



Writing 340: Advanced Writing for Health Sciences
Madness in the Age of STEM
Section 65285 | Fall 2022

Dr. Ryan Leack
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Class: MW 2:00-3:20
Location: WPH B26

Section: 65285
Office: JEF 140 & Zoom
Office Hours: TTH 5-6
& by appointment

An Intro in Quotes

“In the serene world of mental illness, modern man no longer communicates with the madman: on the one hand, the man of reason delegates the physician to madness, thereby authorizing a relation only through the abstract universality of disease; on the other, the man of madness communicates with society only by the intermediary of an equally abstract reason which is order, physical and moral constraint, the anonymous pressure of the group, the requirements of conformity.”

—Michel Foucault, *Madness and Civilization: A History of Insanity in the Age of Reason*

“Capitalism garners and possesses the force of the aim and the interest (power), but it feels a disinterested love for the absurd and nonpossessed force of the machine. Oh, to be sure, it is not for himself or his children that the capitalist works, but for the immortality of the system. A violence without purpose, a joy, a pure joy in feeling oneself a wheel in the machine, traversed by flows, broken by schizzes. A sort of art for art's sake in the libido, a taste for a job well done, each one in his own place, the banker, the cop, the soldier, the technocrat, the bureaucrat, and why not the worker, the trade-unionist. Desire is agape.”

—Gilles Deleuze and Félix Guattari, *Anti-Oedipus: Capitalism and Schizophrenia*

“But what matters now is not a question of profitability, not a question of increased productivity, not a question of production rates. No, it is not a question of back to nature. It is the very basic question of not dragging man in directions which mutilate him, of not imposing on his brain tempos that rapidly obliterate and unhinge it. The notion of catching up must not be used as a pretext to brutalize man, to tear him from himself and his inner consciousness, to break him, to kill him.” —Frantz Fanon, *The Wretched of the Earth*

“The doors to the world of the wild Self are few but precious. If you have a deep scar, that is a door, if you have an old, old story, that is a door. If you love the sky and the water so much you almost cannot bear it, that is a door. If you yearn for a deeper life, a full life, a sane life, that is a door.”

—Clarissa Pinkola Estés, *Women Who Run With the Wolves: Myths and Stories of the Wild Woman Archetype*

Course Description

Words like “wellbeing,” “mental health,” and “mindfulness” are increasingly common in our culture. What do these mean? Might they too often be rather insidious and disingenuous, serving to mask and ensure deeper, disguised values: the maintenance of the productive output of the human body, as *human capital*, in service to broader industrial and commercial complexes that sustain economic productivity? Would corporations, for instance, promote “mental health” if it wasn’t critical for their bottom line, which constitutes your “usefulness” in a socioeconomic assemblage?

Or, worse, some fashion “health” around, as Aldous Huxley writes in *Brave New World*, the pursuit of “comfort and happiness” (defined materialistically) over and against “truth and beauty,” which are often painful, difficult, and confrontational. Recall Radiohead’s song, “Fitter Happier”: “Fitter, happier, more productive, comfortable, not drinking too much, regular exercise at the gym (3 days a week), getting on better with your associate employee contemporaries, at ease, eating well (no more microwave dinners and saturated fats), a patient, better driver, safer car (baby smiling in back seat), sleeping well (no bad dreams), no paranoia... calm, fitter, healthier, and more productive.”

This is where we start. In their two-volume work, *Capitalism & Schizophrenia*, French philosophers Gilles Deleuze and Félix Guattari wonder about these very things. Guattari was a practicing psychoanalyst working against the Freudian tradition. Their work suggests that what we would call “health,” or “wellbeing,” or “mental health” today is constitutive of what is best suited to reproducing existing socioeconomic structures and relationships. What is deemed “mad,” “insane,” or even “unhealthy,” or “abnormal” is that which challenges these structures and relationships, especially in economic forms. *Fitter, happier, more productive...*

Sometimes such thoughts and challenges to existing structures of experience lead us to desire otherwise, and yet too often social media and entertainment at large swoops in to gobble up our time, thoughts, and actions (to lay claim upon our time and energy as the *ultimate resource*: our “engagement”) until we are rushed away into the classroom, or the office, or the gym, or the...

Might there be a connection to the rise of such structures of experience and the rise of “mental health” issues, particularly related to anxiety, stress, and depression? For our course, the “scientific” pursuit is to explore the formulation of the “reasonable” and “healthy” lives we are taught to pursue: *to pursue the construction of the way in which we’re constructed as fitter, happier, more productive.*

Remember this: *the quality of your writing is a reflection of the quality of your thinking*, the ancient Greek rhetoricians said (who were the first professors and established the first universities). Thinking, reading, and writing go hand in hand. Furthermore, *quality output requires quality input*. Our readings and discussions will be our input. Assignments and essays are our output. In the first half of the semester, we will engage a range of materials in both writing and discussion. A1 and A2 will help us acquire vital theoretical tools that will develop our writing in *original, nuanced* ways. You will turn to topics of your own choosing for A3 and A4. Here, you will select readings that speak to your interests and areas of expertise in order to compose original, consequential essays that speak to your discourse communities, and to publics at large, arguing for the *social, ethical, and/or scientific* significance of your perspectives. This half of the class may transcend the course topic.

Course Objectives

Writing 340 provides an opportunity for you to acquire a set of interrelated skills:

Rhetorical Knowledge and Judgment

- Choose unique positions regarding established and emerging issues, and negotiate the complexities in those issues with a sophisticated and judicious sense of audience
- Recognize potential challenges to the legitimacy of how they utilize evidence in contextualizing and/or supporting their arguments
- Display rhetorical aptitude when engaging with academic, professional, and lay audiences, including the ability to anticipate what different readers need from a text

Critical Reasoning and Ethical Inquiry

- Interrogate not only the assumptions of others, but also their own beliefs about and understanding of forces that influence knowledge in disciplines, professions, and society
- Avoid a summary of research, and instead integrate outside sources in ways that are appropriate, ethical, and stylistically sound
- Embrace the complexities of the research process while recognizing its benefits in academic, professional, and civic inquiry

The Craft and Processes of Writing

- Employ heuristics in the initial stages and throughout the process of constructing a paper, including during the revision phase
- Produce structured, vibrant prose that provides an audience with what is needed to be grounded in the discussion and open to the author's position
- Exhibit an intellectually committed and authentic voice, free of clichés, idioms, hackneyed phrasing, extraneous information, and predictability

Grammatical and Genre Conventions

- Adhere to conventions ranging from structure and paragraphing to tone and mechanics, but also bend those conventions when appropriate to the author's purpose
- Demonstrate mastery of a scholarly apparatus for the inclusion of outside sources
- Create flowing syntax free of errors in punctuation, grammar, and spelling

To achieve the above skills we will also pursue the following *reading-based* goals:

- The development of *active, critical reading skills* that will enable you to employ vital conceptual tools, as well as *analyze* and *apply* authors' various writing strategies
- The ability to extend your thinking beyond surface-level ideas to offer *thought-provoking, original, and pertinent* arguments on pressing issues in this thematic

Course Components

Learning Communities: A Place to Have Deeper Discussions During Group Conferences

Early in the semester, students will be placed in a specific “learning communities” (LC1 or LC2) that will meet as indicated on the course schedule via our regular Bb Zoom link (not in class). When they occur, these LCs will take the place of our whole class meetings such that a student only need attend their specific LC for group conferences. However, be sure to regularly check the syllabus as we will move between whole class meetings and LCs during the semester and failure to attend either of these events will result in an absence.

The goal, in creating these smaller groups, is to allow deeper conversations to develop between students about their writing and thinking. These communities will be a place where students can get to know one another more closely as writers and offer valuable peer-to-peer feedback on their assignments.

Once you are assigned a learning community (LC) be sure to check the course schedule at the end of this syllabus to stay up-to-date on the specific dates when your LC will meet on Zoom, as missing your LC will result in an absence from the class. If your LC is not scheduled to meet, you should use this time to complete your *other course assignments*.

Assignments

You will be asked to complete four essay Assignments during the course of the semester. These projects build upon skills developed across the course such that later projects will be weighted more fully than earlier ones. I will pass out a prompt for each Assignment, and we will work on projects throughout the semester as a whole class and in groups.

Final Portfolio

At the end of the semester, you will be asked to submit a Final Portfolio. The Final Portfolio will consist of a revision of either A1 or A2, and A4. We will focus class time at the end of the term on these revisions and preparing the final portfolio.

Reading Materials

The reading materials for this course will *all* be on Blackboard (Bb on schedule). They will consist of scans, largely from my own books, which will contain my own notes. These notes will be helpful to you in navigating the texts, but the marginal notes were not written *for* you, so disregard them if they are confusing. Read selectively for the longer readings *beyond 30 pages*. Your goal is to grab hold of whatever you can—kind of like being thrown into a tornado and just trying to grab a few pieces of what’s flying through the air beyond your control. You will be confused. That’s okay. Get what you can. It’ll get better. Be sure to read the “How to Read Difficult Texts” doc on Bb.

Grading

I will evaluate each essay based on the requirements and expectations for that assignment. Because this class is on the “Grade Contract” (to be discussed), the entirety of the final grade—beyond the guaranteed B if you meet certain conditions—will be based on the Final Portfolio.

Course Policies

Class Participation:

Quality participation is at the heart of our course. Students are expected to print off the assigned texts ahead of class, read them carefully, and come to class prepared to discuss them with their colleagues. I will assess participation based on *the quality of participation* more than quantity. By “quality” I mean (1) *thoughtfully choosing one’s words to speak in a way that adds insight to our discussion of the text or current events* as well as (2) *raising vital questions that merit the entire group’s focus*. When speaking, students should aim to further the depth of the discussion as a whole in a meaningful way. By quality I also mean (3) *actively listening to the views and experiences of others* and (4) *responding in a way that acknowledges others’ viewpoints and concerns rather than ignoring, dismissing, or devaluing them*.

Again, some of the readings for this course are difficult and theoretically challenging. Thus, you will need to employ a set of *active reading practices* to engage with them in order to prepare to take part in a quality discussion about the course materials with your peers. Active reading practices may include: *underlining main points, making marginal notes to record your reactions and questions about the text, re-reading as well as lingering with difficult sentences or paragraphs, etc.*

My advice (*not* requirement) for preparing well for class discussion and essays:

Print out a hard copy of the text to provide the necessary *material* and *spatial* dimensions to the text that will foster not only a more interesting, effective reading experience, but also better retention, as research shows. The following are questions you might ask yourself and take notes on:

(1) What are the author’s main points? (2) What key ideas and stylistic choices do you find compelling in this work? (3) What were 2-3 difficult ideas that you did not initially understand but then worked through? (4) What questions do you have from this text you’d like to ask your peers or in class? (5) How can you connect ideas in this text to what you already know or are interested in?

Note: If you are absent, it is *your responsibility* to consult the course **Schedule** and do the assigned reading ahead of class in order to fulfill the conditions of the Grade Contract.

Attendance

Good attendance is crucial. **You are allowed *one full week* from class without penalty or any need for explanation.** Save those for times when you are unable to make it to class due to a scheduling conflict or because of a health issue. I do not need any explanation for these absences you can simply take them without need for explanation. However, after these “free” absences, your grade will be impacted. Also consult the “Grade Contract.”

If you miss the equivalent of 3 weeks of class (or 6 class periods) you will be in danger of automatically fail the course, as per USC Writing Program policy.

Coming to class late and leaving early is disruptive so try not to engage in this behavior. Given that life happens, I allow students to **arrive late twice** without penalty for emergency situations. After this, coming to class late twice will count as one absence.

Policies for Assignments

- Assignments are due to **Google Forms** via Bb on date indicated in the syllabus schedule.
- If you are absent from class on the day an Assignment prompt is *discussed*, it is your responsibility to go on Blackboard and download the prompt to get caught up.
- Follow the “**Grade Contract**” for all assignment policies regarding turning assignments in on time, and following certain expectations
- You will be allowed **one grace period** to use on any of the first three Assignments. This means that you can submit 1 essay **up to 3 full days** later to me via email without any penalty or need for explanation, but please do *give me a heads-up*.
- Please note that the grace period option does not apply to Assignment 4 nor the Final Portfolio, as we will be at the end of the semester at this time.

Formatting

Include your name, section #, and the Assignment # at the top of the page with last name and page number on the top right. Papers should be typed using a 12-point font and have one-inch margins. Also, all papers should follow MLA standards for grammar and citation (check *MLA citation rules* online if you have questions).

Deviation/experimentation in form is encouraged if it effectively serves your argument, **bUT dON’T jUST pLAY wITH fOrM UnLeSs YoU hAvE a PoInT tO mAKE**

Helpful Resources

Students with Special Needs

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.-5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

The Writing Center

The Writing Center offers writing workshops, as well as one-on-one appointments with Writing Consultants. Scheduled appointments are recommended. The Writing Center is located in Taper 216 and they can be reached at (213-740-3691). You can visit their website at <http://dornsife.usc.edu/writingcenter/>.

Blackboard

I have set up a Blackboard site for our class. Here you will find a copy of our syllabus as well as the prompts for each assignment. If you miss class on the day a prompt is distributed, you can go to Blackboard to download it and get caught up. Blackboard is also where you will find the specific *Google Forms* via the “Submit” tab where you will be able to submit particular assignments.

Email Assistance

Please check your USC email at least once a day M-F. I will try to make announcements in class but it may be necessary for me to communicate with you via email. In turn, I will check my USC email account at least once a day M-F to see if you have any pressing questions for me.

Syllabus Schedule on Next Page

WRIT 340: Advanced Writing for Health Sciences
Please Check Your USC Email Daily to Remain Current

Bb = On Blackboard / I&Is = Insights & Inquiry (on Bb) / PSGs = Passages (Drive)

Tentative Schedule for Assignment 1

Week 1

Monday, August 22nd

In Class: course introduction; thematic approach; peer introductions; how to read and apply difficult texts; learn about coffee and losing one's mind

Homework: review syllabus, schedule, grade contract, and pandemic policies

Wednesday, August 24th

In Class: review A1, AWA1, I&Is, Passages; Learning Communities; diagnostic response

Homework: read Kingsley *Catafalque* (Bb); Insights & Inquiry for reading (I&Is are posted on Bb); brainstorm for A1; USC Writing Center Resources (Bb: Resources)

Week 2

Monday, August 29th

Due: Kingsley *Catafalque*; Insights & Inquiry (on Bb Discussion Board)

In Class: discuss reading; entanglements of mind, body, soul; share A1 ideas

Homework: start Heidegger "The Thing" (Bb); I&Is; *pace yourself for Heidegger*; *take ibuprofen for headaches*; work on A1 ideas; review "Learning Community Conferences" and "Learning Community Groups" (Drive tab via Bb)

Wednesday, August 31st

Learning Community 1: be prepared to discuss any of the following: general paper ideas, an outline of your paper, and/or a section of the paper you are struggling with

Homework: Heidegger (Bb); submit AWA1 by Friday 11:59pm (Google Forms via Bb)

Week 3

Monday, September 5th

No Class: Labor Day

Wednesday, September 7th

Learning Community 2: be prepared to discuss any of the following: general paper ideas, an outline of your paper, and/or a section of the paper you are struggling with

Homework: work on A1; submit A1 Friday 11:59pm (Google Forms via Bb "Submit" tab)

Tentative Schedule for Assignment 2

Week 4

Monday, September 12th

Due: Heidegger “The Thing” (Bb); I&Is

In Class: discuss and respond to reading; discuss AWA2 and A2

Homework: AWA2 and A2 ideas; read Foucault *History of Madness* (Bb); prepare *your* Foucault Passage (Drive: see Passages instructions under Announcements on Bb)

Wednesday, September 14th

Due: Foucault *History of Madness* (Bb); *your* typed Passage (Drive)

In Class: discuss and respond to reading

Homework: read Deleuze and Guattari *A Thousand Plateaus* (this *might* be hard...) (Bb); I&Is; re-review “Learning Community Conferences” (Bb)

Week 5

Monday, September 19th

Due: Deleuze and Guattari *A Thousand Plateaus* (Bb); I&Is

In Class: discuss and respond to reading; discuss “Oral Presentation Guidelines”

Homework: read Kusters *A Philosophy of Madness* (this *might* be weird...) (Bb); I&Is; Foucault *The Birth of the Clinic* (Bb: Supplemental)

Wednesday, September 21st

Learning Community 2: be prepared to discuss any of the following: general paper ideas, an outline of your paper, and/or a section of the paper you are struggling with

Homework: work on A2; Kusters (Bb); Horney *Our Inner Conflicts* (Bb: Supplemental)

Week 6

Monday, September 26th

Learning Community 1: be prepared to discuss any of the following: general paper ideas, an outline of your paper, and/or a section of the paper you are struggling with;

Horney *Neurosis and Human Growth* (Bb: Supplemental)

Wednesday, September 28th

Due: Kusters *A Philosophy of Madness* (Bb); I&Is

In Class: discuss and apply my A1 feedback

Homework: read Fanon *The Wretched of the Earth* (Bb);

Emre *The Personality Brokers: The Birth of Personality Testing* (Bb: Supplemental)

* **Note:** we will *review* A3 next week while *wrapping up* A2 (i.e., I think you’ll need all the time you can get for A2...)

Tentative Schedule for Assignment 3

Week 7

Monday, October 3rd

Due: Fanon *The Wretched of the Earth* (Bb); I&Is

In Class: discuss reading; entanglements of culture, history, psyche; discuss AWA₃, A₃

Homework: read Žižek *Pandemic 2: Chronicles of a Lost Time* (Bb); *your* Passage (Drive); Aristotle *The Art of Rhetoric* (Bb: Supplemental, including “My Aristotle Notes”)

Wednesday, October 5th

Due: Žižek *Pandemic 2* (Bb); *your* Passage (Drive)

In Class: discuss and respond to reading; applications of previous readings to A₃-4

Homework: read Estés *Women Who Run with the Wolves* (Bb); Passage; “Presentation Guidelines” (Bb); *oral presentations start Week 12*; AWA₂ and A₂ due Friday 11:59pm

Week 8

Monday, October 10th

Due: Estés *Women Who Run with the Wolves* (Bb); *your* Passage (Drive)

In Class: discuss and respond to reading; applications of previous readings to A₃-4

Homework: read Brodkey “Writing on the Bias”; work on A₃ annotated bibliography; Ratcliffe “Defining Rhetorical Listening” (Bb: Supplemental)

Wednesday, October 12th

Learning Community 1: be prepared to discuss any of the following: most productive resources for A₃; general paper ideas (connecting A₃ to A₄); an outline of how you plan to use or adapt certain sources and research for A₄

Homework: Brodkey “Writing on the Bias”; Booth “Listening-Rhetoric” (Bb: Supplemental)

Week 9

Monday, October 17th

Learning Community 2: be prepared to discuss any of the following: most productive resources for A₃; general paper ideas (connecting A₃ to A₄); an outline of how you plan to use or adapt certain sources and research for A₄

Homework: finish reading Brodkey “Writing on the Bias” (Bb); drink coffee; feel human; Clark “Process” (*Concepts in Composition*) (Bb: Supplemental)

Wednesday, October 19th

Due: Brodkey “Writing on the Bias” (Bb); I&Is

In Class: discuss and apply reading to A₄; share your I&Is

Homework: read Brodkey “Writing Critical Ethnographic Narratives” (Bb); I&Is; Clark “Invention” (*Concepts in Composition*) (Bb: Supplemental)

Week 10

Monday, October 24th

Due: Brodkey “Writing Critical Ethnographic Narratives” (Bb); I&Is

In Class: discuss and apply reading to A4; review portfolio submission, grading, rubric

Homework: Brodkey “Writing Critical Ethnographic Narratives” (Bb); I&Is; coffee;

Clark “Revision” (*Concepts in Composition*) (Bb: Supplemental)

Wednesday, October 26th

In Class: discuss and apply my A2 feedback; discuss any A3 concerns

Homework: work on oral presentations, AWA3, A3

Week 11

Monday, October 31th

Halloween: trick or treat?

In Class: *Trick:* surprise... *Treat:* surprise...

Homework: watch classic Halloween movies

Wednesday, November 2nd

Midterm Check In: extended Zoom office hours (*no regular class*)

Homework: read *one* student-generated reading for upcoming presentations (Drive -> Week 12); I&Is for *selected* reading; **submit AWA3, A3**, due this Friday 11:59pm (G Forms via Bb)

Tentative Schedule for Assignment 4

Week 12

Monday, November 7th

Due: selected student-generated reading; I&Is for selected reading (on Discussion Board)

In Class: discuss A4; student presentations and applications to writing; share I&Is

Homework: read one student-generated reading (Drive -> Week 12); I&Is for selected reading; Clark “Audience” (*Concepts in Composition*) (Bb: Supplemental)

Wednesday, November 9th

Due: selected student-generated reading; I&Is

In Class: student presentations and applications to writing; share I&Is

Homework: read selected student-generated reading (Drive -> Week 13); I&Is; Clark “Genre” (*Concepts in Composition*) (Bb: Supplemental)

Week 13

Monday, November 14th

Due: selected student-generated reading; I&Is

In Class: student presentations and applications to writing; in-class response

Homework: read selected student-generated reading (Drive -> Week 13); I&Is;
Clark “Voice and Style” (*Concepts in Composition*) (Bb: Supplemental)

Wednesday, November 16th

Due: selected student-generated reading; I&Is

In Class: student presentations and applications to writing; in-class response

Homework: read selected student-generated reading (Drive -> Week 14); I&Is;
Clark “Grammar and Usage” (*Concepts in Composition*) (Bb: Supplemental)

Week 14

Monday, November 21st

Due: selected student-generated reading; I&Is

In Class: discuss and apply my A3 feedback; last student presentations and applications

Homework: work on final portfolio assignments; fill up on coffee, not turkey
Clark “Non-Native Speakers of English” (*Concepts in Composition*) (Bb: Supplemental)

Wednesday, November 23rd

No Class: Thanksgiving

Week 15

Monday, November 28th

Learning Community 1: be prepared to discuss any of the following: general paper ideas, an outline of your paper, and/or a section of the paper you are struggling with

Homework: work on final portfolio assignments; become human again

Clark “Language and Diversity” (*Concepts in Composition*) (Bb: Supplemental)

Wednesday, November 30th

Learning Community 2: be prepared to discuss any of the following: general paper ideas, an outline of your paper, and/or a section of the paper you are struggling with

Homework: submit portfolio via Bb by date below (*follow posted instructions*);

Clark “Electronic Writing Spaces” (*Concepts in Composition*) (Bb: Supplemental);
discover definitive answer on the meaning of life (let me know)

* Portfolio Due on *Google Forms* (see Bb “Submit” tab) Wed., 12/7, by 11:59pm PST

Statement on Academic Conduct and Support Systems

Academic Conduct

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

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
studenthealth.usc.edu/counseling

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

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “o” after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086
eetix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

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

The Office of Student Accessibility Services (OSAS) - (213) 740-0776

osas.usc.edu

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) 821-4710

campussupport.usc.edu

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

Diversity, Equity and Inclusion - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

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

ombuds.usc.edu

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) 442-3340 or otfp@med.usc.edu

chan.usc.edu/otfp

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