TEST PLOT

USC Arch 546   2 UNITS   FALL 2023

TUESDAYS 10AM-11:50AM   UPC COURSE w/ FIELD WORK

INSTRUCTOR   ALEX ROBINSON   ROBINSOA@USC.EDU

COURSE DESCRIPTION

This hands-on elective is organized around the design and installation of a native plant Test Plot on Santa Catalina Island in the USC Wrigley Marine Science Center's "Green Ravine". The ravine is a Southern California "box canyon" situated in a very special place: the ecologically and culturally rich Channel Island of Santa Catalina. Running through the middle of the Center to the cove below, the semi-disturbed creek threatens a marine sanctuary and remains unrealized as a landscape feature. The class will entail the design, preparation, and planting of the Test Plot in the Green Ravine. The class will conclude with reflections at the LA County 2023 Pando Days sustainability program.

Through the course of the semester, students will undertake a process of research, reading, interview, inventory, analysis, drawing, and site preparation, culminating in a planting in November on the Island. Students will work closely with community members and project partners to design the planting palette, restoration strategy and model for ongoing community stewardship and monitoring. **The on-campus course will include fieldwork trips to Santa Catalina Island (boat transport provided) that encourages walking through brush, pulling weeds, and other forms of labor to prep and plant the site.**

THE CHANNEL ISLANDS HOSTSOME OF CA'S MORE BEAUTIFUL AND RARE NATIVE PLANTS. (VIEW OF USC WRIGLEY MARINE SCIENCE CENTER AND FISHERMAN'S COVE)

STUDENTS PLANTING THE USC CAMPUS TEST PLOT, SPRING 2022

USC School of Architecture

OPEN TO UPPERCLASS UNDERGRADUATES (AND GRADUATE)

STUDENTS FROM ALL BACKGROUNDS AND EXPERTISE WELCOME

PRIOR SKILL IN LANDSCAPE ARCHITECTURE NOT REQUIRED

STUDENTS DESIGNED AND PLANTED ELEPHANT HILL TEST PLOT WITH COMMUNITY MEMBERS LAST YEAR

GUIDING PRINCIPLES

Bring Back Beauty And Biodiversity
Low-tech, Low-budget
Hands In The Soil, The Land Needs Laborers
Honor And Work With The Seasons
Plant For Climate Resiliency
Local Plant Material, Closing The Loop
Experimentation Is Good, Permission To Fail
Research And Learn, Shared Knowledge
Expansion And Scalability In Mind
There Is No One Size Fits All, Stewardship Is Local
Diverse Land Ethics

TEST PLOT "RAINBOW RIVER" IN ELYSIAN PARK

Pando®

Selected to particpiate in Pando 2023!
https://pandopopulus.com

STUDENTS MAINTAINING THE BALDWIN HILLS TEST PLOT, FALL 2021

USC School
of Architecture

TEST   PLOT

TEST PLOT

Establishing a social and ecological garden on Catalina Island

View of the Wrigley Marine Science Center near Two Harbors on Catalina Island

Location: WAH B1 & at the Wrigley Marine Science Center, Catalina Island

Standard Class Time: Tuesdays 10-11:50PM

Preferred Catalina Trip Times: Thursday 9/8 8-5:30PM or Friday, 9/9 ~8-2PM & Tuesday 11/7, ~8-5PM*
The first trip could be conducted independently of the class, including on the weekend. A recommended third trip could be conducted independently or in smaller groups.
An optional overnight option may be offered: 11/6-11/7!
*Dates to be confirmed & times do not include travel time to/from San Pedro boat launch

Instructor: Alexander Robinson, Associate Professor, USC School of Architecture, MLA+U
Contact Info: alexander.robinson@usc.edu

Cell (for field trips): 747.234.8222

Keywords: Community-based land care, landscape maintenance, tended wilderness, models of reciprocity, disturbance ecology, non-equilibrium theory of ecosystem stability, ruderal aesthetics, novel landscapes, regenerative landscapes, projective ecologies, design activism, subversive stewardship.* (see below for definitions)

Office Hours: Tuesdays 4-5PM PST and by appointment

"Our California landscapes [...] both natural and cultural, bear the indelible imprint of a medley of management techniques."
>   —M. Kat Anderson, from Tending the Wild: Native American Knowledge and the Management of California's Natural Resources

"From the modern ecological perspective, the apparent stability of current plant associations is an illusion; the only certainty is that things will be substantially different within fifty years."

>   -Peter del Tredici, from The Role of Horticulture in a Changing World: "Botanical Progress, Horticultural Innovations and Cultural Changes.

"Gardens, like works of art, are not made to be illustrative but to be artifacts to be experienced in their individual ways, and the reality of creating a garden is that it becomes, inevitably, part of a family story, with the kind of personal ups and downs that implies. (...) Garden art is a genre close to autobiography because it takes years to achieve, and the events of one's life get wrapped into its meaning. "We did this and thought of that and then this happened to us which meant that we had to reconsider the whole enterprise from a new angle." The landscape becomes a record of what individuals do to nature, and of what nature does to them: a circular, or, if time is put into the equation, a spiral enterprise.

>   —Charles Jencks

This course has been selected to participate in Pando Days 2023 alongside fifteen other higher education institutions featuring innovative sustainability & community projects!

Find more information here: https://pandopopulus.com/programs/pandodaysseries/

Course Description

This hands-on elective is organized around the design and installation of a native plant Test Plot* on Santa Catalina Island in the USC Wrigley Marine Science Center's "Green Ravine". The ravine is a Southern California "box canyon" situated in a very special place: the ecological and indigenous Channel Island of Santa Catalina. Running through the middle of the Center to the cove below, the ravine and the semi-urbanized watershed that feeds it threatens the marine sanctuary and remains unrealized as a contributing landscape feature. The Test Plot will be situated in the ravine, in the middle of the campus, and begin to address the multiple challenges and opportunities attendant to its location through the mission and ethos developed by the class. The class will entail the design, preparation, and planting of the Test Plot on Santa Catalina Island. The class will conclude with reflections on the process presented to the LA County "Pando Days" program, as a contributing part of their colloquium of schools addressing sustainability.

While the class is driven by the Test Plot implementation, of equal importance is our investigation of process and the practices employed to reach this end. The implementation of an ecological garden

(and the garden itself) is a useful medium for engaging in practices that de-center typical top-down anthropocentric practices of design and make room for alternative approaches. The successful design and management of an ecological garden often requires deep listening and site investigations; transdisciplinary expertise with arts and science; focus on stewardship over planning; improvisation; acknowledging non-human subjects; ancient and contemporary wisdom and methodologies; collective labor; embodied knowledge; action; multiple time scales, and more.

Students will begin by researching the site's environmental conditions and regulations, community and ecology, and its history and contemporary status. Students will undertake a process of topic research and interviews in parallel to site studies and preparation during a reconnaissance first visit. To prepare for the site preparation and planting in the late Fall, the class will delineate an approach and then design a multifaceted ecological planting and strategy (including a plant palette). It will also develop a communication and stewardship strategy and propose methods of monitoring the planting from various disciplinary standpoints. The Test Plot will be monitored the following year by MLA+U Test Plot Interns and maintained by a model initially developed in the class. The class seeks to be multidisciplinary and welcomes undergraduate and graduate students in and out of the School of Architecture. Through its hands-on applied approach, the class combines multiple subjects, including the project site itself, practices of ecological restoration and monitoring, stewardship and labor, and planning and executing community-engaged sustainable projects.

Last year the class helped establish a successful 5000 sf native planting on the long-neglected Elephant Hill Open Space in Northeast Los Angeles in collaboration with the local community. In the previous two years, the class established similar Test Plots at Rio de Los Angeles State Park and Baldwin Hills Scenic Overlook.

*What is a Test Plot?

A Test Plot is a place for restoration, learning and community building. It is an area, approximately 5,000sf, that is often overrun with invasives and in need of care and attention. We establish new successional species, deplete the weed seed bank, build back soil health, and test and monitor what works long term. We build partnerships between scientists, designers, students, residents, and land managers creating a model for hands-on experiential learning as well as capacity building and stewardship.

https://testplot.info/

What is the Test Plot network?

Test Plot is an actively expanding network located in urban parks that attract an incredibly diverse user group. The sites range in size but are often composed of multiple smaller plots specific to the aspect, slope, soils, and microclimate of each location. There are currently over a half dozen Test Plots in Southern California, most of which are in public parks or land. There are two test plots on USC's main campus, planted by USC Landscape Architecture + Urbanism graduate students in collaboration with USC Facilities Planning and Management (FPM), among others, around the USC School of Architecture. With each site, we have developed an agreement with the local agency to support the very real, underfunded demands of public space maintenance. We do this by building upon existing community stewards, recruiting new people to the mix, and training them through classes, workshops, engaging botanical programs, and weekend plant events. The model is hyper-local and deliberately agile to meet the site and community where it is at. Test Plot, in sum, is a place-based model of ecological and social infrastructure.

Course Themes

The course is intended to engage students in a design/build project over the course of one semester. Through this process, the course will introduce students to themes such as theories of ecological restoration (or the illusion of restoration), design as a practice through management/maintenance practices, as well as community-based stewardship and other models based in reciprocity.

Partnerships

We will be working with:

- Jen Toy, Assistant Adjunct Professor, and de facto director of the Test Plot organization. jtoy@usc.edu

- USC Wrigley Marine Science Center
  Lauren Czarnecki Oudin, who is organizing the "green ravine" project, would be the primary liaison and collaborator with WMC. lauren.czarnecki@usc.edu

- Catalina Island Conservancy
  The Conservancy is a non-profit established in 1972 to protect and restore Catalina Island for future generations to experience and enjoy.

- "Test Plot" interns (an ongoing paid position) from the Master of Landscape Architecture + Urbanism Program would help coordinate monitoring and maintenance following the end of the semester.

- PANDO Days '23 — A colloquium of college and university projects focusing on sustainability. https://pandopopulus.com

- Additional USC Faculty would advise on monitoring and other aspects.

Course Structure

We will meet both in class and in the field, **including at least two trips to the USC Wrigley Marine Science Center, on Catalina Island.** See weekly schedule. To participate in the Catalina Island visits and labor students must have some flexibility to visit the island on a weekday or weekend and for some physical exertion and mobility (e.g., walking up a hillside; navigating unpaved terrain; digging and plant handling). Complimentary boat trips on the USC Miss Christie are M-Thurs from 8-5PM and on Friday 8-2pm, not including transportation to and from San Pedro. Independent visits make up days are possible. Allowances for weekend day visits maybe possible as well, though the Island's private transportation service.

Fieldwork will include a process of site inventory, analysis, preparation, culminating in the installation of the Test Plot in November on Santa Catalina Island. Classwork will include reading discussions, conversations with invited guests, and introduction to topics such as how to conduct interviews, measure landscape, design basics, and fieldwork.

Wrigley Green Ravine Test Plot Proposal

We propose to work with Wrigley staff and this class to initiate a Test Plot at the Wrigley Marine Science Center (WMSC) on Catalina Island in the "Green Ravine" that integrates native planting and stewardship with achieving water quality goals and conducting sustainable practices and science. We would develop an experiment design, planting design, a monitoring strategy, maintenance, and stewardship strategy and then conduct a planting in the late Fall with students (you) and volunteers.

This Test Plot would also focus on integrating monitoring and environmental features, as developed by the class and class partners.

Goals and Outcomes

- Test the suitability and performance of various species of native plants for the Green Ravine, in multiple terms, including availability, plant establishment, growth, and habitat, habitat creation, erosion control, stormwater treatment, soil biome, etc.

- Test plant viability and establishment in various hydraulic conditions, including within or adjacent to stormwater best management practices;

- Explore and establish ways of monitoring plant success and the green ravine in general including both qualitative and quantitative data;

- Help introduce USC and Wrigley community to drought tolerant plants and spur a native restoration plan for the Green Ravine by demonstrating viable strategies and a "proof of concept";

- Explore and test a reasonable stewardship model for Wrigley and FPM for native plants. Professor Robinson is currently working with FPM on maintenance practices for the existing Test Plots on campus;

Learning Objectives and Outcomes

Assigned research, discussions, interviews, field trips and field work in this course are designed to support the following goals:

1. Topic Research & Analysis: Demonstrate ability to gather relevant information from online resources and conduct primary research through interviews and fieldwork. Raise clear, precise critical questions, consider diverse points of view, and work collaboratively with classmates to form cogent lines of inquiry.
2. Mission & Ethos: Demonstrate ability to synthesize research, diverse investigations & voices, and your interests into a mission statement suited for the task at hand.
3. Process Awareness & Reflection: Show capacity to reflect upon and evaluate process and its relationship to product.
4. Design:
   a. Design effective plans that address site conditions and existing adjacencies, multiple goals, and practicalities such as soil conditions, plant availability and labor.
   A. Demonstrate ability to create a multi-faceted framework and communication strategy that are adaptable, understandable, and can be used by non-designers.
2. Labor:
   A. Participate in build component through the physical work of site preparation as well as the planting and installation of the Test Plot.
   B. Develop effective project management methods to design and install a project within one semester by organizing items like plant procurement, material sourcing, labor management, volunteer organization, and community consultation.

Schedule

Find Schedule here.

Schedule subject to change based on boat availability and student needs. These trip times can be negotiated. The faculty will help students secure excused absences from their other classes to the best of their ability.

Travel to Catalina Island & Contact Hours

Travel to Catalina Island from San Pedro Harbor to the Wrigley Marine Science Center by Two Harbors is complementary via the USC Miss Christie boat, which conducts round trips daily during the week. Weekend trips are possibly via Catalina Island's commercial operator.

Students will work with the instructor to get permission to miss other classes to join the boat trip, as necessary. There is precedent in other classes to have day long field trips!

We will attempt to conduct our first trip on a day, the week of Labor Day. We boat leaves at 8AM from San Pedro and will return at 5/5:30PM M-TH or ~2PM on Fridays. This does not include transport to San Pedro. The boat trip takes ~90 minutes The Tuesday 11.7, install day trip will be from 8AM-4:30PM (including lunch). Driving from main USC Campus to the SCMI dock generally takes 30 minutes to an hour. There is a cafeteria on the island and lunch will likely be provided free of charge.

If students are interested in spending a night at Catalina Island, we might be able to arrange a Monday night accommodation on 11.6, before the install day (with the assumption you would help prep the site). This would be encouraged and is highly recommended.

Both trips are critical to the class, particularly the second one. However, if necessary, one could be conducted independently. A third trip or overnight stay is encouraged for site prep.

Alternatively, we could possibly arrange a trip on the weekend, using the commercial Island Express ferry.

More information about the boat and transportation here:

https://dornsife-wrigley.usc.edu/research/wmsc/visit-us/boating-transportation/boat-passenger-information/

https://dornsife-wrigley.usc.edu/research/wmsc/visit-us/

No second class will be held on the week we visit Catalina Island on a day besides Tuesday, and furthermore, the Tuesday class following the field trips will be skipped to maintain reasonable contact hours.

Field Materials + Site Conditions

The studio will provide you with the necessary equipment to do the fieldwork. These items include gloves, hoses, and tools. Please ensure you are protected by wearing closed toe sturdy shoes (preferably boots), long pants (there are prickly grasses), a sun hat, sunscreen, sunglasses and bring plenty of cold water and snacks for yourself.

Students should be prepared to hike through grasses and uneven terrain, pull weeds and perform other duties related to planting and site preparation in potentially hot weather. That said, the location is right next to the cafeteria!

Description and Assessment of Assignments

Requirements for each of your assignments will be handed out in writing in advance. Full completion of assignments is expected and required for success in this course. Your assignments will be evaluated based on the following criteria:

Research: You will be evaluated based on the ability to conduct proper, cited research.

Process: You will be evaluated on the iterative process of making. You are expected to take risks and engage in design exploration. Your project must develop over time and respond to critique.

Intent: You will be evaluated based on the ability to articulate your rationale in all aspects of your work including the following: verbal, visual, digital, technical, and construction.

Craft: You will be evaluated on the quality of your drawings, verbal presentation, and fieldwork.

Collaboration: You will be evaluated on your ability to work together with your peers, to take ownership over your role and responsibilities such that the work is evenly distributed, speak up when there is an issue and find an equitable resolution when needed.

Participation: Weekly participation in field work and class discussions is required for success in this course.

Grading Breakdown

Assignments	
Class participation and preparation for weekly discussions	10%
01: Topic Interview & Background Research	15%
02: Photomontage	15%
03: Design & Mission Statement	20%
04: Reflections: Contribution to Collective Presentation	20%
05: Fieldwork (participation in site visits)	25%

Assignment Submission

Please use MIRO to collaborate and share ideas with your classmates when working collaboratively. Materials to be reviewed for share outs should be uploaded to MIRO prior to the start of class. For final submissions, upload high resolution files in the appropriate format (jpeg, pdf, etc.), working files (InDesign, Illustrator, Photoshop, etc), to the Google Drive folder for the course.

Grading Scale

Course final grades will be determined using the following scale.

A	95-100 Sustained level of superior performance	C	73-79
A-	90-94	C-	70-72
B+	87-89 Consistent level of performance that is above average	D+	67-69 Below average performance
B	83-86	D	63-66
B-	80-82	D-	60-62

C+	77-79 Performance that is average with minimum requirements achieved	F	59 and below Accomplishment of the course requirements is not sufficient to receive a passing grade

Late Work

Late work will be penalized by a 10% deduction in the assignment grade every 24 hours late unless due to an emergency situation excused by the instructor. Email the instructor as soon as possible to discuss alternate arrangements due to an emergency.

Course Readings and Supplementary Materials

I've selected several important and provocative readings to set the foundation for your work. I have worked to edit these down and, in many cases, have chosen selections to target your efforts. There are many more interesting readings related to the course which we do not have time for, so I have included references in the resources document if you wish to explore an issue further. Readings and relevant links can be accessed via the Google Drive folder for this course.

Commentary on Course Terms

Community-based land care: grass roots efforts by residents to care for underfunded public lands, sometimes together with maintenance professionals and sometimes on their own.

Landscape maintenance: often understood and practiced as a series of mechanistic and rote actions, performed to maintain order and preserve the status quo.

Indigenous resource management: in contrast to the construct of unspoiled, raw, uninhabited, nature, indigenous communities have maintained, enhanced and in part created fertility across California for thousands of years.

Models of reciprocity: an indigenous idea that ecological restoration includes not just the restoration of plant relationships, but also the restoration of a relationship between the land and people.

Disturbance ecology: events and regimes that can be both natural (fire) and man-made (flooding, extreme heat). Due to climate change these events are increasing in intensity, frequency, and type. Designers and scientists must actively propose management policies that incorporate knowledge of disturbance ecology.

Non-equilibrium theory of ecosystem stability: In contrast to pre WWII notions of climax steady states, this theory suggests that ecosystems "are open systems with no steady states in which trends cannot be exactly predicted."[1] Related to the theory of patch dynamics, which views natural disturbances as an integral part of a variable and unpredictable succession process.

Globalization of the environment: an argument against traditional restoration ecology. The idea is that much like the globalization of our economy, we cannot reverse the globalization of our environment by only planting native ecologies.

Ruderal aesthetics: Ruderal species are those that are disturbance-adapted and are omnipresent in our urban environments from the green carpets over vacant lots to the spaces in between pavement.

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[1] Hill, Kristina. **Shifting sites.** In C. J. Burns & A. Kahn (Eds.), Site matters: Design concepts, histories, andstrategies (pp. 131–155). Routledge, 2005.

Rather than celebrated for their adaptability and resilience they are vilified and labeled as invasive, aggressive and non-native.

Novel landscapes: (alt: Novel ecologies) Landscapes altered by humans but not actively managed by humans. While celebrated for their resilience, Jacobs presents a critique that such a framing "overlooks how these landscapes exist as capitalist ruins among economic neglect and abandonment." Instead she proposes the term "relational landscapes," a framework that calls attention to the "uneven ways that human-dominated action has impacted historically overlooked landscapes." In this way she "hopes we do not reproduce the same economic and political structures that initially produced the conditions for novel landscapes to emerge."[2]

Regenerative landscapes: emphasize soil health and carbon capture. Principles include: biodiversity, compost, no bare soil, and no soil disturbance.

Projective ecologies: the title of a book by Chris Reed and Nina-Marie Lister that synthesizes approaches that combine ecological and design thinking. For me, the term suggests that we need to adopt a design and management approach that assumes ecological systems are interconnected, self-organizing, relatively unpredictable, and constantly changing.

Design activism: An effort to expand the ways in which we practice landscape architecture that emphasizes social and environmental justice. In this course, I argue that labor needs and maintenance strategies need to be part of the design brief. I also argue that design schools need to provide more opportunities for hands-on learning.

Subversive stewardship: Geffel proposes subversive stewardship as an alternative to the typical conservation model, which focuses on exemplary natural or cultural landscapes. Instead subversive stewardship models focus on the care of ruderal, disturbed, or novel landscapes.

Alternative practice models: A model of practice that challenges the client service project delivery model centered on the construction contract that landscape architecture has adopted from the AEC community. Alternative practices (or "unruly" practices) may focus on community co-design, arts, design/build, etc., do not operate in a linear concept through construction model, and are often financed by multiple sources rather than a single client.

Classroom norms

We all need to actively work towards creating a supportive learning environment. The Center for Excellence in Teaching has put together a useful collection of classroom norms. Most of this is probably intuitive, but please do take a moment to read and reflect.

Communication

Students are encouraged to contact the instructor through Slack messaging (for short questions) or by USC email for longer questions. The instructor will reply to emails within 48 hours, 72 hours over a weekend, and the workday following a holiday.

To promote independence and critical thinking, students are encouraged to work through the following process for obtaining answers to course-related questions before contacting the instructor. First, consult the course syllabus. If you do not find the answer you need, next consult a classmate.

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[2] Jacobs, Sara. **From novel to relational: An approach to care for relational landscapes**, Journal of Landscape Architecture, 14:3, 24-33, 2019.

Finally, after you have exhausted these methods, email the instructor. In your email, please indicate the steps you have gone through to seek the answer. Your question will be answered within 24 hours between 9am-5pm, but response may be delayed on the weekend or holidays. Please use USC email for all correspondence with the CA and instructor.

Communication Tools

USC Blackboard will be the official source for major announcements, the syllabus, assignment sheets, and readings.

[Blackboard help for students](#)

Miro will be our digital pin up space. You will be invited to a board, and this will make you a member. TIP: the standalone Miro application may be faster than the web application.

Slack is an important communication tool You should regularly check the assigned class channel. Official announcements, assignment clarifications, scheduling changes, relevant links, and more will be communicated via Slack. Some assignments will employ Slack specifically. You may directly message the instructor on Slack. The platform will also be used as a semi-formal group chat space. You will be automatically added to the Slack channel dedicated to your class.

Course evaluation

Course evaluation occurs at the mid and end of the semester university wide. Students are encouraged to provide honest and constructive feedback.

Software, Tools, and Resources

Students will be required to use the Adobe Creative Suite (Photoshop, Illustrator, and InDesign) and optionally, the latest version of Rhino (Windows recommended)

[Software available to USC Campus](#)

Software Tutorials (USC provided): https://www.linkedin.com/learning/

Bibliography

See assignment sheets.

Course Expenses

The instructor estimates that the cost for materials should be minimal.

Additional costs also include transportation costs to San Pedro Harbor for the trips to Catalina. Students can carpool with the instructor or other students.

Statement on Academic Conduct and Support Systems

Academic Conduct

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

Support Systems

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776
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 Campus Support and Intervention - (213) 821-4710
campussupport.usc.edu
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.