, L., Chapin, F. S., Fleming, P., Ruffo, S., Stults, M., McNeeley, S., Wasley, E., &amp; Verduzco, L. (2013). A comprehensive review of climate adaptation in the United States: More than before, but less than needed. In <i>Mitigation and Adaptation Strategies for Global Change</i> (Vol. 18, Issue 3, pp. 361–406). Kluwer Academic Publishers.</p> <p>Harlan, S. L. &amp; Ruddell, D. M. (2011). Climate change and health in cities: Impacts of heat and air pollution and potential co-benefits from mitigation and adaptation. <i>Current Opinion in Environmental Sustainability</i>, 3(3), 126–134.</p> <p>Shi, L., Chu, E., Anguelovski, I., Aylett, A., Debats, J., Goh, K., Schenk, T., Seto, K. C., Dodman, D., Roberts, D., Roberts, J. T., &amp; van Deveer, S. D. (2016). Roadmap towards justice in urban climate adaptation research. <i>Nature Climate Change</i>, 6(2), 131–137.</p> <p>Woodruff, S. C., Meerow, S., Stults, M., &amp; Wilkins, C. (2022). Adaptation to Resilience Planning: Alternative Pathways to Prepare for Climate Change. <i>Journal of Planning Education and Research</i>, 42(1), 64–75.</p>

<b>Week 5</b>	Monday, Sept 19	Natural Hazard Mitigation	<p><b>Required Readings</b></p> <p>Schwab, J. (2010). Hazard mitigation planning: Integrating best practices into planning. American Planning Association (APA) Planning advisory service, Report Number 560.</p> <p>Solecki, W., Leichenko, R., &amp; O'Brien, K. (2011). Climate change adaptation strategies and disaster risk reduction in cities: Connections, contentions, and synergies. In <i>Current Opinion in Environmental Sustainability</i>, 3(3), 135–141.</p> <p>Wilby, R. L. &amp; Keenan, R. (2012). Adapting to flood risk under climate change. <i>Progress in Physical Geography</i>, 36(3), 348–378.</p> <p>Davis, M. (1995). The Case for Letting Malibu Burn. <i>Environmental History Review</i>, 19(2), 1–36.</p> <p><b>Assignments</b></p> <p>Reflection Paper 1 (upload to Blackboard by 2pm on Monday, Sep 19)</p>
<b>Module 2: Strategies, Approaches, and Tools in Environmental Planning</b>			
<b>Week 6</b>	Monday, Sept 26	Land Use and Growth Management Tools	<p><b>Required Readings</b></p> <p>Blanco, H., McCarney, P., Parnell, S., Schmidt, M., &amp; Seto, K. C. (2012). The role of urban land in climate change. In <i>Climate Change and Cities</i> (pp. 217–248).</p> <p>Godschalk, D. (2004). Land Use Planning Challenges: Coping with Conflicts in Visions of Sustainable Development and Livable Communities. <i>Journal of the American Planning Association</i>, 70(1), 5-13.</p> <p>Neuman, M. (2005). The compact city fallacy. <i>Journal of Planning Education and Research</i>, 25(1), 11–26.</p> <p>Rydin, Y. (1998). Land Use Planning and Environmental Capacity: Reassessing the Use of Regulatory Policy Tools to Achieve Sustainable Development. <i>Journal of Environmental Planning and Management</i>, 41(6), 749-765.</p>
<b>Week 7</b>	Monday, Oct 3	Land Conservation, Ecosystem Management, and Landscape Ecology	<p><b>Required Readings</b></p> <p>Cooke, B., Langford, W., Gordon, A., &amp; Bekessy, S. (2012). Social context and the role of collaborative policy making for private land conservation. <i>Journal of Environmental Planning and Management</i>, 55(4), 469-485.</p> <p>Gaffield, S., Goo, R., Richards, L., &amp; Jackson, R. (2003). Public Health Effects of Inadequately Managed Stormwater Runoff. <i>American Journal of Public Health</i>, 93, 1527-1533.</p> <p>Gerber, J.-D., &amp; Rissman, A. R. (2012). Land-Conservation Strategies: The Dynamic Relationship between Acquisition and Land-Use Planning. <i>Environment and Planning A: Economy and Space</i>, 44(8), 1836–1855.</p> <p>Koontz, T.M. and Newig, J. (2014). Implementing Collaborative Watershed Plans. <i>Policy Studies Journal</i>, 42, 416-442.</p> <p><b>Assignments</b></p> <p>Environmental Case Study Project: Proposal (upload to Blackboard by 2pm on Monday, Oct 3)</p>

<b>Week 8</b>	Monday, Oct 10	Plans, Metrics, and Indicators	<p><b>Required Readings</b></p> <p>Bassett, E., &amp; Shandas, V. (2010). Innovation and climate action planning: Perspectives from municipal plans. <i>Journal of the American Planning Association</i>, 76(4), 435–450.</p> <p>Berke, P. R. &amp; Conroy, M. M. (2000). Are we planning for sustainable development? An evaluation of 30 comprehensive plans. <i>Journal of the American Planning Association</i>, 66(1), 21–33.</p> <p>Gahin, R., Veleva, V., &amp; Hart, M. (2003). Do Indicators Help Create Sustainable Communities? <i>Local Environment</i>, 8(6), 661–666.</p> <p>Schrock, G., Bassett, E. M., &amp; Green, J. (2015). Pursuing Equity and Justice in a Changing Climate: Assessing Equity in Local Climate and Sustainability Plans in U.S. Cities. <i>Journal of Planning Education and Research</i>, 35(3), 282–295.</p>
<b>Week 9</b>	Monday, Oct 17	Collaborative Environmental Management	<p><b>Required Readings</b></p> <p>Corburn, J. (2003). Bringing Local Knowledge into Environmental Decision Making Improving Urban Planning for Communities at Risk. <i>Journal of Planning Education and Research</i>, 22(4), 420–433.</p> <p>Haklay, M. &amp; Francis, L. (2018). Participatory GIS and community-based citizen science for environmental justice action, in Chakraborty, J., Walker, G., &amp; Holifield, R.(eds.), <i>The Routledge Handbook of Environmental Justice</i>. Abingdon: Routledge, 297-308.</p> <p>Petersen, D., Minkler, M., Vásquez, V.B., &amp; Baden, A.C. (2006). Community-Based Participatory Research as a Tool for Policy Change: A Case Study of the Southern California Environmental Justice Collaborative. <i>Review of Policy Research</i>, 23, 339-354.</p> <p>Koontz, T. (2006). Collaboration for sustainability? A framework for analyzing government impacts in collaborative-environmental management. <i>Sustainability: Science, Practice and Policy</i>, 2(1), 15-24.</p> <p><b>Assignments</b></p> <p>Reflection Paper 2 (upload to Blackboard by 2pm on Monday, Oct 17)</p>
<b>Module 3: Equity and Justice Issues in Environmental Planning</b>			
<b>Week 10</b>	Monday, Oct 24	Environmental Justice & Racism	<p><b>Required Readings</b></p> <p>Bullard, R. D. (1999). Dismantling environmental racism in the USA. <i>Local Environment</i>, 4(1), 5–19.</p> <p>Taylor, D. (2011). Introduction: The Evolution of Environmental Justice Activism, Research, and Scholarship. <i>Environmental Practice</i>, 13(4), 280-301.</p> <p>Pulido, L. (2000). Rethinking Environmental Racism: White Privilege and Urban Development in Southern California. <i>Annals of the Association of American Geographers</i>, 90(1), 12-40.</p> <p>Schell, C. J., Dyson, K., Fuentes, T. L., Roches, S. des, Harris, N. C., Miller, D. S., Woelfle-Erskine, C. A., &amp; Lambert, M. R. (2020). The ecological and</p>

			<p>evolutionary consequences of systemic racism in urban environments. In <i>Science</i> (Vol. 369, Issue 6509). American Association for the Advancement of Science.</p> <p>Schlosberg, D. &amp; Collins, L. B. (2014). From environmental to climate justice: Climate change and the discourse of environmental justice. In <i>Wiley Interdisciplinary Reviews: Climate Change</i> (Vol. 5, Issue 3, pp. 359–374). Wiley-Blackwell.</p>
<b>Week 11</b>	Monday, Oct 31	Native Communities & Indigenous Rights	<p><b>Required Readings</b></p> <p>Gedicks, A. (2005). Resource Wars against Native Peoples. In <i>The Quest for Environmental Justice</i>. San Francisco: Sierra Club Books, 168–187.</p> <p>Hernandez, J., Meisner, J., Jacobs, L., &amp; Rabinowitz, P. (2022). Re-Centering Indigenous Knowledge in climate change discourse. <i>PLOS Climate</i> 1(5), e0000032.</p> <p>Schlosberg, D. &amp; Carruthers, D. (2010). Indigenous Struggles, Environmental Justice, and Community Capabilities. <i>Global Environmental Politics</i>, 10(4).</p> <p>Sultana, F. (2022). The unbearable heaviness of climate coloniality. <i>Political Geography</i>.</p> <p>Whyte, K. (2017). The Dakota Access Pipeline, Environmental Injustice, and U.S. Colonialism. <i>Red Ink: An International Journal of Indigenous Literature, Arts, &amp; Humanities</i>, 19.1.</p>
<b>Week 12</b>	Monday, Nov 7	Gender Justice	<p><b>Required Readings</b></p> <p>Bell, S. E., &amp; Braun, Y. A. (2010). Coal, Identity, and the Gendering of Environmental Justice Activism in Central Appalachia. <i>Gender &amp; Society</i>, 24(6), 794–813.</p> <p>Kirk, G. (1997). Ecofeminism and Environmental Justice: Bridges across Gender, Race, and Class. <i>Frontiers: A Journal of Women Studies</i>, 18(2), 2–20.</p> <p>Macgregor, S. (1999). Feminist Perspectives on Sustainability. In <i>Encyclopedia of Life Support Systems (EOLSS)</i>.</p> <p>Terry, G. (2009). No climate justice without gender justice: An overview of the issues. <i>Gender and Development</i>, 17(1), 5–18.</p> <p><b>Assignments</b></p> <p>Environmental Case Study Project: In-Class Critique</p>
<b>Week 13</b>	Monday, Nov 14	Activism & Community-Based Strategies	<p><b>Required Readings</b></p> <p>Berry, G. (2003). Organizing against Multinational Corporate Power in Cancer Alley: The Activist Community as Primary Stakeholder. <i>Organization &amp; Environment</i>, 16(1), 3-33.</p> <p>Frickel, S. (2004). Just science? Organizing scientist activism in the U.S. environmental justice movement. <i>Science as Culture</i>, 13(4), 449-469.</p>

			<p>Garcia, A. P., Wallerstein, N., Hricko, A., Marquez, J. N., Logan, A., Nasser, E. G., &amp; Minkler, M. (2013). THE (Trade, Health, Environment) impact project: A community-based participatory research environmental justice case study. <i>Environmental Justice</i>, 6(1), 17–26.</p> <p>Martinez-Alier J., Anguelovski I., Bond P., Del Bene D., Demaria F., Gerber J.-F., Greyl L., Haas W., Healy H., Marín-Burgos V., Ojo G., Porto M., Rijnhout L., Rodríguez-Labajos B., Spangenberg J., Temper L., Warlenius R., &amp; Yáñez, I. (2014). Between activism and science: grassroots concepts for sustainability coined by Environmental Justice Organizations. <i>Journal of Political Ecology</i>, 21, 19-60.</p>
<b>Week 14</b>	Monday, Nov 21	Environmental Gentrification	<p><b>Required Readings</b></p> <p>Anguelovski, I., Connolly, J. J. T., Pearsall, H., Shokry, G., Checker, M., Maantay, J., Gould, K., Lewis, T., Maroko, A., &amp; Roberts, J. T. (2019). Why green “climate gentrification” threatens poor and vulnerable populations. In <i>Proceedings of the National Academy of Sciences of the United States of America</i> (Vol. 116, Issue 52, pp. 26139–26143). National Academy of Sciences.</p> <p>Gould, K. A. &amp; Lewis, T. L. (2018). From Green Gentrification to Resilience Gentrification: An Example from Brooklyn. <i>City and Community</i>, 17(1), 12–15.</p> <p>Pearsall, H., &amp; Anguelovski, I. (2016). Contesting and Resisting Environmental Gentrification: Responses to New Paradoxes and Challenges for Urban Environmental Justice. <i>Sociological Research Online</i>, 21(3), 121–127.</p> <p>Porter, J. M. (2021). This May Contain Coconut Oil. <i>NACLA Report on the Americas</i>, 53(3), 226-232.</p> <p>Ranganathan, M. &amp; Bratman, E. (2021). From Urban Resilience to Abolitionist Climate Justice in Washington, DC. <i>Antipode</i>, 53, 115-137.</p> <p><b>Assignments</b></p> <p>Reflection Paper 3 (upload to Blackboard by 2pm on Monday, Nov 21)</p>
<b>Week 15</b>	Monday, Nov 28	Semester Wrap-up	<p><b>Environmental Case Study Project: Presentations of Final Creative Output</b> (upload to Blackboard by 2pm on Monday, Nov 28)</p>
<b>Finals Week</b>	Friday, Dec 9	Final Paper	<p><b>Environmental Case Study Project: Final Paper</b> (upload to Blackboard by 2pm Friday, Dec 9)</p>



## Course Policies

### Health and Safety Requirements

All students are required to comply with and stay up to date on all university safety and health guidelines (<https://coronavirus.usc.edu/>).

### Communication

In addition to office hours, email is my preferred form of communication. When emailing me, try to include the name of the course [PPDE 640] in the subject line of your email to ensure that it does not get lost in my inbox. I will do my best to reply to emails within 24-48 hours, **Mondays through Fridays, when class is in session at the university. If you email me on a weekend or holiday, please anticipate that I may not answer back within the time period.**

### Deadlines

Students who miss deadlines due to valid, extenuating circumstances may submit the required work at an agreed-upon date. Students should contact me to arrange a discussion within one week of the missed deadline. Work submitted more than one week past the deadline will not be accepted. Incomplete projects will be evaluated in relation to their degree of completion.

### Creating an Inclusive Classroom Community

We are all responsible for ensuring that this class is a supportive environment for everyone. No space is automatically safe for people because of our different backgrounds and knowledge. We must not just be aware of this but also be sensitive to how this will shape our class environment throughout the semester. I expect that all students will contribute to creating a safe space for everyone during our class lectures. As the instructor, I will work to support discussions that are respectful and engage critically with our course material. I will NOT support discussions that are deemed disrespectful and purposefully tangential to the material and will immediately shut down any inappropriate discussions.

### Preferred Pronouns and Names

If you would like to be referred to by a name and/or pronoun that is different than how you are identified in the official roster, please let me know. I will do my best to ensure that your fellow classmates and I address you as preferred.

## 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](https://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](https://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  
[eetix.usc.edu](http://eetix.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)  
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.
- *Price Student Resources*  
<https://priceschool.usc.edu/students/resources/>