

USC School of Architecture

Principles of Spatial Design II ARCH 403 | 4 units | Fall 2023

Tuesdays / 9:00-12:20

Location: Harris Hall 102

Instructor: Esther Margulies

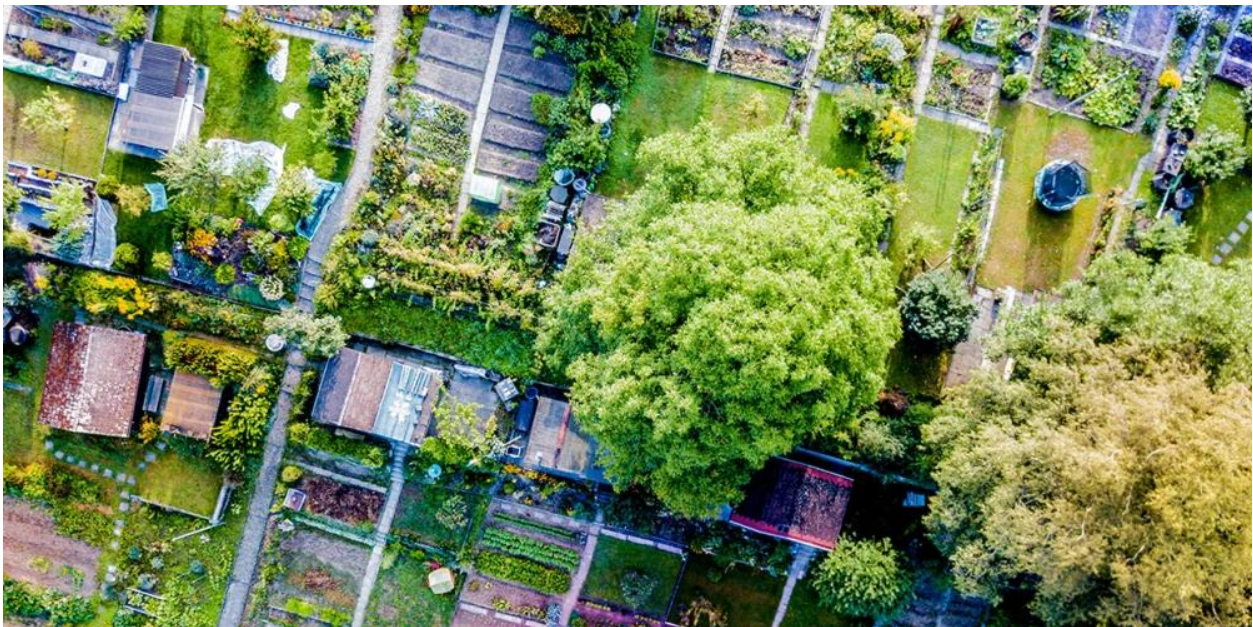
Contact Information

email – emarguli@usc.edu,

Slack – Arch 403 Slack Channel <https://uscarchclass.slack.com/archives/C05K5NYHPU4>

Office Watt Hall 339

Office Hours: By appointment



[Livable cities of our future](#) ■ [BRYCK](#)

COURSE DESCRIPTION

This is the final course in the Spatial design series that are part of the B.S. in GeoDesign curriculum. Previous courses have provided foundational knowledge and skills in economics, geo spatial tools, observation, visualization, planning, cartography and modelling. Spatial design courses have introduced analytical methodologies and design concepts for the basic components of the built environment. Completed courses in planning and real estate have explored the history of planning policy and practices and concepts of livable, sustainable communities that integrate values systems into the planning and design of urban environments.

This course will be focused on the analysis and design of urban districts, neighborhoods and systems to support equitable and livable communities with an emphasis on open space. The analysis and design process will be centered on observation, precedent study and application of learning consistent with community values and climate resiliency.

LEARNING OBJECTIVES

By the end of this course, students will be able to:

- + Develop observation tools to guide the planning and design of urban spaces based on individual and community needs and uses.
- + Develop district and site analysis methodologies to understand and communicate the social, physical and historical context of specific places, as tools to select appropriate sites for development, and to serve as the basis for design at all scales.
- + Apply principles of open space planning and design to develop socially and environmentally resilient proposals at the district and neighborhood scale
- + Utilize the study of precedents to think critically about the success or failure of previous projects, concepts or evolution of urban spaces.
- + Use sketches and iterative design critiques to refine and advance conceptual design
- + Utilize hand drawings, digital drawing and other visualization software to produce precise drawings to communicate site observations, geospatial data, community values and visions for the future of a specific district and site.
- + Develop a district design proposal in an urban context

CLASS MEETING FRAMEWORK

The course is organized along a linear path leading to the final project. Each meeting will build components of the knowledge base for the semester. Class time will be divided into four parts:

1. Discussion of the required reading or a presentation of homework to be completed prior to the class meeting.
2. Short lecture on a specific topic as the basis for the next assignment
3. In Class research and/or local field trip – ALL FIELD TRIPS ARE REQUIRED
4. In Class work time on assignments or projects

Work in the first half of the semester will be completed in groups. Groups will be formed in the first meeting. Every individual in the group is expected to perform an equitable share of the work for each assignment. Students will be graded individually on the work submitted in their groups.

All students are expected to attend all classes. If a student must miss a class for an excused absence such as a family emergency or illness they will need to obtain class notes and review the lecture presentation to cover the material from that class.

COURSE SCHEDULE

Week 1 / August 22

Lecture:

- Course Introduction
- Why Cities?

Class Work:

- Urban Design – Values and Priorities
- Observations and field notes – The Scramble USC - Walking

Outside Class Research

- Great Neighborhoods

Due: In class WEEK 2 / AUGUST 29

Reading Assignment

- Gehl and Svarre How to Study Public Life Chapter 2 and 3 pp. 9-36
- **Reading Response Due: 9 AM August 28th on Blackboard**

Class Reference Materials

Gehl J, Svarre B. How to Study Public Life. Birkhäuser Boston; 2013.
doi:10.5822/978-1-61091-525-0 – [Available on line USC Libraries](#)

Glaeser EL (Edward L. Triumph of the City : How Our Greatest Invention Makes Us Richer, Smarter, Greener, Healthier, and Happier. Penguin Press; 2011.

Heller S, Landers R. Infographic Designers' Sketchbooks. First edition. Princeton Architectural Press; 2014.

O'Donnell T. Sketchbook: Conceptual Drawings from the World's Most Influential Designers. Quarto Publishing Group USA; 2009.

Week 2 / August 29

Lecture:

- The Public Realm, Parks and Open Space Systems

Class Work:

- Reading Discussion
- Presentations of Assignment # 1 Great Neighborhoods
- Park and Open Space Systems - Precedent Research
- Field Trip Observations - Exposition Park – Walking

Outside Class Research

- Precedent Research Presentation Park and Open Space Systems

Due: In class WEEK 3 / September 5th

Reading Assignment

- Low, Setha Why Public Space Matters – Chapter 8 Place Attachment and Cultural Identity pp/. 151 - 174
- **Reading Response Due: 9 AM Sept. 4th on Blackboard**

Class Reference Materials

Low SM. Why Public Space Matters. Oxford University Press; 2023.

Week 3 / September 05

Lecture:

- Urban Streets and Mobility

Class Work:

- Reading Discussion
- Presentations of Assignment # 2 Park and Open Space Systems
- Urban Streets - Precedent Research
- Field Trip Observations - Bunker Hill Via Metro

Outside Class Research

- Precedent Research Presentation Urban Streets and Mobility

Due: In class WEEK 4 / September 12th

Reading Assignment

- Great Streets Jacobs
- **Reading Response Due: 9 AM Sept. 11th on Blackboard**

Class Reference Materials

Jacobs, Allan, Great Streets, (Cambridge: The MIT Press, 1995)

WEEK 4 September 12th

Lecture

- Housing and Education

Class Work:

- Reading Discussion
- Presentations of Assignment # 3 Urban Streets
- Housing and Education - Precedent Research
- Field Trip Observations - South Park Via Metro

Outside Class Research

- Precedent Research Housing and Education

Due: In class WEEK 5 / September 19 th

Reading Assignment

- TBD
- **Reading Response Due: 9 AM Sept. 18th on Blackboard**

Class Reference Materials

TBD

Week 5 September 19th

Lecture

- Neighborhood Scale – The 15 Minute City and Super Blocks

Class Work:

- Reading Discussion
- Presentations of Assignment # 4 Housing and Education Precedents
- Neighborhood Scale - Precedent Research
- Field Trip Observations - Culver City via Metro

Outside Class Research

- Precedent Research Neighborhoods

Due: In class WEEK 6 / September 26 th

Reading Assignment

- Walkable City Speck
- **Reading Response Due: 9 AM Sept. 25th on Blackboard**

Class Reference Materials

Speck J. Walkable City Rules : 101 Steps to Making Better Places. 1st ed. Island Press; 2018.

WEEK 6 / September 26th

Lecture

- Urban Districts

Class Work:

- Reading Discussion
- Presentations of Assignment # 5 Neighborhood Precedents
- Livable Districts - Precedent Research
- Field Trip Observations - TBD

Outside Class Research

- Precedent Research Districts

Due: In class WEEK 7 / October 3

Reading Assignment

- TBD
- **Reading Response Due: 9 AM October 2nd on Blackboard**

Class Reference Materials

- TBD

Week 7 / October 3rd

Lecture

- Urban Parks

Class Work:

- Reading Discussion
- Presentations of Assignment # 6 Livable District Precedents
- Urban Parks - Precedent Research
- Field Trip Observations - TBD

Mid Term - Assignment District Collage

Due: In class WEEK 9 / October 17th

Reading Assignment

- TBD
- **Reading Response Due: 9 AM October 9th on Blackboard**

Class Reference Materials

- TBD

WEEK 8 / October 10th

Mid Term Assignment Class Workshop

WEEK 9 / October 17th

- **Mid Term Assignment Presentations**

Lecture

- **Site Selection Equity Methodology**
- **Precedent Study**
 - **Urban Tree Initiative Equity Study**
 - **TPL Urban Open Space Equity**

WEEK 10 / October 24th

Class Final Project Site Selection

In Class Work

- **Equity Site Selection Workshop**
- **Site Context and History Assignments**

Outside Class Work

- **Project Site History and Context Research**

Due October 31st in Class

WEEK 11 / October 31st

Class Final Project Site Selection

In Class Work

- **Site Context and History Presentations**
- **Preliminary District Urban Design Charrette**

Outside Class Work

- **Preliminary District Urban Design Conceptual Design**

Due November 7th in Class

WEEK 12 / November 7th

Final Project Development

In Class Work

- **Urban Fabric – Streets, Blocks and Mobility Systems**

Outside Class Work

- **Development of Streets, Blocks, Transit and Pedestrian Systems**

Due November 14th in Class

WEEK 13 / November 14th

Final Project Development

In Class Work

- **Land Use – Conceptual Development**
 - **Open Space + Public Realm**
 - **Housing**
 - **Commercial**

- Civic
- Education

WEEK 14 / November 21st

Final Project Development

In Class Work

- Open Space System– Conceptual Development

Outside Class Work

- Development of Open Space Conceptual Development

Due November 28th in Class

WEEK 15 / November 28st

Final Class

Sketchbooks Due in Class

In Class Work

- Plan and Section Representation
- 3D Massing

Outside Class Work

- Development of Final District Concepts for Presentation

Due date: Final Presentations December 7th 11 am

Final Project Presentation / December 7th 11 am

Due Date: Upload presentation on Blackboard by December 7 - 10am

READING ASSIGNMENTS AND DISCUSSIONS

Reading assignments are provided to engage students in conversations about the assigned material and the author's point of view. All students will be expected to participate in the discussion. Our discussions will only be as lively and productive as your personal level of engagement. I encourage all students to be curious and inquisitive. We can take discussions on related tangents, and I am especially interested in your personal experience, but let's make sure they are grounded in the assigned material. Reading assignments will be made available on Blackboard. A one-page written reading response must be posted to the course blackboard site by 9:00am on the day of class.

ASSIGNMENTS

1. **Reading Responses** – Weekly readings for some classes. 1 page maximum
2. **Sketch Books**
 - a. Observations Field Notebook – Drawings and notes for each field trip summarizing field observations.
 - b. Ideas and concepts Mid Term and Final Projects
3. **Precedent Studies** - All drawings will be at a specified scale
 - a. **Great Neighborhoods** – Select your favorite neighborhood and provide a short presentation with the following:
 - i. **Esri Community Map to scale** showing streets, blocks, buildings, open spaces and civic facilities. Add notes to describe what makes this neighborhood attractive to you.
 - ii. **Photographs** - provide photographs of the neighborhood or street view images to illustrate the qualities of the place.
 - b. **Group Systems Precedents**– Selection of global precedents illustrating urban systems that serve as precedents or best examples of the system assigned each week. Work with the instructor to identify appropriate examples. Develop figure ground diagrams with notations for each diagram. Provide photographs illustrating the successful features or qualities of each system.
 - c. **Group Livable Neighborhood and District Precedents** – Selection of global precedents illustrating urban neighborhoods and districts that serve as precedents or best examples. Work with the instructor to identify appropriate examples. Develop figure ground diagrams with notations for each diagram. Provide photographs illustrating the successful features or qualities of each selected area.

PRECEDENT Estimated Work Flow

1. Create base map of selected urban area using Esri tools
2. Divide Map into equal parts for individual work
3. Confirm the diagram components for all group members – line weights, colors, label font and size, north arrow style and title
4. Using Google Earth or other tools map the systems and components for each assignment at a detailed level.
5. In each sector identify one example of each typology present. Provide a google street view or enlarged aerial image to illustrate the typology.
6. Create a clear and legible composite diagram at the specified scale and level of detail for the assignment using Adobe Illustrator. All Diagrams to include a north arrow, graphic scale, title and legend.
7. Submit individual narratives of the individual work for assignment grading

OBSERVATION SKETCHBOOK

For all field trips record observations in your sketchbook. Drawing existing conditions, diagramming the

relationship between elements, noting behavior of humans, wildlife and other things like automobiles and transit vehicles will help you to remember what you observed.

You will turn in your sketchbook at the end of the course. The work will be graded on the following:

- 1 drawing describing the topic of the field trip
- Critical observation notes describing how the site is utilized, successful and unsuccessful aspects of the site based on the topic
- Measurements – measurements of key physical aspects of the site, quantifiable data such as number of people observed, rough ages of people observed, temperature of various surfaces, presence or absence of vegetation and/or wildlife.

Mid Term Assignment –Individual Work

Utilizing the precedent studies completed by the class develop a collage district that exemplifies the values and characteristics of community serving, climate resilient livable neighborhoods. This will be individual work. The collage must include a plan view diagram of the district illustrating the street network, open space typologies, neighborhood serving uses and transit systems. Provide images from precedents to illustrate the qualities of your district. Describe the people who you think will inhabit the district.

These projects will be presented to a group of invited guests who will critic the concepts.

Final Assignment – Individual Work

The class will utilize geospatial data and tools to select a neighborhood scale site in the local area. Students will explore how the neighborhood can evolve into a more livable and climate resilient community.

Each student will develop a district scale plan illustrating their individual conceptual proposals for the future of this neighborhood as a healthy, equitable and resilient place with a strong community identity. Students will explore the design concepts in plan, cross section and model.

COURSE EXPECTATIONS – IN CLASS NORMS

1. Come to each class session prepared with your laptop, sketchbook, pencils, eraser, and after the mid term drawing materials
2. Utilize designated class time to produce new work for desk crits and pin-ups.
3. Show respect to your colleagues and be present - awake and alert - during pin-ups and reviews. Provide feedback and comments as you would like your colleagues to do for you.
4. Work will NOT be reviewed on screen. Work must be printed or drawn on paper to be reviewed for desk crits and pin-ups. NO EXCEPTIONS.
5. Smartphone and extra curricular laptop use is prohibited during class hours. Please do not text or do other non class related work during this class meeting.
6. Do not stream movies and television programs during class hours.

REQUIRED COURSE SUPPLIES

- + LA Metro TAP Card with fare loaded – see weekly schedule for field trip locations. You will need sufficient funds on your card to travel round trip. You can apply for a College and Vocational TAP Card here [College/Vocational - LA Metro](#) Fares are .75 each way.
- + Sketchbook Supplied by the Instructor
 - + If you still have blank pages to fill in the sketchbook you acquired for another course (i.e. ARCH 203 or 303), please feel free to continue utilizing the same one.

After the Course Mid Term

- + Roll of Tracing Paper (Trace”) - 12” Roll
 - [Amazon](#) - Bienfang, Alvin, Helix, Seth Cole, or equivalent \$14.00
- + Drawing Pencils or Set
 - Assortment of Drawing pencils 2H to 4B min, sharpener, white eraser
 - [Amazon](#) \$11.00 or equal for a Set, Individual Pencils \$1.25 each
- + Engineering Scale **Imperial**
 - Plastic Scale [Amazon](#) \$9.00
- + Tape Dots- Provided by the Instructor
 - [Amazon](#) \$8.00
- + Colored Pencil Set
 - [Amazon](#) Fineolo 36 colors \$11.00

Equivalent Products at

The Architects Corner

1324 S. Flower St

Los Angeles, CA 90015

[Architects Corner Los Angeles \(architectscornerla.com\)](http://architectscornerla.com)

[Blick](#) Art Supplies

7301 W. Beverly Blvd.

Los Angeles, CA 90036

- + OPTIONAL COURSE SUPPLIES
- + Rolling Ruler 12”
- + Eraser Shield
- + Clipboard

PRELIMINARY COURSE BIBLIOGRAPHY

- Amoroso N. Intermediate-level sketching in architecture and landscape architecture. In: Representing Landscapes. Taylor & Francis Group; 2019. doi:10.4324/9781351048903-12
- Chase, John Leighton, Margaret Crawford, and John Kaliski, Everyday Urbanism, (New York: The Monacelli Press, 1999).
- Czerniak J, Hargreaves G. Large Parks. Princeton Architectural Press; 2007.
- Ching, Francis D. K., Juroszek, Steven P., Design Drawing, (Oxford: John Wiley & Sons, 2013). Cooper, Doug, Drawing and Perceiving, 2nd Edition, (New York: Van Nostrand Reinhold, 1992). **
- Gehl J, Svarre B. How to Study Public Life. Birkhäuser Boston; 2013. doi:10.5822/978-1-61091-525-0
- Glaeser EL (Edward L. Triumph of the City : How Our Greatest Invention Makes Us Richer, Smarter, Greener, Healthier, and Happier. Penguin Press; 2011.
- Jacobs, Allan, Great Streets, (Cambridge: The MIT Press, 1995)
- Low SM. Why Public Space Matters. Oxford University Press; 2023.
- Richards, Jame, Freehand Drawing and Discovery : Urban Sketching and Concept Drawing for Designers. 1st edition. ワイリー・パブリッシング・ジャパン/ワイリー・ブラックウェル; 2013.
- Sadik-Khan J, Solomonow S. Streetfight : Handbook for an Urban Revolution. Viking; 2016.
- Solnit R. Wanderlust : a History of Walking. Viking; 2000.
- Speck J. Walkable City Rules : 101 Steps to Making Better Places. 1st ed. Island Press; 2018.
- Ulin DL. Sidewalking: Along the Miracle Mile. Places (Cambridge, Mass). 2015;(2015). doi:10.22269/150928

EVALUATION AND GRADING

Final grades will be based on the following breakdown:

Precedents – 6 Assignments	24%
Mid Term Assignment	16%
Final Site History and Context Analysis	10%
DESIGN PROJECT / FINAL REVIEW	25%
READING RESPONSES	10%
PARTICIPATION	5%
SKETCHBOOK	10%

GRADING SCALE

A+	97.0	100
A	93.0	96.9
A-	90.0	92.9
B+	87.0	88.9
B	83.0	86.9
B-	80.0	82.9
C+	77.0	- 79.9
C	73.0	- 76.9
C-	70.0	- 72.9
D+	67.0	- 69.9
D	63.0	- 66.9
D-	60.0	- 62.9
F	-	59.9

COURSE ATTENDANCE

1. Attendance is mandatory. Students are expected to arrive on time and be present for the full duration of class. Late arrivals more than 10 minutes after the start of the class may result in a grading reduction for the course.
2. If you miss a class meeting, please arrange to meet with the instructor as soon as possible. Come to the meeting with the work you were expected to have on the day of your absence to receive feedback and to discuss how to proceed.
3. See SCHOOL OF ARCHITECTURE ATTENDANCE POLICY below.

COMMUNICATION POLICIES

Students are encouraged to contact the instructor by USC email or on the Class Slack Channel. If an in-person meeting is preferred please make an appointment.

USC & SCHOOL OF ARCHITECTURE POLICIES

School of Architecture Attendance Policy***

A student may miss the equivalent of one week of class sessions (in this case, ONE excused absence is permitted) without directly affecting the student's grade and ability to complete the course. An excused absence is a confirmed personal illness, family emergency, or religious holiday. For each absence over the allowed number, your grade may be lowered by 1/3-letter grade. If additional absences are required for a personal illness, family emergency, pre-approved academic reason/religious observance, you must discuss the situation with your faculty member prior to the absence.

Any student not in class within the first 10 minutes is considered tardy, and any student absent (in any form including sleep, technological distraction, or by leaving mid-class for a long bathroom/water

break) for more than 1/3 of the class time can be considered fully absent. If arriving late, a student must be respectful of a class in session and do everything possible to minimize the disruption caused by a late arrival. It is always the student's responsibility to seek means (if possible) to make up work missed due to absences, not the instructor's, although such recourse is not always an option due to the nature of the material covered.

USC Policies

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the [student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

AI USE

I expect you will find opportunities to use AI (e.g., ChatGPT and image generation tools) in this class. Learning to use AI is an emerging skill, and we will as a class explore how to utilize these tools in your work. Keep in mind the following:

- AI tools are permitted to help you brainstorm topics or revise work you have already written. Quoting directly from AI tools for a majority of a presentation will be considered plagiarism.
- If you provide minimum-effort prompts, you will get low-quality results. You will need to refine your prompts to get good outcomes. This will take work.
- Proceed with caution when using AI tools and do not assume the information provided is accurate or trustworthy. If it gives you a number or fact, assume it is incorrect unless you either know the correct answer or can verify its accuracy with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.
- AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that uses AI explaining how (and why) you used AI and indicate/specify the prompts you used to obtain the results what prompts you used to get the results. Failure to do so is a violation of academic integrity policies.

- Be thoughtful about when AI is useful. Consider its appropriateness for each assignment or circumstance. The use of AI tools requires attribution. You are expected to clearly attribute any material generated by the tool used.
- Be cognizant that you will be expected to explain the content and the methodology of your work. If you are unable to do that due to the use of AI tools this may prompt an exploration of academic integrity.

Collaboration. In this class, you are expected to submit work group work that demonstrates your individual mastery of the course concepts.

Unless specifically designated as a 'group project,' all assignments are expected to be completed individually.

If found responsible for an academic violation, students may be assigned university outcomes, such as suspension or expulsion from the university, and grade penalties, such as an "F" grade on the assignment, exam, and/or in the course.

Course Content Distribution and Synchronous Session Recordings Policies

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. 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. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Course Evaluations

All students are expected to respond and complete course evaluations. Evaluations are an opportunity for students to provide productive feedback to their instructor and program directors.

Statement on Academic Conduct and Support Systems

Academic Integrity:

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, compromises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's

mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or “recycle” work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. [The Office of Student Accessibility Services](#) (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

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

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

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

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

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

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

[Diversity, Equity and Inclusion](#) - (213) 740-2101

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

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) 442-1200 – 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.