



## Introduction to Comparative Politics

**Course ID:** POSC-120

**Units:** 4

**Meeting time:** Tuesdays and Thursdays 12:30 - 1:50 pm

**Discussion Section:** Monday 11:00 – 11:50; Wednesday 12:00 – 12:50

**Location:** SOS B44

**Term:** Fall 2024

**Instructor:** Pablo Argote

**Office:** DMC 313

**Office Hours:** Wednesdays 2:15 – 3:30.

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**Teaching Assistant:** Lisa Basil

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**Office Hours:** Thursdays 2:00 – 3:00

### Course Description

Political Science is the study of politics in a scientific and systematic manner. An example of a research question in Political Science is: What is the impact of democratic institutions on economic growth? Comparative Politics is a subset of Political Science, which studies politics *within* countries, not between nations.<sup>1</sup> This subfield does not limit itself to the contemporary world, but ranges across time, going back to periods when trustable data is available. In most Political Science departments across the United States, Comparative Politics is separated to American Politics, which focuses on Politics in the United States. Therefore, in Comparative Politics, we will focus on political phenomena within countries in “the rest of the world”. You will learn plenty about Latin America and Europe, as those two regions are closer to my area of expertise.

Comparative Politics is based on the notion of comparing apples to oranges, that is, countries that may have differences and similarities. For example, to analyze whether natural resources affect democracy, we would need to compare countries with different natural resource endowments. In other cases, we could compare nations with many similarities and one key difference, to isolate a key variable and study its effect.

### Learning Objectives

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<sup>1</sup> The study of Politics between countries is typically denominated International Relations or International Politics.

By the end of this course, students will be able to 1) explain key concepts in comparative politics, and the relationship between them; 2) relate and/or apply political science concepts with contemporary political discussions; 3) improve skills for advanced undergraduate political science courses and related social sciences.

## **Required Textbooks**

The required textbook is the following:

Clark, William Roberts, Matt Golder, and Sona Nadenichek Golder. Foundations of Comparative Politics. Thousand Oaks, CA: CQ Press, 2019. (C, G & G)

The goal of having a textbook is to provide us a common framework of basic concepts and definitions, which will serve as a starting point for each class. Be aware, though, that some authors may disagree with these definitions. Additional course readings, podcasts and short videos will be posted on Bright Space. We will rely more on the textbook in the first half of the class.

## **Description and Assessment of Assignments**

My philosophy for the evaluations is “a little, every week”. It is better learning by doing a little every week, than studying a lot twice per semester.

### **a. Participation and attendance (10%).**

Attendance is not mandatory. However, not attending class, or discussion section, will directly affect your participation grade. We will do random nongraded quizzes during class or discussion section. Responding to these quizzes will affect your participation grade. We expect students to actively participate in class. If, for some reason, you do not feel comfortable participating in class, then discussion section should feel more amenable.

### **b. Quizzes (20%).**

Every two weeks, I will post a short, multiple-choice quiz (2-3 questions) about the readings from the previous two weeks, to make sure a) that you are reading, b) that you understand the readings, and c) to have feedback about which concepts need reinforcement. The quiz questions will be straightforward. The idea is not to trick you. We just want you to read. We will have six quizzes per semester. For the final grade, we will count the five best quizzes. You can answer all of them, or just do five, completely up to you. Feel free to discuss quiz questions with your classmates, although the answers should be individual.

### **c. Short reaction memos (20%)**

By the end of the semester, students must submit four 1-2 pages (not more) reaction memos. The first memo will count 10% of the reaction memo requirement ( $0.1 \times 0.2 = 2\%$  of the final grade), the second 20% ( $0.2 \times 0.2 = 4\%$ ), the third 30% ( $0.2 \times 0.3 = 6\%$ ), and the fourth 40% ( $0.2 \times 0.4 = 8\%$ ). You must submit two memos before the midterm, and two after the midterm. We will discuss how to improve reaction memos in class or in discussion section.

In the reaction memos, you can do one of these three exercises:

1. Establish a relationship between the week's concepts, or between the week's concepts with ideas from previous weeks.
2. Relate something from the week's readings to a contemporary political event.
3. Criticize some aspect of the week's readings, either because of logical inconsistencies, or because things do not work like that in the real world.

The main goal of the reaction memos is to improve your writing skills. Thus, if you submit something that is understandable, and organized, 80% of the job is done. Secondly, it will be desirable to critically engage with the course's concepts. If you do both, then you will have the maximum score. The first reaction memo counts less than the last one, as we expect to reward those who improve over time.

An organized reaction memo will look as follow:

First paragraph (Introduction):

- Explain what the memo is about. E.g. "In this memo, I relate the concepts of institutions as rules of the game, with contemporary electoral systems." Or, "I will use the notion of collective action to explain the lack of political participation in contemporary Chile."
- Explain how you would do it.

Second paragraph (Body):

- Very briefly define a concept, if necessary, based on the readings. E.g. "Per Olson, the collective action problem has two dimensions....."
- Describe the implications of such concept. E.g. "The Olsonian notion of collective action implies that there are no incentives to vote".
- If you are criticizing an author, explain why some of his/her ideas are wrong/incomplete/or not quite right.

Third paragraph (Body):

- Here, you can delve deeper in the argument laid out previously.
- If you are criticizing, you can state your second counterargument. If you are relating to a contemporary event, you can talk more about such event.

Fourth paragraph (Conclusion)

- If you don't know what to say, briefly restate your main point.
- Shed light on how your memo could help understanding something else, beyond what you are explicitly saying here.

A note on ability to synthesize. A crucial skill in life is to convey your points with as few words as possible. Thus, a one-page memo is totally fine, provided that is organized, well written and thoughtful. There is no bonus for writing more. Moreover, I will not reward memos that are overly critical for the sake of it. You can write a fine memo by just comparing concepts, or explaining why you think a given notion is useful to understand something today.

At the end of the class, we will drop the memo with the worst grade. But, you have to submit the fourth memos.

**d. In-Class Midterm Exam (20%)**

This in-class midterm exam will cover the material in the lectures as well as the readings and podcasts.

**e. Take home Final Exam (30%)**

This final exam will cover the material in the lectures and the required readings discussed after the midterm.

Here is a summary of the final grade.

**Table 1 Grading Breakdown**

| Assignments    | Points      | % of Grade |
|----------------|-------------|------------|
| Participation  | 10          | 10         |
| Quizzes        | 20          | 20         |
| Reaction Memos | 20 (5 each) | 20         |
| Midterm        | 20          | 20         |
| Final          | 30          | 30         |
| <b>TOTAL</b>   | 100         | 100        |

**Grading Scale**

Course final grades will be determined using the following scale:

**Table 2 Course Grading Scale**

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

## **Assignment Submission Policy**

All response memos should be submitted by Bright Space.

## **Late assignments**

There are only two conditions under which a make-up evaluation will be administered: family emergency or serious illness (doctor's note required). Any other circumstances do not count (work commitments, schedule conflicts, etc.). For example, if you don't sit for the midterm, you forfeit 20% of the course grade. Late response papers will be downgraded one-third of a letter grade per day, including weekends. For example, a "B" assignment due Thursday but handed on Saturday will receive a "C+". Assignments submitted more than two days after the due date will not be accepted.

## **A note on the readings**

I purposely did not include an excessive number of readings for each class. The goal is for you to learn and apply new concepts, and not reading by the sake of doing it. Some readings could be difficult, while other may contain technical aspects that you are not familiarized (e.g. statistical analysis). Indeed, by the end of the class, we will read more contemporary journal articles, typically including statistical analysis. Feel free to skip any section of the readings that includes either a description of statistical methods, or game theory. In empirical papers, focus on the introduction, results and conclusion. More generally, I encourage you to read selectively: that is, paying attention to the core arguments, and skim the less relevant ones. Doing that will require, precisely, the ability to determine what is important, and what is not. This is a crucial life skill; I hope to help you with that during the semester.

## **Classroom norms**

This is class about politics; therefore, people will have views and opinions about some of the topics discussed in class. Other topics could be controversial. Here are some basic norms for in class discussion:

- The primary commitment is to learn from each other. We acknowledge differences among us in disciplines, experiences, interests, and values.
- Build on one another's comments; work toward shared understanding.
- If you wish to challenge something that has been said, challenge the idea or the practice referred to, not the individual sharing this idea or practice.
- Keep the tone and words respectful and productive.

## **Discussion Section**

The goals of discussion section are to a) engage critically with the course material and b) fill the gaps of the lecture. If for some reasons, we did not discuss something with enough depth during class, Lisa will address it in section. Discussion section is the space to ask all the questions that you may not have asked during lecture. The material covered in section could be asked in the midterm or the exam.

## **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.

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.

## **Artificial Intelligence**

This course aims to develop creative, analytical, and critical thinking skills. Therefore, all assignments should be prepared by the student working individually or in groups. Students may not have another person or entity complete any substantive portion of the assignment. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, using AI-generated text, code, or other content is prohibited in this course, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.

## **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 relation to the class, whether obtained in class, via email, on the internet, or via any other media. Distributing course material without the instructor's permission will be presumed to be an intentional act to facilitate or enable academic dishonesty and is strictly prohibited. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

## **Course Schedule**

### **1. Week 1: Overview and approaches**

**August 27: Course overview and motivating example.**

C, G & G, Chapter 1.

**August 29: The Science of Politics.**

**C, G & G, Chapters 2 and 3.**

Bonus: Watch trailer of movie "Sliding Doors" [here](#).

### **2. Week 2: The State and state capacity**

**NO DISCUSSION SECTION THIS WEEK**

**September 3: The Concept of the State**

C, G & G, Chapter 4

Podcast "The History of Ideas: Hobbes on the State". Access [here](#), or Spotify.

Tilly, C. (1985). "War Making and State Making as Organized Crime," in Peter Evans et al, eds., *Bringing the State Back In*. Cambridge: Cambridge University Press. 169-191.

## **September 5: State Capacity**

*Samuel P. Huntington. Political Order in Changing Societies. Yale University Press, 1968. Chapter 1. Focus on pages 1-24, skim the rest.*

**Quiz 1 posted on September 5, due on September 8<sup>th</sup>.**

## **3. Week 3: Institutions.**

### **September 10: Institutions as rules of the game**

*Kenneth A. Shepsle. Rational Choice Institutionalism. The Oxford Handbook of Political Institutions. Oxford University Press, New York, 2008. Chapter .2*

*Acemoglu, D., & Robinson, J. A. (2006). Economic origins of dictatorship and democracy. Cambridge University Press. Chapter 1 (Skim) and Chapter 2.*

### **September 12: The Consequences of institutions**

*Acemoglu, D., & Robinson, J. A (2011). Why Nations Fail: The Origins of Power, Prosperity, and Poverty (New York: Crown Publishing Group, 2012). Chapter 3.*

*Vox, 2017: How Venezuela went from a rich democracy to a dictatorship on the brink of collapse. Access here.*

## **4. Week 4: Democracy and democratization**

### **September 17: Democracy**

C, G & G, Chapter 5. 71-79 and Chapter 6. 97-105

*Przeworski A. Democracy and the Market: Political and Economic Reforms in Eastern Europe and Latin America. Cambridge University Press; 1991. Chapter 1 (Only 11-19)*

*Leonardi, Robert, Raffaella Y. Nanetti, and Robert D. Putnam. Making democracy work: Civic traditions in modern Italy. Princeton, NJ, USA: Princeton university press, 2001. Chapter 5.*

### **September 19: Democratic Transitions**

C, G & G, Chapter 7 (skip collective action section).

*Przeworski A. Democracy and the Market: Political and Economic Reforms in Eastern Europe and Latin America. Cambridge University Press; 1991. Chapter 2.*



**Quiz 2 posted on September 19, due on September 22<sup>nd</sup>**

## **5. Week 5: Varieties of Democracies**

**September 24: Presidential, Parliamentary and Semi Presidential democracies.**

C, G & G, Chapter 10.

*Cheibub, JA. (2007). Presidentialism, Parliamentarism, and Democracy. New York: Cambridge University Press. Chapters 1 and 2.*

*Juan Linz, "The Perils of Presidentialism." Journal of Democracy, vol. 1, no. 1, 1990, pp. 51-70.*

**September 26: Majoritarian versus Consensual Models**

*Arend Lijphart, Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries, New Haven: Yale University Press, 1999, Chapter 2 and 3.*

C, G & G, Chapter 14

Newscast Podcast: Boris Johnson Resigns. Access [here](#)

## **6. Week 6: Autocracies**

**October 1: How can a country become a Dictatorship? Are all dictatorships the same?**

C, G & G, Chapter 8

Podcast "The Rest is History. Episode 370: The 1973 Chilean Coup: Allende, Nixon and the CIA". Access [here](#). And Episode 371: General Pinochet Seizes Power. Access [here](#).

*Valenzuela, Arturo. The breakdown of democratic regimes, Chile. Chapters 1 and 3.*

**October 3: Authoritarian institutions**

*Magaloni, Beatriz. Voting for Autocracy: Hegemonic Party Survival and Its Demise in Mexico. Cambridge Studies in Comparative Politics. Cambridge University Press; 2006. Introduction.*

*Gandhi, J. and Przeworski, A. (2007). "Authoritarian Institutions and the Survival of Autocrats," Comparative Political Studies 40: 1279-1301.*

**Quiz 3 posted on October 3, due on October 6<sup>th</sup>.**

## **7. Week 7: Midterm Exam**

**October 8<sup>th</sup>: Midterm**

**October 10<sup>th</sup>: Fall Recess.**

## **8. Week 8: Electoral Systems**

**October 15<sup>th</sup>: Types of electoral systems.**

*C, G & G, Chapter 11*

*Re-read: Arend Lijphart, Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries, New Haven: Yale University Press, 1999, Chapter 2 and 3.*

*Cox, G. (1997). Making Votes Count: Strategic Coordination in the World's Electoral Systems. Cambridge: Cambridge University Press. Chapters 2 and 4.*

**October 17<sup>th</sup>: Combining electoral systems with political regimes.**

*Mainwaring, Scott. Presidentialism, Multipartyism, and Democracy: The Difficult Combination.*

*C, G & G, Chapter 14*

## **9. Week 9: Political parties**

**October 22: Parties and Social Cleavages**

*C, G & G, Chapter 12*

*Bornschier, S. (2009) Cleavage Politics in Old and New Democracies: A review of the Literature and Avenues for Future Research." EUI European University Institute Working Papers,, pp.1-20.*

**October 24: Does the left represent the working class?**

Gethin A., Martínez-Toledano C., Piketty T. (2022) "Brahmin Left Versus Merchant Right: Changing Political Cleavages in 21 Western Democracies, 1948–2020". The Quarterly Journal of Economics, Volume 137, Issue 1, February 2022, Pages 1–48.

*Also read summary in The Economist [here](#).*

**Quiz 4 posted on October 24, due on October 27<sup>th</sup>.**

## **10. Week 10: Collective Action**

**October 29: The notion of free riding.**

**Podcast “The history of Ideas: Hayek on the Market”.** Access [here](#), or Spotify.

Olson, M. (1965). *The Logic of Collective Action: Public Goods and the Theory of Groups*. Harvard University Press. Chapters 1 and 2.

**October 31: Protests as complements or substitutes.**

*C, G & G, Chapter 7: 133-142*

Cantoni, D., Yang, D. Y., Yuchtman, N., & Zhang, Y. J. (2019). Protests as strategic games: experimental evidence from Hong Kong's antiauthoritarian movement. *The Quarterly Journal of Economics*, 134(2), 1021-1077.

## **11. Week 11: Voting behavior**

**November 5: Voting Models 1. Selection and Sanctioning.**

Fearon, J. (1999). Electoral Accountability and the Control of Politicians: Selecting Good Types versus Sanctioning Poor Performance. In: Przeworski A, Stokes SC, Manin B, eds. *Democracy, Accountability, and Representation*. Cambridge Studies in the Theory of Democracy. Cambridge University Press; 1999:55-97.

Singer, M., & Carlin, R. (2013). Context counts: The Election Cycle, Development, and the Nature of Economic Voting. *The Journal of Politics*, 75(3), 730-742.

**November 7: Voting Models 2. Ideology and partisanship**

Downs, A. (1957). An economic theory of political action in a democracy. *Journal of political economy*, 65(2), 135-150. Also, see explanation [here](#).

Sanchez-Cuenca, I. (2008). “How Can Governments Be Accountable If Voters Vote Ideologically?” in Jose M. Maravall and Ignacio Sanchez-Cuenca (eds). *Controlling Governments. Voters, Institutions and Accountability*. Cambridge UP. p. 45-81.

**Quiz 5 posted on November 7, due on November 10<sup>th</sup>.**

## **12. Week 12: Shaping political attitudes. The case of Immigration**

### **November 12. Theories of immigration and political attitudes.**

Pettigrew, T. F., & Tropp, L. R. (2008). How does intergroup contact reduce prejudice? Meta-analytic tests of three mediators. *European journal of social psychology*, 38(6), 922-934. Also, see explanation [here](#).

Scheve, K. F., & Slaughter, M. J. (2001). Labor market competition and individual preferences over immigration policy. *Review of Economics and Statistics*, 83(1), 133-145.

### **November 14. Assessing the empirical evidence**

Adida, C. L. (2011). Too Close for Comfort? Immigrant Exclusion in Africa. *Comparative Political Studies*, 44(10), 1370-1396. <https://doi-org.libproxy1.usc.edu/10.1177/0010414011407467>

Del Real, D. (2022). Seemingly inclusive liminal legality: the fragility and illegality production of Colombia's legalization programmes for Venezuelan migrants. *Journal of Ethnic and Migration Studies*, 48(15), 3580-3601.

Argote, P., & Daly, S. Z. (2024). The formation of attitudes toward immigration in Colombia. *International Interactions*, 50(2), 370-384.

## **13. Week 13: The role of the media in shaping political attitudes.**

### **November 19: Does the media influence political attitudes and electoral results?**

Newscast podcast: When it hit the fan. Three podcasts, one question: How influential is the media on the UK election? Access [here](#).

Gentzkow, M., Shapiro, J. M., & Sinkinson, M. (2011). The effect of newspaper entry and exit on electoral politics. *American Economic Review*, 101(7), 2980-3018.

### **November 21: Social media and misinformation**

Rob Blair, Jessica Gottlieb, Pablo Argote, Charlene Stainfield, Laura Paler, and Brendan Nyhan (2023). "Interventions to Counter Misinformation: Lessons from the Global North and Applications to the Global South." *Current Opinion in Psychology*.

**Quiz 6 posted on November 21, due on November 24<sup>th</sup>.**

#### **14. Week 14: Democratic backsliding and populism**

##### **November 25: Democratic backsliding. Basic definitions**

*Bermeo, N. (2016). On democratic backsliding. Journal of democracy, 27(1), 5-19.*

##### **November 27: THANKSGIVING HOLIDAY**

#### **15. Week 15: Democratic backsliding and populism**

##### **December 3: Populism and anti-establishment attitudes**

*Hawkins, K. y Rovira Kaltwasser, C. (2017): "The Ideational Approach to Populism," Latin America American Research Review, 52(4), 513-528*

*Cas Mudde and Cristobal Rovira-Kaltwasser. "Exclusionary vs. Inclusionary Populism: Comparing Contemporary Europe and Latin America." Government and Opposition, vol. 48, no. 2, 2013, pp-147-174*

##### **December 5<sup>th</sup>: Review for final**

#### **Statement on University Academic and Support Systems**

##### **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](https://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

##### **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](mailto: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.