

USC Gould

School of Law

CIVIL PROCEDURE SYLLABUS AND COURSE POLICIES – Fall 2023

4 Units

Monday/Wednesday 2pm – 3:50pm

Location: Room 103

Professor: Rahul Agrawal

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Office Hours: 1 – 1:45pm (before class) & by appointment.

COURSE DESCRIPTION:

This course serves as an introduction to the procedure that governs lawsuits. The primary emphasis is on the Federal Rules of Civil Procedure, which have counterparts in many states. The course covers the following topics: pleading, discovery, allocation between judge and jury, claim and party joinder, the preclusive effect of judgments, personal jurisdiction, subject-matter jurisdiction, and choice of law.

PREREQUISITES - None

LEARNING OBJECTIVES:

This four (4) credit, semester-long course which will explore the procedural rules which govern civil (as opposed to criminal) disputes. During this course you will:

1. Explore some of the basic issues of Civil Procedure including personal and in rem jurisdiction, subject matter jurisdiction, choosing the forum for litigation, pleadings (how the dispute is framed), and the sometimes complex rules that help to determine whether a federal court hearing a dispute will apply federal or state law (and if state law, which state's law);
2. Come to appreciate the procedural structure of the overall litigation system by gaining an understanding of the policies and goals that underlie the structure;
3. Learn something about the complexities of "our federalism," a phrase which refers to our system of government, composed of fifty semi-sovereign states under the umbrella of our national (federal) government. This means not only learning about

the framework of the civil dispute resolution process, but also examining a host of complex issues that arise involving where disputes get resolved (state or federal court, or which state among the fifty states that are part of our national union);

4. Observe, in the context of procedural law, how and why law changes over time; and
5. Begin to develop the analytic and strategic skills necessary for success in law school and in the practice of law. In other words, you will begin to “think like a lawyer.”

REQUIRED TEXTS/RESOURCES:

1. Freer, Perdue & Effron, Civil Procedure: Cases, Materials & Questions (“Freer”), 8th ed. Carolina Academic Press, 2020 (NOTE: the 7th edition is out of date)
 - In addition, the authors have provided a brief 2023 update to their book, free of charge, which will be available on the class Blackboard page. (“Freer 2023 Supplement”)
2. Federal Rules of Civil Procedure, Carolina Academic Press, 2023-24 Educational Edition (the “Rules Supplement”) (NOTE: earlier editions are out of date)
3. Optional – Core Knowledge – as a benefit of purchasing the course text, students have free access (there may be a fee if purchasing a used textbook) to self paced review of the class content. Students can create a free account at (<https://coreknowledgeforlawyers.com/register>) and use the class code 323-045-3283 to get access.

BACKGROUND AS YOU APPROACH THE SUBJECT OF CIVIL PROCEDURE:

A centerpiece of this course will be the Federal Rules of Civil Procedure (“FRCP”) which are the rules applicable in civil litigation in federal court. Many states have modeled their own procedural rules after the FRCP, but not California. Nevertheless, there are many similarities between “California procedure” and “federal procedure.” Over the course of the year, we will note some of the key similarities and differences, but our focus will be on federal procedure. Once you learn that system of procedure well, learning about differences in procedural rules in California and other states will be much easier.

It is important to understand, however, that the law of Civil Procedure is derived from a wide variety of primary legal authorities besides the FRCP. So, you will be looking not just at “**rules**” (written rules drafted by the Advisory Committee on Rules of Civil Procedure and adopted by the Supreme Court), but also at **statutes** (laws enacted by Congress), **the Constitution**, and **case law** interpreting the rules, statutes and constitutional provisions. For example, the law of personal jurisdiction is largely constitutional case law (interpreting the due process clause of the 14th Amendment). By comparison, the subject matter jurisdiction of federal courts is defined by Article III of the United States Constitution and federal statutes enacted by congress under authority given to congress by Article III. And

to take two more quick examples, the FRCP set out the “service of process” rules that dictate to the party bringing a lawsuit (plaintiff) how the party being sued (defendant) must be notified that a lawsuit has been brought against the individual in federal court. The FRCP also set out the “pleading” rules that establish the requirements the parties (plaintiff and defendant) must adhere to in setting forth their claims and defenses in that lawsuit. But even where a rule, statute, or constitutional provision (or some combination of the three) seems to govern a particular procedural issue, courts are called on to interpret these various written laws. Not surprisingly, these interpretations by different courts, reflected in judicial opinions, are sometimes conflicting.

Therefore, although this course deals with written procedural rules, statutes, and constitutional provisions, we will read judicial opinions too, much as you do in your other classes. But unlike some of your other classes, where almost all of the primary legal authority you study is case law, in Civil Procedure you must learn to read cases in the context of the rules, statutes and constitutional provisions they interpret and apply. Therefore, to adequately prepare for class, you must read all the assigned materials carefully, including assigned cases from the “casebook” and the listed rules, statutes, and constitutional provisions that can all be found in the “rules supplement” (see class by class reading assignments listed below).

Also very helpfully, the casebook authors will often pose questions and problems at the end of a segment of reading. It is important that you apply what you have read to answer their questions/problems as part of your class preparation. This “application” work will help you get more out of the reading assignment, gain a deeper understanding of class discussion, and in the long run, help you learn the material in a deeper way that will “stick” for a longer period of time.

EXPECTATIONS FOR OUTSIDE PREPARATION TIME REQUIRED FOR THIS CLASS:

While the amount of time you need to set aside for class preparation will vary with the degree of difficulty of the materials we will be discussing, I would anticipate that you should be devoting approximately **3 hours of outside of class study time for each two-hour weekly class session**, and often more than that. I include in “preparation time” reading the assigned materials, group study, case briefing and outline preparation, taking practice tests, and time that you and I might spend going over materials during office hours.

Complete each week’s assignments in the column labeled Required Reading PRIOR to class.

Prepare for class by following the below approach BEFORE each class:

1. First, read the assigned casebook pages and, if assigned for that week, any rules, statutes, and constitutional provisions. Most of the federal rules in the rules supplement are followed by Advisory Committee Notes, which are the FRCP equivalent of the “legislative history” behind the rules. These Notes are a valuable resource to help you to understand and interpret the rules. You are, therefore, required, as part of your preparation for class, to read these carefully as well.
2. Try to answer the Notes and Questions (if available) at the end of each case you read in the textbook. You may be called on in class to answer these questions.
3. Brief each case you are assigned to read.

DURING class approach:

1. We will take a 10 minute break towards the middle of class.
2. Do NOT try to write down every word. Your completed case briefs should allow you to make notes and add commentary without needing to write down everything discussed in class since you should have most important details already written in your brief if you are correctly briefing your cases and answering the notes and questions prior to class.
3. Highlight or make a note of key rules and discussion we spent a lot of time discussing in class.
4. Pay attention to examples and hypos as those often form the basis of future exams.
5. Always try to answer the questions being asked in class in your head even if a classmate is the one being called on.
6. Focus on class and don’t allow yourself to get distracted by your phones or the internet or any other distractions in class.

POST-class approach:

1. Review your notes from class while they are fresh in your head. Make a note of any areas of confusion now so you can ask the professor in office hours or after class. Do not be afraid to ask a question if you are confused.
2. Reread any cases or areas of confusion is needed as well as hypos and examples discussed in class.
3. Create and regularly update an organization tool (flashcards, outlines, approaches, visual charts, etc.) that will help you memorize and synthesize your rules to prepare for exams.

GRADING:

The final course grade will be based on two components (*subject to potential adjustments based on the attendance policy below*).

- **Quizzes (25% of overall grade)** - Your cumulative score on the 6 quizzes assigned every few weeks after we have covered the content in class. Each quiz will be comprised of 10-15 questions. The primary purposes of these quizzes are to: (a) allow you to spot-check how well you understand the material we have covered and (b) and force you to engage with the material in small chunks and not leave till the end of the semester. Quiz due dates appear on the schedule below and they will become available on the relevant Wednesday at 4pm and must be completed by 11:55pm on Sunday (i.e., you have the weekend to complete them if you want).

The quizzes will be administered via the uWorld Learning Platform and students will be enrolled and login credentials and information will be provided at a later time. Access to the uWorld Learning Platform is free of charge and students are under no obligation to use the platform at the end of the course.

NOTE - The quizzes are open-book and open-note, but you are strictly prohibited from interacting with any other human being and must be worked on individually. Violation of that prohibition is a violation of the Honor Code and will result at a minimum in a grade of 0 and perhaps in additional School of Law sanctions

- **Final Exam (75% of the overall grade)** - The final exam will be a 3 hour cumulative exam and will be a mix of multiple choice, short answer and/or essay question(s). The final is a closed book, closed notes, no internet access exam.

CLASSROOM PARTICIPATION:

Legal education is a cooperative venture and oral communication skills will be important throughout your professional life. Each of you must be prepared to participate in class on a regular basis. If you have not read the materials, you are unprepared. I will periodically call on students in class at random to describe cases or rules and to answer questions. Even though some students find this method unattractive or intimidating, overcoming intimidating circumstances is an important and time-tested part of the legal education process. And the single most effective way to overcome the intimidation is to be prepared. Also, it is fairly inconsiderate of the time and efforts of your fellow students to come to class unprepared.

PLEASE NOTE, HOWEVER, THAT THERE IS A SIGNIFICANT DIFFERENCE BETWEEN BEING

UNPREPARED AND BEING UNABLE TO ANSWER A PARTICULAR QUESTION CORRECTLY. No one knows the answer to every law-related question. An important part of the learning experience is testing your own opinions and conclusions. You will not be penalized for venturing an incorrect answer as long as it is a thoughtful answer based on preparation. An important part of the learning process involves thinking out loud and making mistakes.

I try to keep participation low-stress and friendly (I really do!). Nevertheless, I reserve the right to adjust the final grades of specific students upward to reflect regular and helpful voluntary participation in class discussion.

NOTE: I recognize that cold-calling is stressful for many people—but it is also part of being a lawyer (as is a certain amount of stress). Nevertheless, if the prospect of being called on is causing you SEVERE anxiety, come chat with me and we'll strategize about how you can satisfy the participation requirement.

ATTENDANCE:

IN-PERSON ATTENDANCE AT ALL CLASSES IS REQUIRED, unless you qualify for an excused absence or have an official University accommodation of which I have been officially notified.

I will take attendance at the beginning of each class by asking you to sign in for the class on a roll sheet. If you are not signed in, you are absent.

Absence Presumption: If you are absent, I will assume that it is an unexcused absence unless you let me know otherwise.

Excused Absence Policy: An excused absence includes:

- Illness (PLEASE do NOT come to class sick)
- Childcare or other family emergency
- "Life happens" emergencies (e.g., car breaks down, basement floods)
- Weather emergencies
- Religious holy days
- Mandatory government service (e.g., National Guard; contact the Dean of Students if you get called for jury duty)
- Similar unusual events that prevent you from attending class.

NOT EXCUSED: A work commitment or sleeping through class.

Excused absences do NOT affect your final grade unless you accumulate so many that giving you credit for the course is unwarranted (see below). In addition, I am more than

happy to meet with you in office hours or by appointment to go over what you missed.

Unexcused Absence/Lateness Policy: You may take two unexcused absences without penalty. On your third unexcused absence, however, I will reduce your final grade in the course by 0.2 GPA points (e.g., a 3.4 becomes a 3.2). I will continue to reduce your final grade by 0.2 GPA points for every unexcused absence thereafter. Save your unexcused absences for when you really want them.

Class starts at 2:00 p.m. sharp, as judged by the clock in our classroom or the podium clock (not Apple or Microsoft or AT&T or Verizon or whoever). You are “late” for purposes of the lateness policy if you arrive after I start talking at 2:00 p.m.

- I will record late arrivals on the class seating chart and transfer those records to the attendance function in Blackboard.
- If exigent circumstances prevent you from getting to class on time, let me know and I will excuse the lateness. I expect you anticipate “normal” southern California traffic, but if there are unusual issues with gridlock, accidents, light rail breakdowns, or with family or childcare, let me know.
- Every two (2) late arrivals count as one (1) unexcused absence, and I will add them into the attendance policy as such.

No Make-Up for Absences: You may NOT make up any absence by watching the course recording or submitting extra work or through any other method.

Zoom (Hybrid) Attendance: Attendance via Zoom is NOT allowed in this course unless mandated by Gould or the University. Please don’t ask. I WILL, however, videorecord each class and make the videos available on Blackboard.

Mandated Online Classes: If class MUST be held online, the Zoom link will be available on Blackboard.

Withdrawal for Excessive Absences. A student whose attendance is not regular and punctual may be withdrawn from enrollment at the discretion of the Dean of Students and the instructor. Absent unusual circumstances, I will recommend that students be withdrawn from Civil Procedure on the sixth unexcused absence or eighth total absence

You should be in your seat at the commencement of class to be counted as present for the class. Similarly, you should not leave until the end of class. If you have an emergency that causes you to have to leave during the class, please do so unobtrusively. If you have a disability which prevents you from remaining in your seat during the class, please

contact the Registrar or the Academic Dean.

NOTETAKING IN CLASS

I expect that smart phones and the like will not be seen, heard or used in the classroom. You may use your laptop computer, but it should be open only to course related materials. I know that many students use their laptops to take notes in class. I want to make you aware that studies have shown that students do better on exams when they take notes by hand (the old-fashioned way). Remember that technology is a tool. It cannot replace the wonderful learning tool that is your mind. Do everything you can to make sure that your mind is fully engaged during class, and that even when you are not directly participating in class discussion that you are actively listening and thinking.

SEATING CHART:

A seating chart will be distributed during one of the beginning classes. Please print your full name **legibly** in the seat you choose for your permanent seat. If you wish to change your seat later, please notify me so that I can make the appropriate change on the chart.

CLASS RECORDING:

All class sessions, whether in person or on Zoom, will be recorded. I will post class recordings to Blackboard. Only people with authorized access to our class Blackboard site will be able to access these recordings.

SHARING COURSE CONTENT IS PROHIBITED

USC 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).

BLACKBOARD COURSE PAGE:

The class page will be my primary source of communication with students. Please make sure to enable all announcements/emails options so that they are forwarded to your email. Students should regularly check the class page and all are responsible for any/all posted content.

USC TECHNOLOGY SUPPORT:

This course will use **Blackboard** and possibly **Zoom** (if we have to meet online). You can access Blackboard through the [Law Portal](#). You will be able to access any Zoom links for this course through the course Blackboard site. I also recommend CALI lessons for additional practice.

CALI lessons are available at www.cali.org. The student password for Gould students is **SOUECAstu191**.

In addition, USC offers a wide variety of software to students *for free*, including Microsoft Office.


READING ASSIGNMENTS (SUBJECT TO MODIFICATION):


Week/ Class	Topic	Required Reading PRIOR to Class Related to Topic
Class 1 (8/21)	<p>Introduction</p> <p>Personal Jurisdiction (PJ) (traditional basis)</p> <p>PJ (Interim developments)</p> <p>PJ (Modern Era)</p>	<p>Check your access to web course</p> <p>Freer 3-22 Freer 23-34 (<i>Pennoyer</i>)</p> <p>Freer 34-38 (<i>Hess</i>)</p> <p>Freer 38-49 (<i>Int'l Shoe, McGee, Hanson, Gray</i>)</p>
Class 2 (8/23)	<p>PJ continued: Statutory limits on PJ (Long-arm statutes)</p> <p>PJ: Minimum Contacts</p>	<p>Freer 138-141</p> <p>Freer 49-73 (<i>World-Wide Volkswagen; Burger King notes</i>)</p>
Class 3 (8/28)	<p>PJ: Minimum Contacts continued</p> <p>PJ: General and Specific Jurisdiction</p>	<p>Freer 73-91 (<i>Asahi notes; J. McIntyre Machinery</i>)</p> <p>Freer 91-115 (<i>Daimler AG; Bristol-Myers Squibb Co.</i>) Freer 2023 Supplement 5-21 (<i>Ford</i>)</p>
Class 4 (8/30)	<p>PJ & the Internet; Consent & Forum Selection</p> <p>PJ: In Rem & Quasi-in-Rem Jurisdiction</p> <p>PJ: Transient presence (tagging)</p> <p>Challenging PJ</p>	<p>Freer 115-125 (<i>Telemedicine Solutions LLC</i>)</p> <p>Freer 125-131 (<i>Shaffer</i>)</p> <p>Freer 131-135 (<i>Burnham</i>) Freer 2023 supplement 21 – 26 (<i>Mallory</i>)</p> <p>Freer 141-146 (<i>Baldwin</i>)</p>
Monday, 9/4/23	Labor day – No Class!	
Class 5 (9/6)	Review of PJ	Work on organizational tool (outline, flashcards, flow chart, etc.) for PJ – bring to class to do practice essay(s) and MBE questions

		in class
	Quiz #1 – Personal Jurisdiction	Due – Sunday, Sept 10 by 11:55pm! Note – Quiz Will be available on the uWorld platform
Class 6 (9/11)	Notice & Opportunity To Be Heard	Freer 151- 173 (Mullane; Nat’l Development Co.) Freer 2022 Supplement p. 27 (read before <i>Nat’l Development Co</i>) FRCP 4
Class 7 (9/13)	Subject Matter Jurisdiction (SMJ): Diversity	Freer 175-213 (<i>Strawbridge; Mas; Randazzo; Hertz; Belleville</i>) Freer 2022 Supplement p. 28 (add to bottom of p. 180 in above reading) US Constitution, Art. III 28 USC §1332
Class 8 (9/18)	SMJ continued: Federal Question & Supplemental Jurisdiction	Freer 213-233 (<i>Mottley; Grable</i>) US Constitution, Art. III 28 USC §1331; 1367
Class 9 (9/20)	Removal & Remand; Challenging SMJ Introduction to Venue	Freer 233-242 Freer 2022 Supplement p. 28 (to add to p. 239 above) 28 USC §§1441 and 1446-1448 FRCP 12(h)(3) Freer 243-254 (<i>Bates</i>) 28 USC §1391
	Quiz #2 – Subject Matter Jurisdiction	Due – Sunday, Sept 24 by 11:55pm! Note – Quiz Will be available on the uWorld platform
Class 10 (9/25)	Transfer of Venue; Forum Non Conveniens	Freer 254-275 (<i>Piper</i>) Freer 2022 Supplement p. 29 (read at end of p. 275 above) 28 USC §§1404, 1406

	Start Pleadings: Complaint	Freer 305-348 (<i>Dioguardi; Twombly; Iqbal; Swanson; Leatherman</i>) FRCP 7, 8, 9, 10
Class 11 (9/27)	Pleadings continued: Voluntary & Involuntary Dismissal Pleadings continued: Defendant's Options in Response: Motions Defendant's Options in Response: The Answer Failure to Respond: Default and Default Judgment	Freer 348-351 FRCP 41(a) and (b) Freer 351-354 FRCP 12, 55, 60(b) Freer 355-360 FRCP 12, 55, 60(b) Freer 360-363
Class 12 (10/2)	Pleadings Continued: Amendments; Rule 11	Freer 363-385 (<i>Marsh; Rector</i>) FRCP 11 and 15
	Quiz #3 – Venue & Pleadings	Due – Sunday, October 8 by 11:55pm! Note – Quiz Will be available on the uWorld platform
Class 13 (10/4)	The Erie Doctrine: When must a federal court apply state law Hanna and the FRCP	Freer 561-577; 582- 596 (<i>Erie; York; Ragan; Hanna</i>) U.S. Constitution, Art. VI, cl. 2 28 USC §1652 (RDA) 28 USC §2072 (REA)
Class 14 (10/9)	Scope of Litigation -Joinder and Supplemental Jurisdiction Introduction and Integration Real Party in Interest, Capacity and Standing Claim Joinder by Plaintiffs Permissive Party Joinder by Plaintiffs	Freer pp. 693-697 Freer pp. 697-705 FRCP 18 28 USC §1367 Freer pp. 705-718 FRCP 20 28 USC §1367

Class 15 (10/11)	<p>Scope of Litigation - Joinder and Supplemental Jurisdiction</p> <p>Claims Joinder by Defendants:</p> <ol style="list-style-type: none"> 1. Counterclaims 2. Crossclaims <p>Overriding Plaintiff's Party Structure</p> <ol style="list-style-type: none"> 1. Impleader 	<p>Freer pp. 718-730 FRCP 13 (a), (b), (g)</p> <p>28 USC §1367</p> <p>Freer pp. 731-745</p> <p>FRCP 14</p>
Class 16 (10/16)	<p>Scope of Litigation - Joinder and Supplemental Jurisdiction</p> <p>Overriding Plaintiff's Party Structure</p> <p>Compulsory Joinder (Necessary and Indispensable Parties)</p> <p>Intervention</p> <p>Special Multiparty Litigation:</p> <p>Interpleader</p>	<p>Freer pp. 746-757</p> <p>FRCP 19</p> <p>Freer pp. 757-762 FRCP 24</p> <p>Freer pp. 763-778</p> <p>Freer Supplement p. 38 FRCP 22 28 U.S.C. §§ 1335, 1397, 2361</p>
Class 17 (10/18)	<p>Special Multiparty Litigation: Class Action</p>	<p>Freer pp. 778-833 FRCP 23</p>
	<p>Quiz #4 – Erie (choice of law) Multiple Parties & Claims</p>	<p>Due – Sunday, October 22 by 11:55pm! Note – Quiz Will be available on the uWorld platform</p>
Class 18 (10/23)	<p>Discovery: Introduction and Integration Required Disclosures</p> <p>Discovery Tools</p>	<p>Freer pp. 387-392 FRCP 26(a)</p> <p>Freer pp. 392-398 FRCP 26(d) & (e), 27, 28(a) and (c), 29-36, 45</p>

Class 19 (10/25)	Discovery Scope of Discovery 1. General Scope 2. ESI Discovery 3. Work Product	Freer pp. 398-417 FRCP 26(b)(1) & (2), (c)(1)(B) Freer pp. 417-428 FRCP 26(b)(3)
Class 20 (10/30) 	Discovery Scope of Discovery Experts, etc. Timing and Pretrial Disclosures, Conferences, and Orders Sanctions	Freer pp. 428-441 FRCP 26(b)(4) & (5) Freer pp. 441-461 FRCP 26(f) and 16 FRCP 26(g) and 37
Class 21 (11/1)	Adjudication With and Without a Trial or a Jury	Freer pp. 463-482 FRCP 38 7 th Am., U.S. Const.
Class 22 (11/6)	Adjudication With and Without a Trial or a Jury continued • Right to a Jury Trial Summary Judgment	Freer pp. 508-532 FRCP 56
Class 23 (11/8)	Adjudication With and Without a Trial or a Jury continued • Summary Judgment • Judgment as a Matter of Law • New Trials • Motion to Set Aside a Judgment or Order	Freer pp. 532-542 FRCP 50 Freer pp. 542-557 FRCP 59 Freer pp. 557-559 Freer Supplement p. 36 FRCP 60
	Quiz #5 – Discovery & Adjudication Without a Trial	Due – Sunday, November 8 by 11:55pm! Note – Quiz Will be available on the uWorld platform

Class 24 (11/13)	Preclusive Effects of Prior Judgments <ul style="list-style-type: none"> • Introduction and Integration • Claim Preclusion (Res Judicata) 	Freer pp. 641-665
Class 25 (11/15)	Issue Preclusion (Collateral Estoppel)	Freer pp. 665-692
Class 26 (11/20)	No class – review, rest & recuperate!	
11/22	Happy Thanksgiving – NO Scheduled Class!	
Class 27 (11/27)	No Class – rest & review	
Class 14 (11/29)	Appellate Review	Freer pp. 835-862 Freer Supplement pg 39 FRCP 23(f) and 54(b) 28 USC. §§ 1291 and 1292
	Quiz #6 – Preclusion & Post Trial Procedures	Due – Friday, December 1 by 11:55pm! Note – Quiz Will be available on the uWorld platform

NOTE about Class Coverage: Topics NOT covered this academic year in this class (these topics are in the case book but we don't have time to cover every single page unless you want to read even more than you already are.....):

- Provisional Remedies (hopefully you will cover those in your Remedies class as they are tested on the CA bar exam in essays and MBE questions) – pp. 277-303 in the book
- Alternative Dispute Resolution – pp. 863-909 (there are entire courses on this subject that you can take if you are interested) – this is not tested on the CA bar exam or on the MBE but it is helpful if you plan on practicing law
- Specifics on jury selection pp. 482-508 (worth noting that I am not assigning the casebook reading but I will cover this content in slides that I create for you and through U World MBE practice questions – so you will cover this but not in the textbook reading)

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/files/2020/07/SCampus-Part-B-2.pdf>. Other forms of academic dishonesty are equally unacceptable.

Support Systems:

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

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

<https://studenthealth.usc.edu/counseling/>.

See also this guide for Gould students to facilitate access to mental health resources on campus: <https://gould.usc.edu/assets/docs/directory/Mental-Health-Services-at-USC.pdf>

National Suicide Prevention Lifeline – 1 (800) 273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://studenthealth.usc.edu/sexual-assault/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <https://eeotix.usc.edu/>

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://eeotix.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes, and microaggressions need to be reported allowing for appropriate investigation and response. <https://eeotix.usc.edu/>

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. <https://dsp.usc.edu/>

Student Support and Advocacy

Campus Support and Information is where members of the Trojan Family go to seek support for themselves, for others, and for the community. It is a one-stop-shop for care and support, troubleshooting and advocacy. <https://cwci.usc.edu/campus-support-and-intervention/>

If you are concerned about a fellow Trojan challenged with personal difficulties, you can file a report through Trojans Care for Trojans. The form can be found at: <https://campussupport.usc.edu/trojans-care-4-trojans/>.

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. <https://diversity.usc.edu/>

Gould-specific information can be found at <https://gould.usc.edu/about/race-equity/> (Law, Race and Equity page) and <https://gould.usc.edu/students/diversity/> Students can submit anonymous EDI-related comments/complaints through the law portal: <https://mylaw2.usc.edu/about/contact/anonymous-comments>

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. <https://emergency.usc.edu/>

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.

Provides overall safety to USC community. <https://dps.usc.edu/>