

# **NOTE: THIS IS NOT THE SPRING 2023 SYLLABUS!**

This is the syllabus from spring 2021. It is provided through GRS so students can decide whether this course content is something they would be interested in taking as a course.

In spring 2021, everything was on Zoom. This old syllabus reflects changes in teaching, grading, and classroom expectations for that unusual time.

The spring 2023 syllabus will be very different in ways appropriate for the return to the in-person classroom environment. It will be provided to students enrolled in the course in January 2023.

## PPD 478: Social Innovation

Spring 2021–Monday/Wednesday–10 to 11:50 AM

Location: Online<sup>1</sup>

Instructor: Nicolas Duquette

Office Hours: • Mondays 2-3 pm  
• Thursdays 10-11 am  
• Or by appointment

Email: nduquett@usc.edu

### Course Description

This course provides an overview of the strategies and processes of social innovation and change, with a focus on the institutional, economic, and historical processes that shape and sometimes catalyze social change. Topical emphases will include examination of social innovation in the market, government, and within the nonprofit sector; innovation dynamics; and the role of civic action, activism and entrepreneurship.

### Learning Objectives

The course has a dual objective. First, in the tradition of a generalist, liberal arts education, students will be expected to pursue a deep understanding of social innovation and its attendant social and economic processes, and to develop their ability to describe and explain with clarity of thought, word, and writing. Second, this course seeks to train potential social entrepreneurs, and to inculcate a socially innovative approach to problem-solving in students' future endeavors.

### Lectures, Readings, and other Materials.

Before each class, students are expected to read all mandatory readings and to watch the relevant prerecorded lectures.

Readings are listed in the course schedule later in this document. Students must purchase a case study pack available [here](#).<sup>2</sup> Readings not in the coursepack are posted to Blackboard, as either PDFs or links to e-books available through the USC library. You may of course purchase paper copies from any bookstore if you prefer paper to e-books; either is fine for completing this course.

Lecture recordings will be posted to a Google Drive<sup>3</sup> in advance of each class meeting. There will

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<sup>1</sup> The Zoom link for class meetings is:

<https://usc.zoom.us/j/93011425392?pwd=MlN6VmpFMERqcldUV3pZUnMrUWp1dz09>

<sup>2</sup> <https://hbsp.harvard.edu/import/773300>

<sup>3</sup> Google Drive:

<https://drive.google.com/drive/folders/1vLVeWshyL9GY7bQmzerZStsZ44ojzhhk?usp=sharing>

be no lectures posted for the first class meeting, or when the class meeting is not a lecture. PDFs of the lecture slides will be posted to Blackboard.

## Assignments and Grading

Assignment	% of Grade	Due Date
<i>Group Project</i>	<i>40% (total)</i>	
Proposal	5	February 17
Outline	10	March 22
Final presentation	25	<i>Varies</i>
<i>Papers</i>	<i>60% (total)</i>	
Paper #1	0 or 15	March 1
Paper #2	0 or 15	March 29
Paper #3	0 or 15	April 19
Final Paper	15 or 30	May 12
<b>TOTAL</b>	<b>100%</b>	

### *Group Presentation (40% of final grade).*

The class will be divided into eight groups of approximately four students each. These groups will identify a social problem that is ripe for an innovative solution, explain the nature of the problem, and put forward a detailed plan to solve it. The last several sessions of class will be scheduled for these presentations, with two groups per class meeting.

There will be a short project proposal early on in the class worth 5% of your final grade. A detailed outline of the presentation is worth 10% of your final grade. The final presentation is worth 25%.

See “Guide to Preparing the Group Project” at the end of this syllabus for detailed instructions and grading criteria.

### *Papers (60% of final grade)*

You will write four essays applying social innovation concepts. Three midterm essays will be due during the semester, and a final essay will be due at 11:59PM on May 12 (the end of the final exam period). Essays will be submitted via Blackboard/TurnItIn. The details of each assignment will be

provided in instructions at the appropriate time, but the midterm essays will be 2-3 pages each, while the final essay will be 4-6 pages.

If your lowest grade is on a midterm paper, then the final paper will count for half of your total papers grade and the lowest grade is dropped, as reflected in the table below. If the final paper receives a lower grade than all three midterm papers, then all four papers will count equally. (An exception to this rule: if your paper violates USC academic integrity guidelines, *the minimum penalty will be a zero on that assignment* with your total paper grade calculated as if the penalty zero were your best grade.)

<i>If your lowest paper grade is on...</i>	<i>... then your final grade will be calculated using</i>
Midterm paper 1, 2 or 3	30% Final Paper 15% Your best midterm paper 15% Your second-best midterm paper 0% Your worst midterm paper 40% Group project
Final Paper	15% × 4 for each paper 40% Group project

## Grading Process

Each assignment receives a traditional letter grade (A+ to D- and F). At the end of the semester, I will convert grades from A+ to D- to a linear scale with equal increments between each step and calculate a weighted average score. This score is then converted back to a letter grade by rounding to the closest letter-equivalent.

Failing grades are scaled depending on how far from passing the submitted assignment was, and are typically much more than one grade-increment worse than D-; the difference between a zero and a D- is substantially worse than the difference between a D- and an A+.

Final grade averages of A+ will receive an A, the highest final grade available on the USC scale.

Assignment grades will be posted to Blackboard. Sometimes Blackboard does bizarre things like show students an average grade based on what it thinks the weights are, and without making that calculation visible to the instructor. Ignore these; only trust grades posted by me on specific assignments, and estimate your own grade based on the system explained here.

## Attendance, Punctuality, and Participation

In normal times, PPD 478 has strict attendance and participation policies. These are not normal times and this semester there will not be any.

I recognize that some of you are taking this class at odd hours in your local time zone, or with unreliable Internet connectivity. There will therefore not be formal grade consequences for

attendance or participation. (I'm not scheduling any timed exams for the same reason.)

However, this class does depend on some level of participation to be successful. Therefore, I reserve the right to adjust your final grade if your class citizenship is especially good and not reflected in your raw grade average. It is particularly important that you attend and participate in the class meetings where your peers present their semester projects and ask constructive questions.

### Late Assignments Policy

In normal times, PPD 478 has strict penalties for late work. Again, these are not normal times, and so while you should still do your best to submit work by the deadline, assessment will be more relaxed for *some* assignments.

You must turn in your slide deck and other presentation materials by **9:30 a.m. on the day your group presents**. This deadline is firm, and groups that submit late or incomplete materials will be substantially penalized. See the details for this assignment in the guide at the end of the syllabus.

For all other assignments—essays and the early parts of the group project—I will allow submission up until the end of the semester (11:59 PM on May 12) without a direct grading penalty. There are many reasons, though, that you should still submit your assignments on time:

- I give feedback on assignments turned in on time. Late assignments will receive full credit, but I will not provide feedback, discuss your work in office hours with you, or consider requests for regrading.
- Group project proposals and outlines submitted on time not only receive feedback, but also an opportunity to respond to feedback and resubmit for a better grade within a week of their original due dates. Late submissions cannot be revised and resubmitted for a better grade.
- Faculty who have implemented policies like these in their classes report that students who struggle with connectivity, bad study environments, and other impediments to predictable working have found them very helpful, but that other students waited until the end of the semester and tried to do everything at once. *This is a very bad idea*. You are likely to underestimate how long it will take to complete a large amount of work, and your grade will suffer.
- You really *must* submit no later than 11:59 PM on May 12. Assignments turned in at 00:01 May 13 will receive a grade of zero. Blackboard upload links will expire automatically.

### Office Hours

Office hours are an opportunity to “stop by” and talk about course materials or any other questions you may have. This year, because of the pandemic, I will not literally be in my office; I will be on Zoom, and you can open the [office hours link](#) to video chat with me during the designated times.<sup>4</sup>

We will not have office hours on USC holidays or Wellness Days. All office hour times (and other times) are for Pacific Time.

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<sup>4</sup> <https://usc.zoom.us/j/95821671253?pwd=Zm53bHZpeGFoK09wU0NzdU1sZG9pUT09>

## Course Schedule: A Weekly Breakdown

The course schedule below lists readings and notes. Most of the required readings will be posted to Blackboard. Students are also required to purchase a coursepack of case studies, available [here](#).<sup>5</sup>

Due to the unusual circumstances of online learning during a pandemic, this schedule of readings is likely to change. Any changes will be posted on Blackboard and announced via class emails.

Notes: ★ = Mandatory reading (other readings are suggested but not required)

📖 = Coursepack reading

📄 = Posted on Blackboard as a PDF

🔗 = Posted on Blackboard as a link to the publisher's web site or USC libraries where you can view or download the book electronically, depending on USC's contract with the publisher

### I. What is Social Innovation?

January 18                      *NO CLASS — MARTIN LUTHER KING DAY*

January 20                      *Introduction and overview*

🔗 Kyle Westaway. *Profit & Purpose*. Wiley, 2014, chapter 1 (pp. 1–27).

January 25                      *Why social problems persist*

📄 Allen, chapter 7, “Lighthouses, Roads, and the Treasury.” pp. 172–190.

January 27                      *Theories of social innovation*

📄 Stephen Goldsmith. *The Power of Social Innovation*. Jossey-Bass, 2010. Chapters 1 and 2 (pp. 3–64).

★ 📄 Christensen *et al.*, “Disruptive Innovation for Social Change.”

📄 Jill Lepore. “The Disruption Machine.” *The New Yorker*, June 23, 2014.

📄 Maria Konnikova. “Where do Eureka Moments Come From?” *The New Yorker*, May 27, 2014.

February 1                      *Innovative institutions*

#### **NAMES OF GROUP MEMBERS DUE**

★ 📄 Walter Issacson, “The Wikipedia Story.”

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<sup>5</sup> <https://hbsp.harvard.edu/import/773300>

## II. Social Innovation in the Nonprofit Sector

### February 3 *Nonprofit sector challenges and history*

- 📄 Peter Dobkin Hall, “A Historical Overview of Philanthropy, Voluntary Associations, and Nonprofit Organizations in the United States, 1600–2000,” in Powell and Steinberg, eds., *The Nonprofit Sector: A Research Handbook*. Yale, 2006, second edition, pp. 32–65.
- 🔗 Lester M. Salamon. *Leverage for Good*. Oxford University Press, 2014, chapter 1 (pp. 1–24).

### February 8 *Federated Grantmakers*

- ★ 📄 Case Study: Peninsula Community Foundation
- 📄 Eleanor Brilliant. *The United Way*. (1990). Chapters 1 and 2 (pp. 15–50).

### February 10 *The Problem of Program Evaluation*

- ★ 📄 Chicago Public Media (2013). “#503: I Was Just Trying to Help.” *This American Life*, August 16, 2013. Part 1, “Money for Nothing and Cows for Free.” [audio file, 28 minutes]
- 📄 David E. K. Hunter. (2014) “Evaluating Organizational Impact and Outcome Measurement.” in Hansen-Turton and Torres, *Social Innovation and Impact in Nonprofit Leadership*. Chapter 3, pp. 25–50.
- 📄 Goldsmith, chapter 4, pp. 101–130.
- 📄 Westaway, chapter 7, pp. 153–172.

February 15 *NO CLASS — PRESIDENT’S DAY*

February 17 *GUEST SPEAKER*

*Prachi Jain, PhD — Loyola Marymount University*



### **GROUP PROJECT PROPOSAL DUE**

### February 22 *Impact and Mission-Driven Investing*

- ★ 📄 Case Study: Mission Related Investments at the Ford Foundation (A)
- 🔗 Lester Salamon, *Leverage For Good* (2014) chapters 2 and 3 (pp. 25–77).
- 📄 Matt Bannick, Paula Goldman, Michael Kubzansky, and Yasemin Saltuk, “Across the returns continuum,” *Stanford Social Innovation Review*, Winter 2017.

### February 24 *Venture philanthropy*


### **REVISED GROUP PROJECT PROPOSALS DUE (OPTIONAL)**

- ★  Case Study: Edna McConnell Clark Foundation – Enabling a Performance Driven Philanthropic Capital Market
-  Steven LaFrance and Nancy Latham, “Taking Stock of Venture Philanthropy,” *Stanford Social Innovation Review*, Summer 2008.



### III. Social Innovation in the Public Sector

March 1 *The Limits and Potential of Innovative Government*

#### PAPER #1 DUE

- ★  Greg Beato, “The Park That Paid Off.” *Stanford Social Innovation Review*, Summer 2015.





March 3 *Platforms for Social Change*

- ★  Francis Gouillart and Tina Hallett. “Co-creation in Government.” *Stanford Social Innovation Review*. Spring 2015 pp. 40-47.
-  Carl Kitchens and Price Fishback, “Flip the Switch: The Spatial Impact of the Rural Electrification Administration 1935-1940.” NBER Working Paper No. 19743, December 2013. Focus on pages 1-14





March 8 *GUEST SPEAKER*

*Lucian Lee – International Rescue Committee*

March 10 *Government as Grantmaker*

- ★  “Let’s hear those ideas.” *The Economist*, August 12 2010.
- ★  Michael Smith. “Innovation to Impact: Obama’s Social Innovation Fund at Four.” *The Stanford Social Innovation Review*, March 3 2014.
-  Guian McKee, “‘This Government Is with Us’: Lyndon Johnson and the Grassroots War on Poverty,” in Orleck and Hazirjian pp. 31-62.
-  Robert Bauman, “Gender, Civil Rights Activism, and the War on Poverty in Los Angeles,” in Orleck and Hazirjian pp. 209-230.

March 15 *Education Innovation*

-  Goldsmith, chapters 3 and 4 (pp. 65-130).
- ★  Husock and Moore, “The KIPP Schools: Deciding How to Go to Scale.” Case study.
-  C. Kirabo Jackson. (2018). “Does School Spending Matter? The New Literature on an Old Question.” NBER Working Paper No. 25368.
-  “A Lesson in Farming, Classroom to Cafeteria.” *New York Times*, May 11 2014.



#### IV. Social Innovation in the For-Profit Sector

March 17 *For profit, or for stakeholders?*

- ★ 📄 Hanson and Weiss, “Merck & Co., Inc.: Addressing Third-World Needs (A).” Case study, read part A only before class please; we will read B, C and D in class together.
- ★ 📄 Milton Friedman. “The Social Responsibility of Business is to Increase its Profits.” *The New York Times Magazine*, 1970.
- ★ 📄 Elizabeth Warren. “Companies Shouldn’t Be Accountable Only to Shareholders.” *Wall Street Journal*, August 15, 2018.

March 22 *Corporate social responsibility*

##### **GROUP PROJECT OUTLINE DUE**

- ★ 📄 McMaster and Nowak. “Fiji Water and Corporate Social Responsibility – Green Makeover or ‘Greenwashing’?” Case study, 2009.
- 📄 Oscar Gelderblom, Abe de Jong and Joost Jonker. (2013) “The Formative Years of the Modern Corporation: The Dutch East India Company VOC, 1602–1623.” *The Journal of Economic History* 73 p. 1050–1076.

#### V. Special Topics

March 24 *Social Impact Bonds*

- ★ 📄 V. Kasturi Gangan *et al.*, “Up For Debate: The Payoff of Pay-For-Success.” *Stanford Social Innovation Review*, Fall 2015.
- ★ 📄 Case Study: “Goldman Sachs Goes to Riker’s Island.”  
🔗 Kevin Albertson, Chris Fox, Chris O’Leary, Gary Painter, and Kimberly Bailey *Payment by Results and Social Impact Bonds: Outcome-based Payment Systems in the UK and US*. Policy Press, 2018.
- ★ 📄 Gary Painter *et al.*, “Social Impact Bonds: More Than One Approach.” *Stanford Social Innovation Review*, December 28, 2018.

March 29 *Hybrid goods and hybrid enterprise*

##### **PAPER #2 DUE**

##### **GROUP PROJECT OUTLINE DRAFT REVISION DUE (OPTIONAL)**

- ★ 📄 Matthew Kotchen, “Offsetting Green Guilt.” *Stanford Social Innovation Review*, Spring 2009.
- ★ 📄 *New York Times*. “Bottom Line for (Red).” February 6, 2008.
- 📄 Allen Bromberger, “A New Type of Hybrid.” *Stanford Social Innovation Review*, Spring

2011.

March 31 *Work as Mission*

- ★ 📄 Case Study: “Digital Divide Data: A Social Enterprise In Action.”
- 📄 Chertok and Hockstein, “Sourcing Change: Digital Work Building Bridges to Professional Life,” *Innovations*, September 2013.
- 📄 Wendy K. Smith and Marya L. Besharov. (2019). “Bowing Before Dual Gods: How Structured Flexibility Sustains Organizational Hybridity.” *Administrative Science Quarterly* 64(1):1–44.

April 5 *B-Corporations*

- ★ 📄 Christopher Marquis, “The B Corp Movement Goes Big,” *Stanford Social Innovation Review*. Fall 2020.
- 📄 Jenna Lawrence, “Making the B List,” *Stanford Social Innovation Review*. Summer 2009.
- 🔗 Salamon, chapter 6 (pp. 106–115).
- ★ 📄 Case Study: “Patagonia: Driving Sustainable Innovation by Embracing Tensions.”

April 7 *NO CLASS—Wellness Day*

April 12 *Social Innovation in a Global Pandemic*

*Readings subject to change*

- ★ 📄 Anya Kamenetz, “Virtual Charter Schools Are Booming, Despite A Checkered Reputation,” *National Public Radio*. November 2020.

April 14 *GUEST SPEAKER*

*Ruby Au '16 — Ecosia*

April 19 *GUEST SPEAKER*

**PAPER #3 DUE**

*Alec Fraser — King’s College London*

VI. Group Presentations

April 21 *Presentations*

- Castillo-Correa, Gonzalez-Alvarez, Ma, Robinson - Campus mental health
- Hilsabeck, Taylor, Thakker - Market payments

*April 26 Presentations*

- Levandis, Sanchez, Watkins, Zraly - Health transit
- Kempfer, Traversi - Pod transit

*April 28 Presentations*

- Blair, Dinsmore, Fogelman, Gill - Food security and obesity
- Allo, Garcia, Paez, Stimmler - Urban gardens

*May 12 11:59pm*      ***Final paper due***

## Guide to Preparing the Group Project

The final meetings of the class will be used for group presentations. The group presentation has two goals: to encourage the collaborative skills and presentation abilities that are crucial to successfully kickstarting a social enterprise, and to push students to use their own creativity and innovation skills to propose a solution to a problem.

Project-related assignments are worth forty percent of the overall course grade. The proposal is worth five percentage points, the outline is worth ten percentage points, and the presentation itself twenty-five percentage points.

I will do my best to help you find students with common interests to work with in the beginning of the semester. Self-organized groups are asked to send their names to the instructor by the end of the day February 1; students not in a group the following week will be matched by the instructor. For the expected enrollment of PPD 478 of 32 students, there should be roughly eight groups of four students each, though the number or size of the groups may be adjusted.

### Short Proposal (Due February 17)

The first step is to form a project group with other students and to develop a very brief summary of the intended project. The short proposal should be a few sentences that define the targeted social problem clearly, and some provisional ideas for the proposed solution. You must also include a breakdown of how the initial work to write the outline will be divided among the various group members.

Proposals submitted by the deadline can be revised and resubmitted by **February 24** for a revised grade.

What should you work on? A good project idea will be creative, plausible, and address an important social problem. This [March 2018 video by 10,000 Hours](#) is a good summary of how to choose a problem worth thinking about.<sup>6</sup>

### Written Outline (Due March 22, revisions due March 29)

At this stage, the content and structure of the project should be roughly complete. The main purpose of the outline is to spot potential problems before the presentation itself is crafted.

The written outline is

- A detailed list of the major points and components of the presentation. Think of this as a “script” for the talk to be given.
- Any figures, tables, multimedia, readings, etc. that will be handed out or shown to the class, or a detailed description of how these will be obtained and created.
- A full bibliography of sources.
- A breakdown of which group members will be responsible for which tasks as you prepare for your final presentation.

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<sup>6</sup> <https://www.youtube.com/watch?v=1xsRoXBwyo4>

Outlines will receive a letter grade.

- **A** – The outline provides a clear and detailed plan for a feasible presentation of appropriate length and high quality, with clear description of figures, resources, media, class participation exercises, and other components, and a complete and properly formatted list of sources.
- **B** – The outline signals that the presentation is likely to succeed, but with insufficient detail on the content and execution of the presentation, or concern that the timing and structure of the presentation has been thought through fully, or the list of content and sources is incomplete.
- **C** – The presentation is not on track to succeed and/or is in need of serious revision, or the outline signals serious lack of planning and preparation on the part of the group, or the outline is missing large amounts of critical information, or the outline does not list content and sources appropriately.
- **D** – An outline is submitted, but is a clearly inadequate or bad faith attempt to fulfill this assignment.
- **F** – Woefully inadequate submissions are also eligible for an F if even a D cannot be justified.

Outlines may be revised and resubmitted by a week after the first deadline for regrading. However, *the revised grade cannot be better than a full letter grade over the first draft* – for example, if a group receives a C+ on the first draft, then their revised outline cannot receive a grade better than B+. Outlines submitted late cannot be regraded.

### **Group Presentations (Due on presentation date)**

Groups will present their social problem and proposed solution during a class meeting during the final weeks of the semester. Presentations should be designed to last approximately 30 minutes, not including time for class discussion. The goal of the presentation is twofold: to explain a social problem to the class clearly, drawing on concepts discussed in the readings and lectures, and to then lay out a solution that is socially innovative, feasible, and likely to be effective.

All prepared materials, including any presentation slides and media, and a final bibliography of sources are to be handed in to the instructor on the presentation date at 9:30am. The presentation grade is twenty-five percent of the final grade.

Because we are online this semester, we may have to be creative and flexible about the exact format of these presentations. I am open to proposals that take advantage of our unique circumstances to change the method of delivery from the standard deck+talk format used in the classroom.

Grading will be on the traditional letter scale, and will evaluate the presentation on several qualities: (1) Was the presentation clear and artfully constructed? (2) Did the group identify an important and interesting social problem in need of an innovative solution? (3) Did the group explain the problem clearly to the class? (4) Did the group propose a creative and feasible idea to solve their target problem? (5) Did the group explain their solution clearly? (6) Did the elements of the presentation, such as use of slides, visuals, multimedia, or class participation exercises, succeed in their pedagogical purpose?

**A** – The problem is real and serious, the proposed solution is credible, the presentation is clear. The group is ready to go make the world a better place.

**B** – A good presentation, with significant room for improvement in its organization, explanations, and clarity, or with deficiencies in understanding of the identified social problem or thinking through the suggested solution.

**C** – A presentation with some good qualities, but with serious and possibly irreparable flaws in the understanding of the problem studied, the solution proposed, the presentation of the content, or understanding of social innovation in general. The goal of the proposal and outline submissions is to avoid this outcome.

**D or F** – A presentation with deep flaws that does not come close to meeting the goals of the assignment. The goal of the proposal and outline submissions is to avoid this outcome.

## Academic Accommodations

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to the instructor (or to a TA) as early in the semester as possible. DSP is located in STU 301 and is open 8.30 AM to 5.00 pm Monday through Friday. Website and contact information for DSP: [http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX), [ability@usc.edu](mailto:ability@usc.edu)

## 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 scientific misconduct, [policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

### Support Systems

*Student Health Counseling Services - (213) 740-7711 – 24/7 on call*

[engemannshc.usc.edu/counseling](http://engemannshc.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) 740-4900 – 24/7 on call*

[engemannshc.usc.edu/rsvp](http://engemannshc.usc.edu/rsvp)

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

*Office of Equity and Diversity (OED) | Title IX - (213) 740-5086*

[equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help a survivor of harassment or discrimination, rights of

protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

*Bias Assessment Response and Support - (213) 740-2421*

[studentaffairs.usc.edu/bias-assessment-response-support](http://studentaffairs.usc.edu/bias-assessment-response-support)

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

*The Office of Disability Services and Programs - (213) 740-0776*

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

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Support and Advocacy - (213) 821-4710*

[studentaffairs.usc.edu/ssa](http://studentaffairs.usc.edu/ssa)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*

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

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu), [emergency.usc.edu](http://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

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

Non-emergency assistance or information.