

Race and Capitalism

USC Sociology
SOCI 499 – Special Topics
Thursday, 2-4:50pm

Faculty: Rishi Awatramani
Office Hours: Wednesdays, 10am-12pm
Sign-up: <https://cal.com/rawatram/30min>



Description

This course examines the ways in which race and capitalism are interlinked across historical and global contexts. We will look at the ways in which the economic, political, and ideological structures of capitalist democracies pose political dilemmas for workers' movements and struggles for racial justice that have manifested in competing social movement approaches: reform vs revolution, integration vs separation, participation vs disruption, elections vs mass protest, and even class primacy vs race primacy. We will explore the central debates about how race and class intertwine to shape power, profit, and forms of resistance.

Course Design

Rather than merely examining a range of topics and themes each week, the syllabus is designed so that each week's readings advance or stand in contrast to arguments made in previous weeks. Many readings are written in direct debate with each other. Since the course is structured as a cumulative debate, students will be able to situate each week's readings within an unfolding set of arguments, thereby developing their capacity to critically incorporate and analyze new arguments. Furthermore, the course is designed to not only clarify concepts and debates, but also to interrogate those concepts through empirical scholarship that looks at examples from around the world.

This is a reading- and discussion-intensive seminar. The readings are between 60-100 pages each week. Your success in the course and on assignments will depend on you completing the readings. Having said that, you're not on your own in undertaking the readings. Class time will be structured to help you tackle the texts. We will begin each class with a brief review of the arguments from the previous class and a synthetic overview of the arguments made throughout the course. Students will also be encouraged to raise any questions from the prior week's discussion. I will usually briefly lecture on the readings and themes of the current week, after which we will spend our time in discussion. I'll close each week with a brief primer on the following week's readings so you can organize your reading and your reactions to the text. I also strongly encourage students to make use of office hours. I believe in dialogic pedagogy: students will deepen their own familiarity and mastery of the debates in class by discussing the material in office hours, and in-class lectures and discussions will be informed by students' insights and the questions they raise in office hours.

Learning Objectives:

By the end of the semester, students will be able to:

- Discuss key concepts related to the interrelationship between race and capitalism.
- Converse easily about pertinent scholarly debates on the interrelationship and conflicts between race and class politics, racial oppression and capitalism, etc.
- Analyze and evaluate difficult texts through both writing and discussion, and apply their insights to other contexts.
- More deeply read, discuss, and write about critical sociological issues, and interpret important debates on issues of race and class in capitalist societies.

Prerequisite(s): SOCI 200gm and SOCI 270g

Course Preparation and Background Reading (Optional):

If you have little or no background in social theory, studies of capitalism, and/or social movements, you can read these to help prepare for the course.

- Ingham, Geoffrey. 2008. *Capitalism*. p14-24 & 52-62.
- Johnston, Hank. 2014. "Chapter 1: What is a social movement?" in *What is a social movement?* p1-25.

Required Readings and Course Materials

All of the materials required for the course will be made available through Brightspace.

Course Requirements and Assignments:

1. Reading and Class Participation

The expectation is that you will come to class having completed all assigned readings for that week and prepared to discuss those readings. These are not texts that you can simply skim, so make sure to plan accordingly. Discussion is equally important. If you are shy, please push yourself to participate. If you are not shy, please help to create a supportive environment for everyone to participate. Class attendance is required. **After one unexcused absence, each missed class will result in 2 points being subtracted from your final grade.**

2. Weekly Discussion Question

Every week, you should formulate a discussion question in response to the week's readings and post it on the course Brightspace site no later than **10pm the night before class**. These questions must be thoughtful and address specific arguments in the reading. Because the readings are engaging and in-conversation with each other, you will have plenty of questions and reactions to share! On the one hand, your questions will demonstrate that you read carefully. 1 point will be deducted from your final class participation grade for each late, missing, or superficial discussion question. But more importantly, we'll directly address many of your questions during class discussion, and I'll do my best to orient the lecture and discussion around your insightful questions and comments.

3. Reading Response Papers

You will turn in 6 short (maximum 600 words) reading responses. These must be posted to Brightspace by **10pm the night before the class** and must be based on the readings for that week. The course is split into two parts, each part comprises approximately half of the course. You can choose which weeks to write a reading response, but at least two response papers should be written in each part of the course.

Responses should do two things: 1) summarize the arguments from the reading; and 2) critically assess the arguments and, when applicable, put them into conversation with prior weeks' readings. As a rough guide, you can use approximately half of the paper for each task, but the best reading responses will parsimoniously summarize the arguments, and focus more on critical assessment. Finally, at the end of your reading response paper (not included in the 600 word limit), include 1-2 brief quotations from the reading that exemplify what you have identified as the authors' main argument(s). Your papers should engage at least two of the assigned readings for that week. All reading responses will be given a letter grade. Unexcused late responses will not be accepted.

4. Final Paper

Each student will pick one of the two sets of readings listed below, and write a short essay which answers the following questions:

1. What are these authors arguing about the relationship between race and capitalism, and the dilemmas of political struggle in capitalism? Where do they agree or disagree with one another?

2. Are the arguments in these new readings convincing or not convincing? Explain.
3. Pick two other major scholars that we read this semester, and explain how they offer either contrasting or complementary understandings of the new case under examination. What new light do these readings cast on the interrelationship between race and class politics?

Pick from one of these two sets of readings:

1. US Latino Politics in Capitalist Democracy
 - Gonzalez, Juan. 2011. "Chapter 10: The Return of Juan Seguín: Latinos and the Remaking of American Politics" in *Harvest of empire: A history of Latinos in America*. p167-198.
 - Rosales, Rodolfo. 2000. *The illusion of inclusion: The untold political story of San Antonio*. University of Texas Press. Chapters 1 and 2 (p1-39).
 - Gonzales, Alfonso. 2016. "Neoliberalism, the homeland security state, and the authoritarian turn." *Latino Studies* 14.1. p80-97.

2. The Far Right: Compatible or Irreconcilable with Capitalist Democracy?
 - Saull, Richard. 2018. "Racism and far right imaginaries within neo-liberal political economy." *New Political Economy* 23.5. p588-608.
 - Davidson, Neil. 2014. "The far-right and 'the needs of capital'," in *The Longue Durée of the Far-Right*. p141-164.
 - Ahmad, Aijaz. 2016. "India: Liberal democracy and the extreme right." *Socialist Register* 52. 23p
 - Riley, Dylan. 2005. "Civic associations and authoritarian regimes in interwar Europe: Italy and Spain in comparative perspective." *American Sociological Review* 70.2. p288-310.

Final Papers should be no more than 2500 words, or approximately 10 double-spaced pages (double-spaced, 12 pt. Times New Roman, 1 inch margins), and they may be shorter.

By Friday, April 11th, students will send me a 1-2 paragraph memo on their initial thoughts on the final paper (between 250-500 words). The memo should include your choice of topic, your understanding of the ideas or debates from the semester that you want to engage, and any preliminary ideas you have about your argument. This is before we will have completed all the readings for the course, so I completely expect that this outline will reflect only your earliest thinking and that it will change. Students will then meet with me during office hours before the final day of classes to discuss your ideas for your final paper. Completion of each of these steps will be figured into your final paper grade. After that meeting, I strongly recommend students revise the memo they submitted into an outline with a more concrete explanation of what you will argue in your paper. This is not required, but I will be happy to meet with students again to discuss their outline if they choose.

Final papers are due on the due date assigned to this class by the registrar at 5pm ET.

Grading

Final Grade Evaluation

Reading Responses: 35%

Final Paper: 50% (Outline: 10%, Meeting: 5%, Paper: 35%)

Class Participation: 15%

Grading Scale

A+ = 97-100	A = 93-96	A- = 90-92
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 = 59-0		

Academic Integrity (Required Information from USC)

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.

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

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.

Course and University Policies

Technology and Laptop Use

To prevent distraction, **there will be no use of computers, tablets or phones in class** (exceptions will be made for students for whom laptop use is a documented accommodation for a learning difference/disability, or on a case-by-case basis). You must bring physical copies of readings to class. If this is a problem for any student for any reason, tell me and we'll find an alternative way for you to get the readings.

AI and Collaboration Policy

This course is focused on supporting you in developing your capacity and skills to read, think, and write about some of the most important social issues we face. Regardless of whether you're a social science major or what you plan to do after you leave USC, mastering the concepts and arguments covered in this course, and the core skill and competencies we'll practice together, will better equip you for life. Students are expected to submit work that strives to demonstrate their individual mastery of the course concepts. AI tools like ChatGPT may be able to complete parts of the course assignments for this course. But they stand in the way of your own learning and growth. Here's the official word: "All assignments should be prepared by the student working individually. Students may not have another person or entity complete any substantive portion of the assignment. Using AI-generated content or any other unauthorized assistance is prohibited, will be identified as plagiarism, and will be reported to the Office of Academic Integrity." But I expect students to embrace the process of learning, analyzing, and writing about the themes, concepts, and arguments in this course, on their own terms.

Disability Accommodation

I take disability and differing abilities seriously. If you are a student with a disability who needs accommodation in this class, please obtain an accommodation letter from [The Office of Student Accessibility Services](#) and meet with me as early in the term as possible to make arrangements for your approved accommodations.

USC Message on Disability Accommodation:

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.

Mental Health

If you are struggling with anxiety, stress, depression or other mental health related concerns, please consider visiting the USC [Counseling and Mental Health Services](#). If you are

concerned about a friend, please encourage that person to seek out their services, too. See the end of the syllabus for these and other support systems.

Course Schedule and Readings

Part I: Contested Origins and Dynamics of Capitalism and Race.

Week 1, January 16th: Introduction

Week 2, January 23rd: Capitalism, the State and Social Relations

Questions: What is advanced capitalism, and how does the historical development of capitalism structure social relations? What is the state, and how should we understand the relationship between capitalism, the state, and democracy?

Readings:

- Tucker, Robert C. (ed.). 1978. *The Marx-Engels Reader*. 2nd edition. New York: Norton.
 - “The Manifesto of the Communist Party,” p473-491.
 - “Preface to A Contribution to the Critique of Political Economy,” p3-6.
 - “Wage Labor and Capital,” p203-217
 - “Letters on Historical Materialism,” p760-765
- Block, Fred. 1987. “The Ruling Class Does Not Rule.” p. 51–68 in *Revising State Theory*. Temple University Press.

Week 3, January 30th: Capitalist Origins of Race: Slavery

Questions: How is slavery interconnected with capitalist development globally and the emergence of modern race?

Readings:

- Fields, Barbara Jeanne. 1990. “Slavery, Race and Ideology in the United States of America.” *New Left Review* 181(1): 95–118. (24)
- Williams, Eric. 1984. *From Columbus to Castro: The History of the Caribbean, 1492-1969*. 1st Vintage Books ed. New York: Vintage Books. Ch10, 136-155 (20)
- Williams, Eric. 1994. *Capitalism & Slavery*. Chapel Hill: University of North Carolina Press. Ch1, 3-29 (27)
- Rodney, Walter. 2018. *How Europe Underdeveloped Africa*. London ; New York: Verso. Ch3, 85-105 (21)
- Du Bois, W.E.B. [1935]1998. *Black Reconstruction in America*. New York: Free Press. Ch1 “The Black Worker,” 3-16. (14)

Week 4, February 6th: Capitalist Origins of Race: Colonialism

Questions: How is colonialism interconnected with capitalist development? How do race and racial oppression evolve through processes of slavery and colonialism?

Readings:

- Williams, Eric. 1984. *From Columbus to Castro: The History of the Caribbean, 1492-1969*. 1st Vintage Books ed. New York: Vintage Books. Ch2-4,18-45. (28)
- Rodney, Walter. 2018. *How Europe Underdeveloped Africa*. London ; New York: Verso. Ch5, 175–244. (70)

Week 5, February 13th: Racial Origins of Capitalism

Question: How do historical forms of race drive the emergence and character of capitalism?

Readings:

- Robinson, Cedric J. 2000. *Black Marxism: The Making of the Black Radical Tradition*. Chapel Hill: University of North Carolina Press. Introduction, Ch1 and Ch3.

Week 6, February 20th: Race and Labor Exploitation

Questions: What role did racial differentiation play in establishing capitalist labor markets historically? How are racial oppression and labor exploitation interrelated?

Readings:

- Wolpe, Harold. 1972. "Capitalism and Cheap Labour-Power in South Africa: From Segregation to Apartheid." *Economy and Society* 1(4): p425-454. (30)
- Bonacich, Edna. 1976. "Advanced Capitalism and Black/White Race Relations in the United States: A Split Labor Market Interpretation." *American Sociological Review* 41(1): p34–51. (18)
- Du Bois, W.E.B. [1935]1998. *Black Reconstruction in America*. New York: Free Press. Ch2 "The White Worker," p17-31. (15)
- Du Bois, W.E.B. 1935. "Black Reconstruction and the Racial Wage." in *Social Theory: The Multicultural, Global, and Classic Readings*, edited by C. Lemert (2018). Sixth edition. New York: Routledge. p190–93. (4)
- Jung, Moon-Kie. 2003. "Interracialism: The Ideological Transformation of Hawaii's Working Class." *American Sociological Review* 68(3): p373–400. (23)

Week 7, February 27th: Racial Capitalism

Questions: What are the competing ways scholars understand the interrelationship between racial oppression and capitalism, merely through common historical origins or in the way that race and class are reproduced? What is "Racial Capitalism," and how is it different from other theorizations of the race-capital relationship?

Readings:

- Virdee, Satnam. 2019. "Racialized Capitalism: An Account of Its Contested Origins and Consolidation." *The Sociological Review* 67(1): 3–27.
- Dawson, Michael. 2021. "Why Race and Capitalism, Not Racial Capitalism? (Critical Race Studies)." https://www.youtube.com/watch?v=3jjK3ge_ck
- Levenson, Zachary, and Marcel Paret. 2022. "The Three Dialectics of Racial Capitalism: From South Africa to the U.S. and Back Again." *Du Bois Review: Social Science Research on Race* 20(2): 333–48.

- Go, Julian. 2021. "Three Tensions in the Theory of Racial Capitalism." *Sociological Theory* 39(1): 38–47.

Part II: Political Dilemmas of Race and Capitalism

Week 8, March 6th: Hegemony: State vs Civil Society

Questions: How is consent for racialized forms of capitalism generated? What is the Gramscian view of the relationship between the capitalist state and society?

Readings:

- Gramsci, Antonio. 1971. *Selections from the Prison Notebooks of Antonio Gramsci*. editors. Q. Hoare and . G. N. Smith. London: Lawrence & Wishart. p5-13; 125-133; 158-162; 168; 175-185; 229-243; 257-265; 267-268; 325-328. (65)
- Hall, Stuart. 2016. *Cultural Studies 1983: A Theoretical History*. Editors J. D. Slack and L. Grossberg. Durham: Duke University Press. "Lecture 7: Domination and Hegemony," p155-179. (25)

Week 9, March 13th: Class Struggle and Democracy

Question: Does democracy make class conflict possible, or does class conflict make democracy possible? Is democracy a result of economic development, conflict among elites, conflict between subordinate and elite classes, or something else entirely?

Readings:

- Moore, Barrington 1913-2005. 1966. *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*. Boston: Beacon Press. Ch3, p111-155.
- Rueschemeyer, Dietrich, Evelyne Huber, and John D. Stephens. 1992. *Capitalist Development and Democracy*. Chicago: University of Chicago Press. Ch1 (p1-11), and Ch3 (p40-78).
- Paige, Jeffery M. 1990. "The Social Origins of Dictatorship, Democracy and Socialist Revolution in Central America." *Journal of Developing Societies* 6. p37–42.

Week 10, March 20th: Spring Break

Week 11, March 27th: Racial Formation

Questions: What does it actually mean to say that race is socially constructed? Is the process of racial formation linked to the development of capitalism?

Readings:

- Omi, Michael, and Howard Winant. 2015. *Racial Formation in the United States*. Third Edition. New York: Routledge. Introduction (p1-16), Ch4 (p105-132), and Ch5 (p137-154).
- Wimmer, Andreas. 2015. "Race-Centrism: A Critique and a Research Agenda." *Ethnic and Racial Studies* 38(13): 2186–2205.

- Winant, Howard. 2015. "Response to Andreas Wimmer." *Ethnic and Racial Studies* 38(13): 2206–7.

Week 12, April 3rd: Racial Politics and Racial Political Dilemmas

Questions: What are the racial political dynamics of (racially differentiated) capitalist societies? How do these dynamics shape movements, and vice versa? How does conflict between capital, the state, and movements drive historical change?

Readings:

- Reed, Adolph L. 1999. "The Black Urban Regime" in *Stirrings in the Jug: Black Politics in the Post-Segregation Era*. Minneapolis: University of Minnesota Press. p79-115.
- Marable, Manning. 2011. "History and Black Consciousness: The Political Culture of Black America," in *Beyond Boundaries: The Manning Marable Reader*, edited by R. Rickford. London: Routledge. p11-21.
- McAdam, Doug. 2009. "The US Civil Rights Movement: Power from Below and Above, 1945–70," in *Civil Resistance and Power Politics: The Experience of Non-Violent Action from Gandhi to the Present*. Oxford University Press. p58-74.
- Marx, Anthony W. 1995. "Contested Citizenship: The Dynamics of Racial Identity and Social Movements." *International Review of Social History* 40: 159–83.

Week 13, April 10th: Articulation and Hegemony

Question: How does the structural interrelationship between race and capitalism relate to their interrelationship politically and experientially? How is the theory of hegemony implicated in our understanding of the relationship between class exploitation and racial oppression?

Readings:

- Hall, Stuart. 1980. "Race, Articulation and Societies Structured in Dominance," in *Sociological Theories: Race and Colonialism*. Paris: Unesco. p305–345. (41)
- Hall, Stuart. 1986. "Gramsci's Relevance for the Study of Race and Ethnicity." *Journal of Communication Inquiry* 10(2): 5–27. (23)

Week 14, April 17th: Racial Authoritarianism

Questions: Are race and racial oppression primarily coercive forms of power? Is the state primarily racially repressive? Does race endure through consent or force?

Readings:

- Jung, Moon-Kie. 2015. "The Racial Constitution of the U.S. Empire-State," in *Beneath the Surface of White Supremacy: Denaturalizing U.S. Racisms Past and Present*. Stanford, California: Stanford University Press. p55–82.
- Gilmore, Ruth Wilson, and Craig Gilmore. 2007. "Restating the Obvious." in *Indefensible Space: The Architecture of the National Insecurity State*, edited by M. Sorkin. Routledge. p159-180.
- Weaver, Vesla M., and Gwen Prowse. 2020. "Racial Authoritarianism in U.S. Democracy." *Science* 369(6508). p1176-1178.

Week 15, April 24th: Police, Prisons, Profit

Question: How do systems of policing and incarceration reproduce racial oppression and capitalism?

Readings:

- Gilmore, Ruth Wilson. 2007. *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California*. Berkeley: University of California Press. Prologue and Introduction, p1-29.
- Kelley, Robin D. G. 2020. "Insecure: Policing Under Racial Capitalism." *Spectre Journal* 1(2): 12–37.
- Balto, Simon. 2019. *Occupied Territory: Policing Black Chicago from Red Summer to Black Power*. Chapel Hill: UNC Press. p56–90.

Week 16, May 1st (MAY DAY): Racial Neoliberalism

Questions: How have transformations to capitalism over time reshaped the operation and interrelation of class and race? How might the unfolding neoliberal legitimacy crisis further transform race and class politics?

Readings:

- Dawson, Michael C., and Megan Ming Francis. 2016. "Black Politics and the Neoliberal Racial Order." *Public Culture* 28(1 (78)): p23–56. (34)
- Fraser, Nancy. 2015. "Legitimation Crisis? On the Political Contradictions of Financialized Capitalism." *Critical Historical Studies* 2(2): p157–89. (33)
- Dawson, Michael C. 2016. "Hidden in Plain Sight: A Note on Legitimation Crises and the Racial Order." *Critical Historical Studies* 3(1): p143-161. (19)
- Fraser, Nancy. 2016. "Expropriation and Exploitation in Racialized Capitalism: A Reply to Michael Dawson." *Critical Historical Studies* 3(1): p163-178. (16)

University Academic and Support Systems

Student Financial Aid and Satisfactory Academic Progress:

To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the [Financial Aid Office webpage](#) for [undergraduate-](#) and [graduate-level](#) SAP eligibility requirements and the appeals process.

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 consists 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) 740-2500

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.