PLUS 652: Place, Institutions, and Governance

Term: Spring 2024
Instructor: William D. Leach, PhD • Professor (Teaching)
Contact info: leachw@usc.edu • (310)270-8202 cell/text
Office hours: By appointment, on campus or Zoom
Zoom Link: Available in Blackboard

Key Dates
Semester Begins: January 8 (Monday)
Recesses: Martin Luther King’s Birthday, January 15 (Monday)
President’s Day, February 19 (Monday)
Spring Break, March 10-17 (Sunday – Sunday)
Select Holy Days: Passover, April 23-24… 29-30
Ramadan, March 10 – April 9
Semester Ends: April 26 (Friday)
Final Exam (literature review submission online): May 6 (Sunday)

Weekend Intensive Class Schedule (50 hours):

<table>
<thead>
<tr>
<th>Weekend</th>
<th>Saturday</th>
<th>Sunday</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 20-21</td>
<td>9:00 to 12:30</td>
<td>9:00 to 12:30</td>
<td>RGL 209</td>
</tr>
<tr>
<td></td>
<td>1:30 to 5:00</td>
<td>1:30 to 3:30</td>
<td></td>
</tr>
<tr>
<td>Feb 24-25</td>
<td>”</td>
<td>”</td>
<td>”</td>
</tr>
<tr>
<td>Mar 23-24</td>
<td>”</td>
<td>”</td>
<td>”</td>
</tr>
<tr>
<td>Apr 20-21</td>
<td>”</td>
<td>”</td>
<td>”</td>
</tr>
</tbody>
</table>

Syllabus Contents

<table>
<thead>
<tr>
<th>Textbooks and Materials</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Catalogue Description</td>
<td>2</td>
</tr>
<tr>
<td>Learning Objectives</td>
<td>2</td>
</tr>
<tr>
<td>Assignments Overview</td>
<td>2</td>
</tr>
<tr>
<td>Course Grade Components</td>
<td>3</td>
</tr>
<tr>
<td>Course Calendar Outline</td>
<td>3</td>
</tr>
<tr>
<td>Course Topics Outline</td>
<td>4</td>
</tr>
<tr>
<td>Assigned Readings</td>
<td>5</td>
</tr>
<tr>
<td>Course Policies</td>
<td>15</td>
</tr>
<tr>
<td>Academic Conduct and Support Systems</td>
<td>18</td>
</tr>
</tbody>
</table>
Textbooks and Materials

All required readings are provided in the Readings Folder within Blackboard.

Course Catalogue Description (numbers added)

(1) Concept of place; investigation of the problems and issues confronting metropolitan communities; how the actions of public, private and nonprofit sectors can affect various areas including economics, health, civic life, and the environment;
(2) Contemporary issues in policy, planning and development;
(3) Theoretical frameworks for solutions.

Learning Objectives

The course presents students with opportunities to develop proficiency in research methods, social science theories, and planning/policy issues relevant to the DPPD dissertation.

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

1. Use contemporary social scientific theories to analyze place-based issues in planning, public policy, and governance.
2. Design and implement a systematic content analysis as a data collection technique for investigating spatial environments or written documents.
3. Conduct a systematic literature review suitable for publication in a peer-reviewed journal.

Assignments Overview

1. Participation. Constructive participation during class meetings is integral to your learning success and that of your classmates.

2. Neighborhood Walkability Audit. Students will conduct an observational walking audit in their own neighborhood or another public space to document aspects of the built and natural environment that affect health, safety, and sustainability. Students will practice content analysis as an approach to the collection of qualitative and quantitative data using both systematic and improvised data collection instruments. In paper of about 2,500 words, with reference to one or more theoretical frameworks introduced in the course, students will analyze the data they collected to make descriptive or causal inferences regarding how the environment influences attributes such as walkability, public safety, psychological welfare, food access, nature access, and accessibility of the space for demographic subgroups (e.g. age, disability, ethnicity, socioeconomic status).

3. Discussion Leader Assignment. Each student will be assigned to briefly analyze and lead the class discussion for one set of assigned readings. On the day of the discussion, the discussion leader will submit a slide presentation that includes a short list of discussion questions.

4. Case Study or Policy Analysis, Paper and Presentation. Students will choose one of two assignment options: (1) writing an original case study of an example of place-based governance, drawing upon previously published source materials, or (2) writing an essay on one of the main topics of the course, selected from a list of assignment prompts, or proposing a topic of their own with prior instructor approval. Paper should be >2,500 words (~5 single-spaced pages plus reference list). One week before the paper deadline, students will present their preliminary findings to the class.
5. **Systematic Literature Review, Paper and Presentation.** Students will develop expertise in a well-defined topic in the student’s chosen area of interest. The assignment provides training and practice in the use of systematic content analysis as a data collection technique for analyzing written documents. The assignment consists of six deliverables, including five staged, interim products that culminate with the completed literature-review paper (>3,000 words, ~6 single-spaced pages plus reference list). Aspirationally, the final product could serve as a chapter of the student’s dissertation, and will be of quality suitable for publication in a peer-reviewed academic journal.

### Course Grade Components

<table>
<thead>
<tr>
<th>Activity or deliverable</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
<td>Sessions 1-4</td>
</tr>
<tr>
<td>Neighborhood Walkability Audit</td>
<td>20%</td>
<td>Feb 18</td>
</tr>
<tr>
<td>Discussion Leader Assignment</td>
<td>8%</td>
<td>Feb 25</td>
</tr>
<tr>
<td>Case Study or Policy Analysis Paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Presentation to class</td>
<td>5%</td>
<td>March 24</td>
</tr>
<tr>
<td>• Paper</td>
<td>20%</td>
<td>March 31</td>
</tr>
<tr>
<td>Systematic Literature Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Lit review concept brief w/ search criteria and strategy</td>
<td>3%</td>
<td>Feb. 4</td>
</tr>
<tr>
<td>• Bibliography of sampled literature</td>
<td>3%</td>
<td>March 3</td>
</tr>
<tr>
<td>• Code form and coding guidelines for content analysis</td>
<td>3%</td>
<td>March 10</td>
</tr>
<tr>
<td>• Content analysis coding data</td>
<td>3%</td>
<td>April 14</td>
</tr>
<tr>
<td>• Presentation to class</td>
<td>5%</td>
<td>April 20-21</td>
</tr>
<tr>
<td>• Final, complete, literature review paper</td>
<td>20%</td>
<td>May 5</td>
</tr>
</tbody>
</table>

### Course Calendar Outline

* Assignments submitted in Blackboard by 11:59 pm Sunday

# Assignments completed during class (Saturday or Sunday)

<table>
<thead>
<tr>
<th>Week</th>
<th>Sat:Sun</th>
<th>Activity or deliverable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 13-14</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Jan 20-21</td>
<td>Weekend Session 1</td>
</tr>
<tr>
<td>3</td>
<td>Jan 27-28</td>
<td>30-minute office hours</td>
</tr>
<tr>
<td>4</td>
<td>Feb 3-4</td>
<td>* Literature Review – concept brief</td>
</tr>
<tr>
<td>5</td>
<td>Feb 10-11</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Feb 17-18</td>
<td>* Neighborhood Walkability Audit</td>
</tr>
<tr>
<td>7</td>
<td>Feb 24-25</td>
<td>Weekend Session 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td># Discussion Leader Assignment</td>
</tr>
<tr>
<td>8</td>
<td>Mar 2-3</td>
<td>* Literature Review – bibliography</td>
</tr>
<tr>
<td>9</td>
<td>Mar 9-10</td>
<td>* Literature Review – code form</td>
</tr>
<tr>
<td>10</td>
<td>Mar 16-17</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Mar 23-24</td>
<td>Weekend Session 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td># Case Study or Policy Analysis Presentation</td>
</tr>
<tr>
<td>12</td>
<td>Mar 30-31</td>
<td>* Case Study or Policy Analysis Paper</td>
</tr>
<tr>
<td>13</td>
<td>Apr 6-7</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Apr 13-14</td>
<td>* Lit Review – content analysis</td>
</tr>
<tr>
<td>15</td>
<td>Apr 20-21</td>
<td>Weekend Session 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td># Literature Review - presentations</td>
</tr>
<tr>
<td>16</td>
<td>Apr 27-28</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>May 4-5</td>
<td>* Literature Review – final paper</td>
</tr>
</tbody>
</table>
Course Topics Outline

Weekend 1
Saturday-AM1 Concepts of place and placemaking. Introduction to theories of place and governance
Saturday-AM2 Economic and rational-actor theories of place, institutions, and governance
Saturday-PM1 Behavioral theories of place, institutions, and governance
Saturday-PM2 Health and environmental justice in urban and regional planning.
Sunday-AM1 Research Methods: Systematic reviews guest lecture
Sunday-AM2 Research Methods: Systematic reviews guest lecture
Sunday-PM Research Methods: Systematic reviews content analysis concepts, using the USC libraries, reference management software, content analysis software

Weekend 2
Saturday-AM1 Housing policy 1 - quantity, quality, density, affordability, ownership
Saturday-AM2 Housing policy 2 - local control versus state preemption
Saturday-PM1 Student-Led Discussion of Readings 1,2 (affordable housing; gentrification)
Saturday-PM2 Student-Led Discussion of Readings 3,4 (homelessness; state vs local control)
Sunday-AM1 Student-Led Discussion of Readings 5,6 (urban design for ageing; transportation policy)
Sunday-AM2 Collaborative governance for urban and regional planning
Sunday-PM Research methods: How to read scientific journal articles

Weekend 3
Saturday-AM1 Collaborative governance for watershed and groundwater planning
Saturday-AM2 Collaborative governance for marine spatial planning
Saturday-PM1 Native American tribal institutions and the governance of place
Saturday-PM2 TBD
Sunday-AM1 Policy or Case Analysis Presentations 1,2
Sunday-AM2 Policy or Case Analysis Presentations 3,4
Sunday-PM Policy or Case Analysis Presentations 5,6

Weekend 4
Saturday-AM1 Theories of urban poverty and economic mobility
Saturday-AM2 Neighborhoods and Economic Opportunity
Saturday-PM1 Neighborhood-scale governance through Homeowners Associations
Saturday-PM2 TBD
Sunday-AM1 Literature Review Presentations 1,2
Sunday-AM2 Literature Review Presentations 3,4
Sunday-PM Literature Review Presentations 5,6
## Assigned Readings (to read before class)

### Weekend 1 Saturday-AM1

**Weekend 1** - **January 20-21**

**Weekend 1 Saturday-AM1**  
Concepts of place and placemaking;  
Introduction to theories of place and governance

### Key Questions
- How are the concepts of place and placemaking influencing contemporary approaches to urban planning and design?
- What is theory and how can we use it to analyze policy, planning and development?

### Readings

### Related Readings (optional)

### Instructional Materials

### Weekend 1 Saturday-AM2

**Economic and rational-actor theories of place, institutions, and governance**

### Key Questions
- What is the “economic” rationale for governmental intervention into the private use of place?

### Readings

### Related Readings (optional)
Weekend 1 Saturday-PM1
Behavioral theories of place, institutions, and governance

Key Questions
● How can “nudge theory” and related behavior theories inform urban planning and policy to support public health, safety, and sustainability?

Readings

Related Readings (optional)

Weekend 1 Saturday-PM2
Health and environmental justice in urban and regional planning.

Key Questions
● How do urban planning issues such as sprawl and walkability affect health and safety?
● What are food deserts, how prevalent are they, and what policy tools can overcome them?
● What is environmental justice, and how can urban planners pursue it?

Readings

Related Readings (optional)

Instructional Materials
● Website: Healthy Food Access Portal
Weekend 2 Saturday-AM 1.1
Housing Policy: Low income housing programs

Key Questions
- What are the major public policies and programs that affect the price and quality of housing?
- What are the most important goals the public and non-profit sectors should pursue regarding housing, and what policies or programs would support these goals most effectively?

Readings Set 1
- McClure, Kirk (2006) "The low income housing tax credit program goes mainstream and moves to the suburbs" Housing Policy Debate 17(3): 419-446.

Related Readings (optional)

Instructional Materials
- Graphic: "A summary of public housing programs."
### Weekend 2 Saturday-AM1.2
**Housing Policy: Places for Whom? - Gentrification**

**Key Questions**
- What is gentrification? Is gentrification an issue that urban planners should be concerned about? If so, what should they do?

**Readings Set 2**

**Related Readings (optional)**

### Weekend 2 Saturday-AM2.1
**Housing Policy: Unhoused individuals in public spaces**

**Key Questions**
- How should state and local governments address homelessness?

**Readings Set 3**
- TBD

**Related Readings (optional)**
- TBD

### Weekend 2 Saturday-AM2.2
**Housing policy: Local control versus state preemption**

**Key Questions**
- How should state and local governments share jurisdiction over regulation and promotion of housing development?

**Readings Set 4**
- LA Times Editorial Board (Jan. 18, 2022) “SoCal needs housing leaders: It’s a shame that local politicians would back a ballot measure to override state legislation” (Online title: “Shame on SoCal leaders for backing a ballot measure to roll back housing fixes”).
Related Readings (optional)
- TBD

Weekend 2 Sunday-AM1.1
Urban design for ageing

Key Questions
- What are the key principles of age-friendly urban design?
- How should society ensure basic financial and emotional security for seniors?

Readings Set 5

Related Readings (optional)

Weekend 2 Sunday-AM1.2
Urban transportation policy

Key Questions
- What is the role of Transit Oriented Development (TOD) in creating livable communities?
- How can transportation policy be informed by theories of governance and social mobility?

Readings Set 6

Related Readings (optional)
Instructional Materials

- Graphic: Shifting ideas in transportation policy. Susan Handy, March 2, 2021
- Podcast (3:36): “Amid Climate and Housing Crises, Cities Struggle to Place Housing Near Transit.” All Things Considered, NPR, February 16, 2020.

Weekend 2 Sunday-AM2
Collaborative governance for urban and regional planning

Readings:

Related Readings (optional):

Instructional Material:
Weekend 3 Saturday-AM1
Collaborative governance for watershed and groundwater planning

Key Questions
● How have collaborative governance, complexity theory, commons theory, and institutional analysis been used to understand sustainable management of groundwater resources?

Readings

Related Readings (optional)

Weekend 3 Saturday-AM2
Collaborative governance for marine spatial planning

Key Questions
● TBD

Readings
● TBD

Related Readings (optional)
● TBD

Weekend 3 Saturday-PM1
Native American tribal institutions and the governance of place

Key Questions
● How can tribal and non-tribal governments and stakeholders work together effectively for place-based governance?
● How are tribal land acknowledgement statements & The Landback Movement altering the governance and meaning of place in the United States?

Readings
● Handbook of Collaborative Public Management
  o Ch. 16 “Tribal sovereignty and the limits and potential of inter-governmental collaboration.” Kathy Quick, pp. 253-267.
Institutions.” pp. 1-2 http://landacknowledgements.org/

**Journalism**


**Related Readings (optional)**


- Ethington, Philip and Wolf Gruner (2021 February). “History Department Acknowledgement of the Tongva and Greater Indigenous Lands occupied by the University of Southern California.” With contributions by Alice Baumgartner, Willie Cowan, Peter Mancall, and Julia Lewandoski

---

**Weekend 3 Saturday-PM2**

TBD

**Key Questions**

- TBD

**Readings**

- TBD

**Related Readings (optional)**

- TBD
Weekend 4 Saturday-AM1
Theories of urban poverty and economic mobility

**Key Questions**
- What are the main causes of poverty, as identified by various social science theories?
- What can public agencies and private organizations do to help poor people ascend the socioeconomic ladder?

**Readings**

**Related Readings (optional)**

**Instructional Materials**
- Podcast (36:00) “The Scarcity Trap: Why We Keep Digging When We’re Stuck In A Hole” Hidden Brain, NPR, April 2, 2018.

Weekend 4 Saturday-AM2
Neighborhoods and Economic Opportunity

**Key Questions**
- How does the people-vs-place dichotomy guide urban planning and policymaking?
- How does neighborhood form and function affect economic opportunity for residents?
- How can neighborhoods be better planned to promote economic mobility?

**Readings**
Bedrosian Center, March 24, 2016.


**Related Readings (optional)**

**Instructional Materials**
- Video (4:06) "Former Secretary of HUD Henry Cisneros on the evolution and future of place-based initiatives." USC Price, May 6, 2015.
- Podcast (41:18) "Is the American Dream Really Dead?" Freakonomics, January 18, 2017.

---

**Weekend 4 Saturday-PM1**

**Neighborhood-scale governance through Homeowners Associations**

**Key Questions**
- TBD

**Readings**
- TBD

**Related Readings (optional)**
- TBD

---

**Weekend 4 Saturday-PM2**

**TBD**

**Key Questions**
- TBD

**Readings**
- TBD

**Related Readings (optional)**
- TBD
# Course Policies

## Numeric Ranges for Final Course Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
<th>Maximum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>≥ 94%</td>
<td>&lt; 100%</td>
</tr>
<tr>
<td>A-</td>
<td>≥ 90% &lt; 94%</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>≥ 87% &lt; 90%</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>≥ 84% &lt; 87%</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>≥ 80% &lt; 84%</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>≥ 70% &lt; 74%</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>≥ 67% &lt; 70%</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>≥ 60% &lt; 67%</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60%</td>
<td></td>
</tr>
</tbody>
</table>

Minimum passing grade for graduate course credit: “C” ≥ 74%

## Assignment Submission Policy
Submit all graded assignments via Blackboard. Microsoft Word is preferred. Label your file with your last name and the name of the assignment (e.g., Leach_literature.review.doc)

## Contacting the Instructor
Email is the most reliable way to contact me. I typically respond within a few hours, and rarely more than 24. Email is also the best way to schedule a time for a phone or video call. You may call or text me if you need my immediate attention.

## Form and Style for All Written Work
Write in plain, concise prose (such as described in Strunk and White’s classic *Elements of Style*). Provide in-text author-date citations for all ideas, phrasing, or facts you borrow from other sources. Include page numbers in citations wherever feasible; if your citation is especially insightful, novel, or contentious, your instructor or classmates may wish to look it up. Provide a list of cited references in APA format. Err on the side of being too inclusive in your citations of facts and ideas included in your work. It is good professional practice to guide your readers to your source materials, and liberal citations helps avoid plagiarism issues.

If addressing a topic that is highly contested, one way to strengthen your response is to clearly and fairly articulate both sides of the controversy. Analytical arguments that come down on one side or the other are welcome, especially if they critique the opposing perspective through theoretical or empirical arguments that reference the assigned readings, videos, lectures, or other sources. In addition to demonstrating your knowledge of the assigned readings, feel free to cite sources beyond the required materials. This helps you integrate your new knowledge from this course with ideas you have gleaned from your other courses or experiences.

## File Submission Protocol
All file submissions will be handled electronically through Blackboard. In the event of electronic submission problems via Blackboard, you may provide duplicate submissions via e-mail to the instructor as a record of your timely submission.

Unless otherwise noted by your instructor, all written assignments and submissions should be single-spaced and submitted as a Microsoft Word document.

Please label all submitted files with your last name followed by the name of the assignment (e.g., Lastname_Week7Paper1.doc).

## Late Assignments
No assignments are accepted after their due dates without prior permission. At their discretion, faculty may grant extensions for extenuating circumstances, as defined in the USC student handbook. If you are unable to complete an assignment on time, please notify your instructor as soon as feasible. Please
communicate with your instructor if you find yourself falling behind or if you need any assistance with an assignment.

**Academic Integrity**

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.

**Prohibition on Uploading Course Materials to Generative AI Services**

Submitting assignment prompts or other course materials to an AI generator is a violation of intellectual property and is disallowed under the USC policy prohibiting distribution of course materials (Living our Unifying Values: The USC Student Handbook, p. 13).

**Policy on Generative AI**

The learning goals for the writing assignments in this course are (1) to prod students to expand their knowledge of course concepts through careful research and thoughtful writing, and (2) to teach students how to construct written arguments (in various formats such as essays, reports, memoranda) that are enlightening, credible, reliable, and professional.

Use of artificial intelligence (AI) tools such as Grammarly or generative AI tools such as ChatGPT is allowed in this course so long as it helps you achieve both of these learning goals, and so long as it otherwise adheres to the principles of academic integrity described elsewhere in this syllabus and in The USC Student Handbook.

In professional and academic writing, it is essential to cite sources for all evidence and ideas borrowed from others. The main purposes of proper citation are (1) to support your argument with evidence from reliable and credible sources, and (2) to give credit to other people whose intellectual product you have borrowed.

Do not cite generative AI tools in your writing because (a) such tools are not a credible and reliable source of information or analysis, and (b) these tools are not human sources that need to be credited for their “ideas” or “labor.” (Similarly, avoid citing other unreliable or non-credible sources such as Wikipedia.org or ProCon.org, to name two. By the same token, there is usually no need to use citations to give credit to non-human writing and research aids including commonplace computerized tools such as internet search engines, PC software, or AI tools).
**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).
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.

**Other Resources Available to USC Price Students**
https://priceschool.usc.edu/students/resources/