USC

PPD361: Sustainable Communities, Policy & Planning
Units: 4.0
Spring 2024. Fridays 9:00am-12:20pm

Location: RGL 209

Instructor: Heather Repenning
Office: https://us02web.zoom.us/j/9531119703?pwd=Y28xOTBQeGJ2VEg4aHN5dFd6eUc0UT09
Office Hours: By appointment immediately after class; virtual meetings available at other times.
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Course Description

This course provides a foundation for understanding sustainability and climate policy and planning both at the conceptual level and through concrete examples of how this work is unfolding at the city and subnational level. We will begin the course with a discussion around what makes a community sustainable- what are the essential components and by which indicators can sustainability be assessed?

We will spend the following weeks discussing the foundational elements of sustainability and the challenges and pressures facing each- including water, food systems, parks and green space, waste and recycling, transportation, housing and economies. For each of these topics, we will look at real life examples (many from Los Angeles and California, although we will be looking at examples from other cities around the globe as well) and ask how public policy and planning has or has not successfully produced sustainable outcomes.

In the second half of the course, we will move onto topics related to climate action and climate change, including decarbonization, community vulnerabilities, resilience and adaptation, and climate migration. The questions of equity and environmental justice will be central to how we understand and discuss each of these topics.

This course is by nature interdisciplinary and students will be exposed to considerations including history, politics, law, race, class, culture and more. Students will read selections from books, news stories on current events (e.g. readings from the *LA Times* Climate Section), and planning documents. Our classes will include several guest speakers who are experts and practitioners, and we will continually reflect on sustainability as an evolving field with a final discussion on careers and other vehicles for making change.

Learning Objectives
- Understand and define the foundations and features of a sustainable community
- Discuss recent literature that examines public policy and planning strategies to address various environmental challenges and increase sustainability in communities
- Apply the theoretical foundations, literature, and statistical knowledge to real-life examples of sustainable community policies
- Understand how climate research and policies relate to and overlap with sustainability work
- Evaluate a recently proposed environmental or climate policy using the foundations established in the class; or, propose a new policy aimed at solving a problem faced by specific communities and advancing sustainable or environmentally just outcomes

There are no prerequisites for this course and no required textbook. All required readings will be posted to Blackboard and/or online links will be provided. It is recommended that students keep up to date with global affairs and relevant news and/or analyses (e.g., The Economist, Foreign Affairs, The Atlantic, New York Times, etc.). Please come to class having completed all of your reading. In class quizzes on the reading will be part of your participation grade.

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.

Technological Proficiency and Hardware/Software Required

Laptops with an internet connection and access to Blackboard are required for this course. To ensure digital equity, students may access the USC Computing Center Laptop Loaner Program. USC also provides technology support which can be accessed here: Zoom information for students, Blackboard help for students, Software available to USC Campus.

Required Readings and Supplementary Materials

All required readings are due to be read *in advance* of the week they are listed for. Please complete all readings assigned and be prepared to discuss them both via discussion boards and in class.

Please note that required reading assignments are subject to change.

Description and Assessment of Assignments

Three times during this course, each student will prepare an assignment. Each of these assignments will be worth 10 points for a total of 30% of your grade. Students will be assigned dates and topics in advance. Two out of three of these assignments will require a short (5-7 minute) in-class presentation using 2-3 slides. The third assignment will be a written report (2-3 pages) that will be due at the beginning of our weekly lecture. It is up to each student to decide for which (of their three assigned dates) they will give the in-class presentation, and when they will prepare the written report.

These assignments will be graded based on level of preparedness and research, understanding of the impacts of the policy, program or project being discussed, and success in engaging other students in the in-class discussion, or quality of writing and use of data for your written report.

A more detailed description of these assignments along with assigned dates will be provided via Blackboard. Please reach out to me if you have any questions about this element of the course.

Participation

A percentage of your grade (15%) will be based on participation- including participating in class discussions and work groups, and coming prepared to class.

Grading Breakdown

In addition to the points allocated for participation, students will be able to complete up to 10 points per assigned discussion lead. Since each student will lead discussion three times, this will count for 30% of your grade.

25% of your grade will be based on the in-class midterm exam, and 30% will be based on the final exam, currently scheduled for Friday May 3, 8-10am: https://classes.usc.edu/term-20241/finals/

Table 1 Grading Breakdown

Assessment Tool (assignments)	Points	% of Grade
Participation	15	15%
Student-Led Discussions (3)	10 pts each	30%
Mid-Term Exam	25	25%
Final Exam	30	30%
TOTAL	100	100%

Course final grades will be determined using the following scale:

Table 2 Course Grading Scale

Letter grade	Corresponding numerical point range
A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

Attendance
In person class attendance is required, and unexcused non-attendance may negatively impact your grade. For excused absences, including student athletes with approved Travel Request letters and students who give advance notice of religious observations, alternative course work including written assignments may be given.

Classroom norms
Our classroom will be an important and inclusive space for learning and discussion. Please be alert and involved, and avoid any behaviors that may be perceived as disrespectful to others. Based on a group "community agreement" discussion in our first class, these are the examples of the norms that students would like to be observed in our classroom:
1. Understand that all questions are good questions. Ask, and respect the right of others to ask.
2. Practice active listening. Be present and give our time together your best attention.

3. Assume that everyone in our classroom comes with good intentions. If an issue comes up, we will work on it together.
4. Be respectful of all opinions. Be open to discussing the full range of topics and ideas that relate to Sustainable Communities.
5. Collaborate. And within collaborations, distribute work equally so that everyone participates.

AI Policy

In this course, I encourage you to use artificial intelligence (AI)-powered programs to help you with assignments that indicate the permitted use of AI. You should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus they are not yet prepared to produce text that meets the standards of this course. To adhere to our university values, you must cite any AI-generated material (e.g., text, images, etc.) included or referenced in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity. Please review the instructions in each assignment for more details on how and when to use AI Generators for your submissions.

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

Course evaluations occur at the end of the semester university-wide.

Course Schedule

Jan 12
Week 1: Defining Sustainability: the Global and the Local

- Introductions
  - Review of Syllabus
  - Community Agreement
  - Student Survey to establish collective goals and approaches

- Defining Sustainability
  - Sustainability vs Climate Action vs Climate Resilience

- ○ The Political nature of Sustainability/Climate Policy
- ○ Global vs. Local

Readings:

United Nations Sustainable Development Goals: 2023 Report
https://unstats.un.org/sdgs/report/2023/The-Sustainable-Development-Goals-Report-2023.pdf

Silent Spring (Excerpt), Rachel Carson.
https://www.newyorker.com/magazine/1962/06/16/silent-spring-part-1

CBS Documentary https://www.youtube.com/watch?v=kVxMuQgRuzs (watch first 10 mins)

"The Discovery of Climate Change," Michael Oppenheimer. *The Climate Book*, Thunberg.

"History of DDT ocean dumping off L.A. coast even worse than expected, EPA finds." *LA Times,* Aug 8, 2022.
https://www.latimes.com/environment/story/2022-08-04/ddt-ocean-dumping-in-l-a-even-worse-than-expected

Jan 19
Week 2: Defining Sustainability: the Global and the Local (continued)

- ● The Role of Cities and States
- ● The Green New Deal
- ● Introducing Environmental Justice
- ● Discuss results of Student Survey

Readings:

"The Myth of the Sustainable City." *Scientific American.* John Day and Charles Hall. August 2016
https://www.scientificamerican.com/article/the-myth-of-the-sustainable-city/

LA's Green New Deal (2019): https://plan.lamayor.org/sites/default/files/pLAn_2019_final.pdf

Why Are Families in Boyle Heights and Southeast L.A. Still Being Poisoned by Lead? Battery Recycling Plant Leaves Behind 'a Chernobyl-Level Event', *LA Taco,* Sept 23, 2019.
https://lataco.com/exide-boyle-heights-and-southeast-l-a-chernobyl-level-event

California's biggest environmental cleanup leaves lead contamination and frustration, *LA Times,* Feb 10, 2023:
https://www.latimes.com/california/story/2023-02-10/exide-lead-cleanup-leaves-fear-and-frustration-in-its-wake

Jan 26
Week 3: Water

- ● California's Water Systems and Imported Water

- Local Water
- Recycling
- Conservation

Readings:
Perilous Bounty: the Looming Collapse of American Farming and how we can Prevent it. Tom Phipott, 2020. Chapter 1: "High and Dry."

The Dreamt Land: Chasing Water and Dust Across California. Mark Arax, 2019. Chapter 2: "Agrarian Revolt."

Brown Acres: An Intimate History of the Los Angeles Sewers. Anna Sklar, 2008. Chapter 11: The Clean Water Battle. Anna Sklar

"California prepares to transform sewage into pure drinking water under new rules," *LA Times., Dec 17, 2023*
https://www.latimes.com/environment/story/2023-12-17/california-sewage-potable-reuse

"Finding a new path for water conservation," Peter Gleick. *LA Times,* June 12, 2023.
https://www.latimes.com/opinion/story/2023-06-12/water-conservation-industrial-use-dams

Feb 2
Week 4: Water (continued)

- Stormwater
- Green Infrastructure
- Water Infrastructure and Disadvantaged communities
- Water and Global Conflict

Readings:
California Water Plan (Draft for Public Review). Sept 2023. Read Executive Summary and Chapter 1.
https://water.ca.gov/-/media/DWR-Website/Web-Pages/Programs/California-Water-Plan/Docs/Update2023/PRD/California-Water-Plan-Update-2023-Public-Review-Draft.pdf

https://portal.safecleanwaterla.org/scw-reporting/map (Explore portal)

"The epic floods receded, but the misery remains in California farm towns," LA Times, Dec 18 2023
https://www.latimes.com/california/story/2023-12-18/who-got-hit-hardest-in-2023-epic-floods-the-people-who-grow-your-food

"Water increasingly at center of conflicts from Ukraine to the Middle East." *LA Times,* Dec 28, 2023.
https://www.latimes.com/environment/story/2023-12-28/water-related-conflicts-on-the-rise-worldwide

Feb 9
Week 5: Parks, Open Space, and Trees

- Parks in the context of urban planning
- Benefits of parks and open space
- Benefits of urban forest
- Disparities in urban canopy coverage and heat island effect

Readings:
Selections from *The Death and Life of Great American Cities*, Jane Jacobs. 1961.

Madrid Rio Project: https://www.youtube.com/watch?v=aOgo4o_afnU

The Power of Parks to Promote Health, Trust for Public Land Report.
https://www.tpl.org/wp-content/uploads/2023/05/The-Power-of-Parks-to-Promote-Health-A-Trust-for-Public-Land-Special-Report.pdf

"How LA's urban tree canopy reveals hidden inequalities." *National Geographic*.,
https://www.nationalgeographic.com/magazine/graphics/how-los-angeles-tree-canopy-reveals-hidden-inequities-feature

USC Urban Trees Initiative https://publicexchange.usc.edu/urban-trees-initiative/

Feb 16
Week 6: Sanitation, Waste and Recycling

- Sanitation and Public Health
- Landfills and Environmental Impact of Waste
- Recycling Markets
- Food Waste & Methane Emissions
- Composting and Food Recovery

Readings:
"He cleaned the Streets and Left the Presidency to Others," *New York Times*, Oct 1, 2009.
https://archive.nytimes.com/cityroom.blogs.nytimes.com/2009/10/01/he-cleaned-the-streets-and-left-the-presidency-to-others/

"Your trash is emitting methane in the landfill." *NPR*, July 3, 2021.
https://www.npr.org/2021/07/13/1012218119/epa-struggles-to-track-methane-from-landfills-heres-why-it-matters-for-the-clima

"China tried to keep foreign rubbish out," *The Economist*. Aug 3, 2017.
https://www.economist.com/china/2017/08/03/china-tries-to-keep-foreign-rubbish-out

EPA Wasted Food Scale: https://www.epa.gov/sustainable-management-food/wasted-food-scale

"Is California's Waste Recycling a Failure?," *Calmatters.*
https://calmatters.org/newsletters/whatmatters/2023/05/california-recycling-organic-waste/

"How South Korea's Composting System Became a Model for the World," *LA Times.* Aug 4, 2023.
https://www.latimes.com/world-nation/story/2023-08-24/how-south-koreans-composting-system-became-a-model-for-the-world

Feb 23
Week 7: Housing and Land Use

- Housing affordability & homelessness
- Inclusionary zoning & anti-displacement strategies
- Renting vs. Homeownership as Public Policy

Readings:

Daniel Flaming, Patrick Burns, and Jane Carlen (2018). Escape Routes: Meta Analysis of Homelessness in Los Angeles County, Economic Roundtable, pp. 1-20. BB

C.R. Mills (7/5/19). LA's Green New Deal and Housing;
https://shelterforce.org/2019/07/05/l-a-s-green-new-deal-and-housing-will-a-crucial-opportunity-become-a-missed-one/, 3 pages

Matthew Desmond, Carl Gershenson and Barbara Kiviat (June 2015)." Forced Relocation and Residential Instability among Urban Renters," *Social Science Review*, pp. 1-30;
https://scholar.harvard.edu/files/mdesmond/files/desmond.etal_.2015.forcedrelati on.ssr_2.pdf

"Renting is Terrible, Owning is Worse." *The Atlantic.* Phillips, Shane. (2021)
https://www.theatlantic.com/ideas/archive/2021/03/why-its-better-to-rent-than-to-own/618254/

March 1
Week 8: Transportation
- Public Transit
- Highways
- Electric vehicles
- Vehicle Miles Traveled

Readings:

Los Angeles: The Architecture of Four Ecologies. Reyner Banham. Chapter 4, "The Transportation Palimpsest."

UC-ITS, "Driving California's Transportation Emissions to Zero", 18 pages ○ SCAG, "Connect SoCal - The 2020-2045 Regional Transportation Plan / Sustainable Communities Strategy",
https://scag.ca.gov/sites/main/files/file-attachments/0903fconnectsocal-plan_0.pd f?1606001176, pages 1-10; 46-53

Dan Burden and Peter Lagerwey, "Road Diets - Fixing the Big Roads",
https://nacto.org/docs/usdg/road_diets_fixing_big_roads_burden.pdf, pages 1-4

"Can Removing Highways Fix America's Cities? " *New York Times*, May 21, 2021.
https://www.nytimes.com/interactive/2021/05/27/climate/us-cities-highway-removal.html

"Closing the Climate Investment Gap: California Must Prioritize Climate Smart Transportation Projects,"
NRDC Report. Oct 2023
https://www.nrdc.org/sites/default/files/2023-09/ca-transportation-investment-report.pdf

"Top 10 Cities with the Best Public Transportation."
https://www.weforum.org/agenda/2022/12/top-10-cities-with-best-public-transport/

March 8

Week 9: <mark>Midterm Exam (in class) and</mark> Energy, Electrification & Buildings

- Energy sector greenhouse gas emissions, cap-and-trade, and renewable portfolio standards
- Building decarbonization: retrofitting existing buildings for energy efficiency & electrification

Readings:

AB 32, the California Global Warming Solutions Act of 2006, "Summary Overview", http://www.arb.ca.gov/cc/ab32/ab32.htm, 7 pages

"Cap and Trade Is Supposed to Solve Climate Change, but Oil and Gas Company Emissions Are Up," 12 pages
https://www.propublica.org/article/cap-and-trade-is-supposed-to-solve-climate-change-but-oil-and-gas-company-emissions-are-up

"Decarbonizing buildings: it's tedious, but oh so necessary."
https://www.vox.com/energy-and-environment/2019/2/15/18224470/california-climate-policy-decarbonize-building-sector, 9 pages

Equitable Building Electrification: A Framework for Powering Resilient Communities - https://greenlining.org/wp-content/uploads/2019/10/Greenlining_EquitableElectrification_Report_2019_WEB.pdf, 18 pages of text

March 15

Week 10: <mark>Spring Recess (No class)</mark>

March 22

Week 11: Air quality & Environmental Justice

- Public Health
- Equity
- Air pollution and disadvantaged communities

Selections from *The Climate Book* (Thunberg): "Health and Climate," Tedros Adhanom Ghebreyesus; "Heat and Illness," Ana M Vicedo-Cabrera; "Air Pollution," Drew Shindell.

Video Interview: Robert Bullard: How Environmental Racism Shapes the US. *PBS.* March 3, 2020. https://www.pbs.org/wnet/amanpour-and-company/video/robert-bullard-how-environmental-racism-shapes-the-us/

Manuel Pastor, "A measure of justice: environmental equity and the sustainable city."

Pulido, Laura. "Rethinking Environmental Racism: White Privilege and Urban Development in Southern California."

Alexandra Witze, "Racism is magnifying the deadly impact of rising city heat." *Nature*. July 14, 2021.
https://www.nature.com/articles/d41586-021-01881-4

March 29
Week 12: Sustainable Economies, Green jobs & Labor
- Economic Inclusion
- Just Transition
- Job Training and Retraining

Readings:

"Putting California on the High Road: A Jobs and Climate Action Plan for 2020," Carol Zabin. June 2020.
Read Executive Summary:
https://laborcenter.berkeley.edu/wp-content/uploads/2020/08/Executive-Summary-Putting-California-on-the-High-Road.pdf

Selections from *The Climate Book* (Thunberg): "A Just Transition," Naomi Klein. "What does Equity Mean to you?," Nicki Becker, Disha Ravi, Hilda Flavia Nakabuye, Laura Veronica Munoz, Ina Maria Shikongo, Ayisha Siddiqa, Mitzi Jonelle Tan. "Women and the Climate Crisis," Wanjira Mathai. "Decarbonization Requires Redistribution," Lucas Chancel and Thomas Piketty. "Climate Reparations," Olufemi O.Taiwo.

April 5
Week 13: Climate Action Planning
- Global Emissions Goals and Progress
- California Emissions Inventory and Goals

Readings:
CARB 2022 Scoping Plan: https://ww2.arb.ca.gov/sites/default/files/2023-04/2022-sp.pdf
Read Executive Summary and Chapter 1: Introduction

IPCC Climate Change 2023 Synthesis Report
Read Summary for Policymakers
https://www.ipcc.ch/report/ar6/syr/downloads/report/IPCC_AR6_SYR_SPM.pdf

April 12
Week 14: Climate Change Resilience and Adaptation
- Community Vulnerabilities
- Building Resilience

Readings:
Architectural Digest, "Most Climate Resilient Cities"
https://www.architecturaldigest.com/reviews/solar/most-climate-resilient-cities#:~:text=Denver%2C%20CO%20is%20the%20most,clean%20energy%20such%20as%20solar.

https://www.lse.ac.uk/granthaminstitute/explainers/why-is-climate-change-adaptation-important-for-cities-and-how-are-they-adapting/

https://www.lse.ac.uk/granthaminstitute/explainers/what-is-the-difference-between-climate-change-adaptation-and-resilience/

"How Medellin is Beating the Heat with Green Corridors," *BBC,* Sept 22 2023
https://www.bbc.com/future/article/20230922-how-medellin-is-beating-the-heat-with-green-corridors#

April 19
Week 15: Energy & Global Conflict and Migration

- Energy Security & Global Politics
- Climate Migration

"Pipeline Diplomacy: Piotr Naemsky Explains Poland's Decision to Pursue Energy Independence."
https://www.imf.org/en/Publications/fandd/issues/2022/12/trenches-pipeline-diplomacy-Naimski

"A Tropical Storm Came to the Desert and Migrants Faced a New Danger." *LA Times,* Aug 20 2023.
https://www.latimes.com/california/story/2023-08-20/storm-sidebar

"Latinos have been raising the flag on Climate Change. Now it's Time to Listen." *LA Times*, Nov 3, 2023.
https://www.latimes.com/delos/story/2023-11-03/climate-change-latinos

"Changing Climate and the Maya." *National Geographic.*
https://education.nationalgeographic.org/resource/changing-climate-and-maya/

Broken Land: Climate Change and Migration in Guatemala, *Revista: Harvard Review of Latin America.*
https://revista.drclas.harvard.edu/brokenland/

April 26
Week 16: Nature Based and Indigenous Strategies + the Future

- Nature Based Solutions
- Indigenous thinking, religion, other economic models
- Careers, Activism and Tools for Change

<mark>Final Exam Study Guide Distributed</mark>

Readings
"What Exactly are Nature Based Solutions?" World Research Institute, Dec 4, 2023.
https://www.wri.org/insights/what-exactly-are-nature-based-solutions

"Mending our Relationship with the Earth," Robin Wall Kimmerer. *The Climate Book,* Thunberg.

"How Native Tribes are Taking the lead on Planning for Climate Change,"
https://e360.yale.edu/features/how-native-tribes-are-taking-the-lead-on-planning-for-climate-change

Friday May 3, 8-10am
Final Exam

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.