



Comparative Politics

Course ID: POSC-120

Units: 4

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

Discussion Section: Fridays 11:00 – 11:50 LVL 13, and 12:00 – 12:50 DMC 210

Location: SOS B44

Term: Fall 2025

Instructor: Pablo Argote

Office: DMC 313

Office Hours: Wednesdays 2:15 – 3:30.

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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.¹ 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.

¹ The study of Politics between countries is typically denominated International Relations or International Politics.

Learning Objectives

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 apply political science concepts to contemporary political discussions.
3. Strengthen analytical and writing skills for advanced undergraduate courses in political science 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. Sage, Second Edition. (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.

Lectures

In general, each class will be a combination of a lecture with some in-class discussion. We all know that after one hour, attention is gone, so I will avoid going for more than 60 minutes. That being said, we will have a **zero-tolerance policy for cell phone and electronic devices**, with only one exception: a laptop for note taking. If you are taking notes in your laptop, you have to seat on the first rows. In this world of permanent distractions, attention and concentration are two crucial skills. You must be able to focus for ~45 minutes.

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 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, we 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 three 1-2 pages (no more) reaction memos. The first memo will count 20% of the reaction memo requirement ($0.2 \times 0.2 = 4\%$ of the final grade), the second 30% ($0.3 \times 0.2 = 6\%$), and the third 50% ($0.2 \times 0.5 = 10\%$). You must submit at least one memo a week before the midterm, and two after the midterm, and a week before the final. You can also submit two before the midterm and one after. We will consider a potential fourth memo for extra credit. All memos must be submitted by December 15th.

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 improvement.

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.

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. You must take this exam at USC facilities.

e. Final Exam (30%)

This final exam will cover the material in the lectures and the required readings discussed after the midterm. We will do the exam in the final week of classes (December 4th and 5th).

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 | 20 |
| Midterm | 20 | 20 |
| Final | 30 | 30 |
| TOTAL | 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 and late assignments policy

All response memos should be submitted by Bright Space. 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 learning and applying 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 it is important, and what is not.

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, Sinan 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

In this course, artificial intelligence (e.g. Chat GPT) is not allowed, with one exception: Grammarly. You cannot use AI for answering quizzes. You should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus, they are not prepared to produce text that meets the standards of this course. Using an AI tool to generate content without proper attribution will be treated as plagiarism and 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

Unit 1: Conceptual Foundations

Week 1. Overview and approaches

August 26: Course overview and motivating example. What is Comparative Politics?

C, G & G, Chapter 1 (Skim the section on Political Ideology)

August 28: The Science of Politics.

C, G & G, Chapters 2. Skim Chapter 3.

Week 2. The State and state capacity

September 2: 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 4. 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 8th.

Week 3. Institutions.

September 9: 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

C, G & G, Chapter 13.

September 11. The impact 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.

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

Week 4: Democracy and democratization

September 16. Democracy

C, G & G, Chapter 5. 97-111 and Chapter 6. 135-155

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 18. Democratic Transitions

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

→ add Kuran

C, G & G, Chapter 7

Quiz 2 posted on September 19, due on September 22nd

Week 5: Varieties of Democracies

September 23. 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 25. Electoral systems: Majoritarian versus Consensual systems.

C, G & G, Chapter 14

C, G & G, Chapter 11

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

Week 6: Autocracies

September 30. 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 2. 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 6th.

Week 7: Midterm Exam

October 7th: Midterm

October 9th: Fall Recess.

Unit 2: Political Behavior

Week 8. Collective Action

October 14: 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 16: Protests as complements or substitutes.

C, G & G, Chapter 7: 194-204

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.

Week 9. Political parties

October 21. Parties and Political 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 23. Does the left represent the working class? Does the right represent the rich?

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 27th.

Week 10. Voting behavior

October 28. 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.

October 30. Voting Models 2: Ideology and identity.

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.

Unit 3: Contemporary Topics in Political Behavior

Week 11. Political Attitudes 1: Immigration

November 4. 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 6. 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>

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

Quiz 5 posted on November 7, due on November 10th.

Week 12. Political Attitudes 2: Populism and gender gaps

November 11: Populism and anti-establishment attitudes

Hawkins, K. y Rovira Kaltwasser, C. (2017): "The Ideational Approach to Populism," *Latin 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

November 13: Gender Gaps

Inglehart, R., & Norris, P. (2000). *The developmental theory of the gender gap: Women's and men's voting behavior in global perspective*. *International Political Science Review*, 21(4), 441-463.

Kaufmann, K. M., & Petrocik, J. R. (1999). *The changing politics of American men: Understanding the sources of the gender gap*. *American Journal of Political Science*, 864-887.

Podcast: Democrats Need to Face Why Trump Won | The Ezra Klein Show. Access [here](#).

Week 13. Political Attitudes 3: Religion and Crime

November 18: Religion and Politics

Fox J. *An Introduction to Religion and Politics: Theory and Practice*. Vol 1. 2nd edition. Routledge; 2018. doi:10.4324/9781315183787 Introduction, Chapter 2 and Chapter 12

Nayeri, Dina. "Why Is Iran's Secular Shift So Hard to Believe?" *New York Magazine – Intelligencer* (October 21, 2022): <https://nymag.com/intelligencer/article/iran-secular-shift-gamaan.html>

November 20: Crime and Politics

Visconti, Giancarlo. "Policy preferences after crime victimization: panel and survey evidence from Latin America." *British Journal of Political Science* 50, no. 4 (2020): 1481-1495.

Bateson, R. (2012). *Crime victimization and political participation*. *American Political Science Review*, 106(3), 570-587.

Quiz 6 posted on November 21, due on November 24th.

Week 14. Political Attitudes 4: Educational gaps

November 25: Does education determine vote choice?

Re-read (skim) 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.

Hooghe, L., & Marks, G. (2025). How does the education cleavage stack up against the classic cleavages of the past?. *West European Politics*, 1-33.

Zingher, J. N. (2022). *TRENDS: Diploma divide: Educational attainment and the realignment of the American electorate. Political Research Quarterly*, 75(2), 263-277.

Thanksgiving break.

December 4th: Review for the final exam

December 6th and December 7th: In class Final Exam (three possible slots)

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. You may contact OSAS at (213) 740-0776 or via email at 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

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