**PPD 523: Urban and International Development**

Spring, 2023

Thursday, 2 p.m. - 5:20pm

Room: RGL 101

Price School of Public Policy

University of Southern California

Instructor:

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**Introduction**

This is a class on economics (really microeconomics) for urban planning, but it is a different kind of economics class. You will learn about how standard (neoclassical) economic theory can help inform planning decisions. Market failures, externalities, and land economics will be much of our focus in this class. To understand those phenomena, you will need to understand the basics of supply and demand theory and how consumers and firms interact in markets – i.e. market structure, perfect competition, and market failure. You will learn those things. My perspective is one that is very sympathetic to neoclassical microeconomic theory. To paraphrase and reverse Marc Antony’s oratory in Shakespeare’s *Julius Caesar*, I come to praise neoclassical microeconomics, not to bury it. Like in Shakespeare, there is a twist, and by the end of the class I want you to be able to pair that praise for microeconomics with an understanding of its limits.

The course will be largely in two parts. In the introduction, you will learn and apply the tools of economics. Increasingly as the class progresses, you will be pushed to think critically about the limits of those microeconomic analytical tools. In a group project (with individual components) toward the end of the class, you will apply your learning to an international project or case.

**Learning Objectives**

In this course, you will learn how to:

1. Describe the concept of externalities and articulate how the concept relates to urban planning, including to problems such as pollution, congestion, productivity increases from concentration of firms in cities. You will also be comfortable articulating the planning and policy implications of those externalities.

As an adjunct to the above learning objective, you will understand the concept of agglomeration economies (the productivity benefits of cities) and will be able to articulate how the productivity benefits from concentrating jobs in cities has both efficiency and equity implications.

1. Describe the key ideas in land economics, in particular the way that location and transportation access get capitalized into land value. You will be comfortable with the jargon that I used in the previous sentence (i.e., capitalized into land value) and will be able to assess how land economics influences and informs discussions about urban planning, infrastructure, and public finance.
2. As tools for all of these things, you will become comfortable with basic economic concepts that include efficiency vs. equity and policy applications of the concepts more broadly.
3. You will understand the tools of supply and demand and will have nuance to be able to understand and apply cases of both market failure and cases where an understanding of markets informs planning, policy, and real estate development.
4. You will understand the concept of cost-benefit analysis and its policy implications.
5. You will be able to articulate the ways in which economic analysis can provide insight into structural inequities and questions of justice, and the ways in which economic analysis falls short in illuminating structural inequities and questions of justice.
6. You will be able to apply international examples and cases to understand how context (institutions, structural opportunities and barriers, markets, etc.) influence urban development patterns. You will be adept at understanding the link from land markets to planning outcomes, and will be able to apply lessons in a comparative perspective.

These learning objectives will be assessed in the class by:

* Memos, problem sets, and an in-class exam (objectives 1, 2, 3, 4, and 5)
* Short reflection paper on racial capitalism, colonialism, shadow trans-nationalism, and the limits of economic analysis (objectives, 3 and 6, and 7)
* Group project, with individual components, which applies economic concepts and the concepts of racial capitalism, colonialism, and shadow transnationalism, to an international planning problem (objectives 6 and 7).

For Master of Urban Planning students, the learning objectives will also be assessed in the capstone project, in your second year in the Master of Urban Planning program.

**Assignments**

|  |  |  |
| --- | --- | --- |
| Assignment | Share of course grade | Due date |
| Problem Sets, Memo(s), Reflection Paper(s) | 35% | Various (to be indicated when assignment is distributed) |
| Exam | 25% | In-class, Week 9 |
| Group Project: |  |  |
| Individual Paper (about 4 pages) | 15% | Week 15 (due date to be announced) |
| In-Class Group Presentation | 10% | Weeks 14 and 15 |
| Group Written Report | 10% | Week 15 or finals week (due date to be announced) |
| Class Participation | 5% |  |

Note: The instructor reserves the right to change assignments and due dates as needed, and to adjust the syllabus as necessary.

**Late Assignments**

Work turned in after the due date will have 20% of the maximum score deducted for each day, or fraction thereof, that the work is late. For example, if an assignment is due at 5 p.m. on day X and is turned in at 10 p.m. that same day, if the maximum score possible was 10 points, 2 points will be deducted from the grade. The penalty cumulates each day, such that assignments five or more days late result in zero credit for that assignment.

Exceptions will be provided in cases of doctors notes or other documented emergencies or illnesses.

**Problem Sets and Collaboration**

Students are encouraged to work together on the problem sets, but each student must write their own answers. Consultation with other students is acceptable; copying someone else's work is not. Furthermore, if you work with other students in the class, please write the names of all students you consulted at the top of the problem set. ***Do not consult with other students when writing memos or reflection essays***. Only consult on the problem sets. There might be problems sets where consultation is not allowed, and if so that will be specified on the problem set.

**Group Project, with individual components, on international application of microeconomics and class learning**

In approximately Week 7 of the class, you will start a group project. Groups will be four persons, whenever possible. Your group will choose an international example and apply your class learning. Note that international examples are not necessarily confined to those things outside of the borders of the United States. Transnational flows – migration, capital flows, learning, and the like – create international impacts in the U.S., and you can choose a topic that is within the U.S. so long as you articulate the international link.

Your group will choose a case and do the following: (a) Frame the problem; (b) Illuminate economic aspects of the problem – is it distribution/equity, externalities, market power, land economics, labor markets, regulation, or something else? Highlight the key economic aspects of the problem, (c) Describe the problem and context, somewhat deeply; (d) Discuss how a focus on marginalized groups is necessary (and possibly often overlooked) in your problem. This will likely involve highlighting how perspectives beyond neoclassical microeconomics are necessary, and you should do that as is needed; (e) Highlight the international element and international learnings (f) Frame and propose a planning solution. Each group member will take lead responsibility for one of parts “a” and “c” (handled combined by one group member), “b”, “d”, and “e”. Part “f”, the planning solution, is a joint responsibility of the entire group. Individual group members will submit a short essay on their part, as an individual assignment, not more than four pages double-spaced per group member. The full group will integrate the work into a coherent whole and present in class and prepare an integrated document, approximately 15-20 pages double-spaced.

Each group is strongly encouraged to submit your final work to the Association of Collegiate Schools of Planning (ACSP) Global Planning Educators Interest Group (GPEIG) case competition. Information and some sample topics to start your thinking are here: <https://www.gpeig.com/services-1-1> and <https://www.gpeig.com/case-study-library>.

You can choose any international case. Here are a few example ideas to help you get started. You can choose topics that are not on this list.

1. Land value capture, using Hong Kong’s MTR subway system with lessons and applications for the U.S. USC Price 2018 international lab on a similar topic is here: <https://priceschool.usc.edu/initiatives/international/student-labs/#china18>
2. Land value capture in Brazil (especially note their policies that attach land value capture to increases in zoning capacity, i.e. the OODC program described here: <https://www.lincolninst.edu/publications/articles/2021-01-building-value-in-brazil-land-value-capture-supports-community-needs> and here <https://www.lincolninst.edu/publications/articles/recent-experience-land-value-capture-sao-paulo-brazil>.)
3. Transmileneo in Bogata, <https://www.economist.com/the-americas/2020/01/02/the-troubles-of-bogotas-transmilenio>.
4. Postville meatpacking plant in Iowa and shadow transnationalism. Sandoval article in Weeks 12 and 13 of this syllabus.
5. Marshall Islands nuclear waste <https://www.latimes.com/projects/marshall-islands-nuclear-testing-sea-level-rise/>.
6. Hurricane Maria in Puerto Rico and Enlace del Caño Martin Peña, <https://thinkprogress.org/puerto-rico-enlace-cano-martin-pena-gentrificaton-7e83433658df/>.
7. Bicycle lanes and alternatives to the car in Paris, <https://www.forbes.com/sites/jeffmcmahon/2019/12/28/how-bike-lanes-are-transforming-paris/>.
8. Climate apartheid, <https://www.theguardian.com/environment/2019/jun/25/climate-apartheid-united-nations-expert-says-human-rights-may-not-survive-crisis>.
9. California’s housing crisis and examples from abroad, e.g. Singapore and social housing, Sweden and social housing (web searching will reveal information). See this article about social housing in Vienna for another example: <https://www.huduser.gov/portal/pdredge/pdr_edge_featd_article_011314.html>
10. High speed rail in China. This is a broad topic and you will need to narrow the focus, looking at high speed rail’s impacts on regional distribution, economic geography, or other topics in China. Background to get you started:

‘No county left behind?’ The distributional impact of high-speed rail upgrades in China

[Yu Qin](javascript:;) Journal of Economic Geography, Volume 17, Issue 3, May 2017, Pages 489–520, <https://doi.org/10.1093/jeg/lbw013>

Accessibility impacts of China’s high-speed rail network, by Jing Cao, Xiaoyue Cathy Liu, Yinhai Wang, QingquanLi, Journal of Transport Geography, April, 2013.

1. Rebuilding a post-war Ukraine, “Rebuilding Ukraine, Principles and Policies,” by Yuriy Gorodnichenko, Ilona Sologoub, and Beatrice Weder di Mauro, <https://cepr.org/system/files/publication-files/178114-paris_report_1_rebuilding_ukraine_principles_and_policies.pdf>, see especially Chapter 8 (Rebuilding Ukrainian Transportation Infrastructure) and Chapter 9 (Accelerating Urban Economic Growth in Ukraine)
2. Urban Growth in Africa, “Africa’s Cities: Opening Doors to the World,” The World Bank, <https://www.worldbank.org/en/programs/africa-regional-studies/publication/african-cities-opening-doors-to-the-world>, especially Chapter 5, Clarifying Property Rights and Strengthening Urban Planning, <https://documents1.worldbank.org/curated/en/854221490781543956/122290272_201711346042250/additional/113851-PUB-PUBLIC-PUBDATE-2-9-2017.pdf>
3. Planning for the 100 million person city, see here for an introduction and then pick a city (can be in this article or other cities): <https://www.theguardian.com/cities/2018/mar/19/urban-explosion-kinshasa-el-alto-growth-mexico-city-bangalore-lagos>. For a start on ideas and debates, see <https://www.urban.org/urban-wire/there-right-way-accommodate-rapid-urban-growth-developing-countries> and <https://documents.worldbank.org/en/publication/documents-reports/documentdetail/566521531469112919/toward-great-dhaka-a-new-urban-development-paradigm-eastward> (download full report and see esp. Chapter 2.)
4. Street vending in Los Angeles, <https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3380029> and <https://lastreetvendors.org/> and <https://www.abc10.com/article/news/community/race-and-culture/street-food-vendors-celebrate-senate-bill-972-becoming-law/103-4018fd25-891e-44d8-8809-32791dfdd46d>.
5. U.S. immigration policy, see this podcast by Ram Abramitzky and Leah Boustan, authors of “Streets of Gold: America’s Untold Story of Immigrant Success,” for background, <https://www.econtalk.org/ran-abramitzky-and-leah-boustan-on-immigration-then-and-now/>. The book “Streets of Gold” has good background and you should browse that, and then narrow this topic.
6. Water, <https://www.worldbank.org/en/topic/water/overview> and <https://www.un.org/waterforlifedecade/water_and_sustainable_development.shtml> Pick a country or location to narrow your topic. As one example, the Mekong River Delta is described here: <https://www.eastasiaforum.org/2022/04/30/the-mekong-deltas-transboundary-water-problems/>.
7. Immigration and housing in the U.S. <https://www.newamericaneconomy.org/housing/> and <https://www.ncfr.org/ncfr-report/summer-2020/place-call-home-housing-challenges-among-immigrant-families>.
8. Institutional and private investment in Chinese infrastructure, <https://www.lincolninst.edu/sites/default/files/pubfiles/wu_wp19ww1.pdf>.
9. Public-Private Partnerships in Highway Investment, Engel, Fisher, and Galetovic, “When and How to Use Public-Private Partnerships in Infrastructure: Lessons From the International Experience,” <https://www.nber.org/papers/w26766> and K. Small, “Private Provision of Highways: Economic Issues,” <https://www.tandfonline.com/doi/full/10.1080/01441640903189288?scroll=top&needAccess=true&role=tab>
10. Electric vehicles (EVs) in Norway, where 80% of all new car sales are EVs, <https://elbil.no/english/norwegian-ev-policy/> and <https://www.cbsnews.com/news/electric-vehicle-europe-norway-tesla-sales/>. One approach would be a comparison to California and policy lessons for California, where 18% of new car sales are EVs: <https://www.energy.ca.gov/data-reports/energy-almanac/zero-emission-vehicle-and-infrastructure-statistics/new-zev-sales> and <https://ww2.arb.ca.gov/news/california-moves-accelerate-100-new-zero-emission-vehicle-sales-2035>.

**Readings**

Readings will be made available via the USC Library ARES Resource: [https://reserves.usc.edu/ares/](https://urldefense.proofpoint.com/v2/url?u=https-3A__reserves.usc.edu_ares_&d=DwMGaQ&c=KqtxL2Lt1AKmPhqmvvNjR0MTQm8XwKWV11VtWfYv1LQ&r=vpNXTdAcGuJ-Q86RP0Zqmw&m=OE8HGA__kdy5B_dZfBOBewh5Hx8f9uSov87p68PJGGQ&s=nKWe33onJq98KuJGgKLIFl2RWE-lGdz7rWm8yXaR1B0&e=).

**Digital Course Reader**

Readings that are not listed in ARES can be found in the Digital Course Reader. Students will be able to purchase the digital course reader as a PDF from the USC Bookstore Custom Publishing website: [https://www.universitycustompublishing.com/index.php](https://urldefense.proofpoint.com/v2/url?u=https-3A__www.universitycustompublishing.com_index.php&d=DwMGaQ&c=KqtxL2Lt1AKmPhqmvvNjR0MTQm8XwKWV11VtWfYv1LQ&r=vpNXTdAcGuJ-Q86RP0Zqmw&m=OE8HGA__kdy5B_dZfBOBewh5Hx8f9uSov87p68PJGGQ&s=9zla3qD3j-u8oT7VTEdH5vuqlsj7qw3DvVkh3wXr-aE&e=)

**Other Readings**

The syllabus includes web links to readings. Usually those will not be available in either the digital course reader or the ARES course reserves. You should check three places for readings: (1) ARES course reserves for PPD 523, (2) The digital course reader, and (3) direct links from this syllabus.

**Reading and Lecture Schedule (an abbreviated week-by-week table is shown after this schedule)**

**Week 1, Jan. 12:** Introduction and Basics of Economic Analysis

Pindyck, R., Rubinfeld, D. (2009). *Microeconomics* (7th ed.). (9th ed. is most recent). New York, NY: Pearson. (hereafter P&R). Chapter 2, “The Basics of Supply and Demand” selected pages: pp. 21-48 and pp. 58-61.

**Week 2, Jan. 19:** Perfect Competition (and Consumer and Producer Surplus)

These selections from P&R, Microeconomics, 7th Edition, 2009, Pearson:

Consumer surplus, pp. 132-135 (Section 4.4).

Producer surplus, a subset of Section 8.6 “The Short-Run Market Supply Curve,” only pp. 291-293.

Both consumer and producer surplus: Section 9.1 (first section of Chapter 9 “Analysis of Competitive Markets”), pp. 309-317.

Monopoly: Section 10.1, only pp. 351-354.

Optional: Chapter 16, “General Equilibrium and Economic Efficiency” Section 16.2–16.5, pp. 590-610.

**Week 3, Jan. 26:** Externalities and the Analytical Apparatus

Rosen, H. (1992). Chapter 6. In *Public finance* (3rd ed., 92-118). (not most recent edition). Homewood, IL: Richard D. Irwin Inc.

**Week 4, Feb. 2:** Externalities, Regulatory Regimes

Same reading from Week 3: Rosen, H. (1992). Chapter 6. In *Public finance* (3rd ed., 92-118). (not most recent edition). Homewood, IL: Richard D. Irwin Inc.

**Week 5, Feb. 9:** Global Climate Change, Externalities, and Racial Justice in Regulatory Approaches

Brentin Mock. The Racial Justice Flaws in California’s Climate Bill, Citylab, Sept. 15, 2016, <https://www.citylab.com/equity/2016/09/californias-climate-bill-is-not-protecting-the-health-of-black-and-latino-communities/500024/>

Lara J. Cushing, Madeline Wander, Rachel Morello-Frosch, Manuel Pastor, Allen Zhu, James Sadd, A Preliminary Environmental Equity Assessment Of California’s Cap-And-Trade Program, USC Program for Environmental and Regional Equity, 2016, <http://dornsife.usc.edu/assets/sites/242/docs/Climate_Equity_Brief_CA_Cap_and_Trade_Sept2016_FINAL2.pdf>

Marlon Boarnet and Susan Handy, “A Framework for Projecting the Potential Statewide Vehicle Miles Traveled (VMT) Reduction from State-Level Strategies in California” white paper of the National Center for Sustainable Transportation, 2017, <https://escholarship.org/uc/item/2z48105j>.

The World Bank. 2010. The Cost to Developing Countries of Adapting to Climate Change: New Methods and Estimates, <http://documents.worldbank.org/curated/en/667701468177537886/pdf/557260WP0EACC0Box0349464B01PUBLIC1.pdf>.

**Week 6, Feb. 16:** Agglomeration Economies

O’Sullivan, A. (2009 or 2011). Chapter 3, “Agglomeration.” In *Urban economics* (7th or 8th ed.). New York, NY: McGraw-Hill Education.

Krugman, P. (1991). *Geography and trade,* pp. 59-67. Boston, MA: MIT Press.

Jacobs, J. (1970). *Economy of cities*. New York, NY: Random House. These sections:

* Cities First, then Rural Development, pp. 3-18
* How New Work Begins, pp. 49-55
* The Valuable Inefficiencies of Cities, pp. 85-93
* Explosive City Growth, pp. 145-150
* Los Angeles and Other Cases of Explosive Growth, pp. 150-159
* Economic Conflict: Stagnation and Development, pp. 247-251

**Week 7, Feb. 23:** Agglomeration Economies, Continued; Monocentric Urban Model

Alonso, W. (1972). A theory of the urban land market. In M. Edel & J. Rothenberg (Eds)., *Readings in urban economics*, pp. 104-111. New York, NY: Macmillan.

**Week 8, March 2:** Monocentric Urban Model, Continued; Applications of the Model and Patterns of Urban Growth, Land Value Capture

Suzuki, H., Murakami, J., Hong Y-H, & Tamayose, B. (2015). *Financing transit-oriented development with land values*. Washington, DC: The World Bank. Especially Chapters 2 and 3.

**Week 9, March 9:** **Exam (in class)**

**Spring Break March 16, no class (Enjoy your break!)**

**Week 10, March 23:** Land Value Capture and Continue with Patterns of Urban Growth (economic and non-economic factors, land tenure and community land trusts)

Lorena Zarata, By the People, For the People: Social and Environmental Revitalisation of the Caño Martín Peña, Puerto Rico, 2018, Urbanet, <https://www.urbanet.info/cano-martin-pena/>

The Favela as a Community Land Trust: A Solution to Eviction and Gentrification? Freshfields Bruckhaus Deringer LLP on Catalytic Communities web page, 2014, <https://catcomm.org/law-clt/>

**Week 11, March 30:** Sources of Market Failures and Cost-Benefit Analysis

Meltzer, R. & Schwartz, A. (2019) *Policy Analysis as Problem Solving: A Flexible and Evidence-Based Framework*, Routledge, Chapter 5 “Technical Aspects of Policy Analysis.”

**Week 12, April 6:** Exploring the Limits of Neoclassical Economics: Social Justice, Racial Capitalism, Colonialism, and Shadow Transnationalism

Trymaine Lee, A Vast Wealth Gap, Driven by Segregation, Redlining, Evictions, and Exclusions, Separates Black and White America, The New York Times 1619 Project, <https://www.nytimes.com/interactive/2019/08/14/magazine/racial-wealth-gap.html>.

Philipp Ager Leah Platt Boustan Katherine Eriksson, The Intergenerational Effects of a Large Wealth Shock: White Southerners After The Civil War, National Bureau of Economic Research (NBER) Working Paper 25700, March, 2019, pp. 1-9 only (you need not read the rest unless you are interested – only pp. 1-9) <https://www.gwern.net/docs/economics/2019-ager.pdf>.

Keisha-Khan Y. Perry, The Land Question, and Ashleigh M. Campi, Response 1 to Perry, in Race and Capitalism: Global Territories, Transnational Histories, a UCLA Institute on Democracy and Inequality Conference, organized/edited by Ananya Roy, 2017, pp. 19-25. <https://challengeinequality.luskin.ucla.edu/wp-content/uploads/sites/16/2018/04/Race-and-Capitalism-digital-volume.pdf>.

Gerardo Sandoval, Shadow Transnationalism: Cross-Border Networks and Planning Challenges of Transnational Unauthorized Immigrant Communities, Journal of Planning Education and Research, 2013, vol. 33, no. 2, focus on pp. 176-184 for good description and introduction to Sandoval’s thesis and the case of the meatpacking industry in Potsville, Iowa and pp. 190-192 for recommendations for planning. <https://journals.sagepub.com/doi/pdf/10.1177/0739456X12469881> (access from USC libraries to obtain journal article.)

**Week 13, April 13:** Continue Week 12 (Racial Capitalism, Colonialism, and Shadow Transnationalism) with a focus on Built Environment and Health

Interdisciplinary Planning for Healthier Communities: Findings from the Harlem Children's Zone Asthma Initiative, by Seth E. Spielman, Cynthia A. Golembeski, Mary E. Northridge, Roger D. Vaughan, Rachel Swaner, Betina Jean-Louis, Katherine Shoemaker, Sandra Klihr-Beall, Eric Polley, Linda F. Cushman, Benjamin Ortiz, Vincent E. Hutchinson, Stephen W. Nicholas, Terry Marx, Roger Hayes, Andrew Goodman and Elliott D. Sclar, Journal of the American Planning Association, vol. 72, no. 1, pp. 100-108, 2006, <https://www.tandfonline.com/doi/abs/10.1080/01944360608976727> (access from USC libraries.)

**Week 14, April 20:** Presentation of Group Projects, Part 1

**Week 15, April 27:** Presentation of Group Projects, Part 2

**Abbreviated Week-by-Week Schedule Guide**

Note: This schedule is subject to change as needed, but we will try to keep to it. Due dates shown below are tentative and can be changed. The assignments will list definitive due dates.

|  |  |  |  |
| --- | --- | --- | --- |
| **Week #** | **Date** | **Topic** | **Other Items / Notes** |
| 1 | Jan. 12 | Intro, Supply/Demand, Elasiticity, etc. |  |
| 2 | Jan. 19 | Perfect Competition, Producer and Consumer Surplus | Memo 1 due Jan. 23 |
| 3 | Jan. 26 | Externalities | PS 1 due Jan. 30 |
| 4 | Feb. 2 | Externalities and Regulatory Approaches |  |
| 5 | Feb. 9 | Climate Change | PS 2 due Feb. 9  Introduce Group Project – students form groups |
| 6 | Feb. 16 | Agglomeration Economies | Course likely via Zoom today only, possible group advising in addition to lecture |
| 7 | Feb. 23 | Agg. Eco’s (continued) and Monocentric Model | PS 3 due Feb. 27 |
| 8 | March 2 | Monocentric Model and Applications | Group advising – 4 to 6 groups |
| 9 | **March 9** | **Exam, in class** | Group advising (exam will be 90 minutes) – 6 groups |
| ***Break*** | ***March 16*** | ***Enjoy your break*** |  |
| 10 | March 23 | Land Value Capture | Group Advising – 6 to 10 groups |
| 11 | March 30 | Market Failures and Cost Benefit Analysis |  |
| 12 | April 6 | Limits of Neoclassical Economic Analysis (better named “Other Important Perspectives”), Part I |  |
| 13 | April 13 | Limits of Neoclassical Economic Analysis (better named “Other Important Perspectives”), Part II |  |
| 14 | April 20 | Group Presentations, in class | All students attend to be an audience for your peers. |
| 15 | April 27 | Group Presentations, in class | All students attend to be an audience for your peers. |

**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” https://policy.usc.edu/wp-content/uploads/2022/01/SCampus-Part-B-Student-Conduct-Code\_Jan-1-2022-.pdf. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus, <https://policy.usc.edu/scampus/>, and university policies on scientific misconduct, https://policy.usc.edu/research-and-scholarship-misconduct/.

**Support Systems:**

*USC COVID-19 Information*

<https://we-are.usc.edu/>

COVID-19 hotline: 213-740-6291

Email: covid19@usc.edu

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

[studenthealth.usc.edu/counseling](https://studenthealth.usc.edu/counseling/)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*

[suicidepreventionlifeline.org](http://www.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](https://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](https://equity.usc.edu/), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

*Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298*

[usc-advocate.symplicity.com/care\_report](https://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](https://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](https://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.