**WRIT 380: Writing in Global Contexts**

**Travel Writing: writing about place, people, transition and transformation**

**Instructor:** Ben Pack **Office (while in Los Angeles):** JEF 111B **Contact:** [bpack@usc.edu](mailto:bpack@usc.edu) **Office Hours:** one hour after scheduled

cell and app contact information class times and by appointment

will be provided upon enrollment

and verification in the course

**COURSE DESCRIPTION**

In Western literature, there’s a long history of writing about travel – both the physical and mental journeys taken away from home. From *The Odyssey* to *The Travels of Marco Polo*, to accounts of Europeans on “the Grand Tour,” audiences have been drawn to the experiences that others undertake abroad and the way those experiences transform the lives of the people who take them. Today, travel literature remains a popular and enduring form – its variations encompass everything from social media posts and in-flight magazines to influential and best-selling books. Given this over-abundance, what’s an aspiring travel writer to do? How can young authors possibly write something fresh about places that have been written about ad nauseum for centuries, if not millennia? In a world where practically every corner has been mapped, how can travelling and travel writing possibly take the author and reader anywhere new?

The answer that this course proposes is two-fold, with the first being *craft*. Readers engage with stories about familiar places because the writer’s prose is irresistible – we can’t help but take a second (or third, or hundredth) helping of the same place because what’s on the page is just that good. The second is through insight. Readers engage with familiar places because the *ideas* are new – the writer manages to show something unexpected out of a world we thought we knew. Such travel-writing often moves beyond the physical, drawing in elements of social critique, memoir, philosophy, history and more.

**LEARNING OBJECTIVES**

In this experiential learning course, students will write about their experiences as they travel from Los Angeles to Paris, France. In doing so, students will seek to improve not just their writing skills but also their critical thinking skills. As such, the course objectives are to:

* Analyze travel writing as a genre, its history, forms, conventions and audience expectations;
* Develop writing skills that apply to conveying place, people, transition and transformation;
* Engage cultures through writing across differences, paying special attention to diversity and the ethics of representation.

Throughout the Maymester, travel will enhance these objectives as we read examples from the genre and visit the places about which many of the authors write. In each location we will also focus on different skills and themes tied to the places and people we encounter in these settings. These encounters will prompt reflection and engagement, culminating in a series of personal journals, blog posts and essays.

Beginning in Los Angeles, students will consider the context that they are coming from, exploring ideas such as anticipation and the every-day, which will be later contrasted against experiences with difference and potential disappointment. We will also start discussing the ethics of representing people we meet across differences of language, culture and history. In departing for Paris and shifting out of the English-speaking world, we will focus on social critique as well as ideas around how place is constructed through various literacies. Finally, through local excursions in the Paris region, the class will nudge participants towards an inner journey – a common feature found in contemporary travel writing. Students will self-reflect as they explore memory and time and are also encouraged to take local encounters that can prompt unexpected.

**PRE-REQUISITES**

Students must have completed a lower division writing course (WRIT 150 or its equivalent) to apply and register for this course. No other courses or language fluencies are required.

**COURSE NOTES**

**Readings and Discussions**

One of the best ways to learn how to write well is to read what others have written. As such, each destination in this course will be accompanied by several “literary guides” who have written about the places we are traveling to. In keeping with the goals of the course, theses texts act as a basis for discussing craft and formal elements of the travel essay – how have others written about place or people, and what tools do they employ (from voice and tone, to humor and code-meshing). In uncovering these formal elements, students will gain a greater appreciation for the travel writing genre, its form and its intended audience.

However, these texts also act as a springboard for critically thinking about traveling and how those are shared with others. These texts will ask students to think about how difference is portrayed, and the ethics of appropriating people and places that an author may never fully know or understand. Our literary guides grapple not just with capturing external details, but capturing their inner struggles with identity and culture, their pasts and the present.

Therefore, as students read, they must think about both form and content and the relationship between the two. When students like something, they should be prepared to answer why they like it. If they hate something, why do they hate it? What did the author do that succeeded or failed? What lessons can students apply to their work? Attempting to answer these questions is one of the things that will help students improve their work in the semester, enriching not just their writing, but hopefully their experience overall. In that regard, students are especially encouraged to take the readings outside of their accommodations, and to engage with these texts in the places they describe.

For all but the first few readings, students will formulate discussion topics and questions to lead the class. A sign up poll will be emailed at the beginning of the semester, and students will need to plan ahead for when they lead the class. Please prepare enough material to lead the class for 20 minutes. Leading discussion is worth 5% of your final grade. Actively engaging in discussions when you are not leading will contribute to your participation grade. All discussion leaders must meet with me at least 24 hours prior to the date they lead either in person or over video conference (depending on availability).

**Lectures, Excursions and Workshops**

In addition to reading discussions, class time will largely consist of three activities:

1. Lectures on craft: This is where the professor will distill key concepts that pertain to the writing skills under discussion. From these lectures, students will gain a greater appreciation for the writing process, its mechanics and application to their essays.
2. Practical excursions: These will typically be undertaken in coordination with the lectures on craft. After learning about a particular skill, seeing it modeled, and practicing it in-class in groups, students and their professor will leave the classroom to put those skills into action. For instance, a lecture on description and sensory detail might be followed by visiting a bakery or market to describe the sights, sounds, smells and textures they encounter. Or, a lecture on handling geography and space might be followed by a walking tour of a local neighborhood.
3. Workshop: Students will share their work with peers to develop their writing skills, furthering their understanding of audience, drafting and revision. At least once a week, students will read excerpts from their journals and/or major essays. These conversations will be author-led, meaning the professor and classmates will not tell the author what to do. Rather, each author is responsible for soliciting feedback tailored to their needs.

**Conferences**

In addition to class meetings, workshops and discussions, students will also meet with their professor individually to discuss their writing. This will give students an opportunity to receive more individualized feedback on their writing projects. To take advantage of Paris (and in the spirit of the long tradition of cafés serving as the site of literary conversation and production) these meetings will take place in locations outside of the typical classroom whenever possible.

**TECHNOLOGY, TOOLS & OTHER MATERIALS**

Students will submit assignments and access course materials through blackboard and Medium; as such it is important to maintain digital access throughout the course, regardless of location. To do this, students are encouraged to bring a laptop or tablet that they can use to write and edit essays; everyone should make a plan to back-up files before and during the trip in case of lost or stolen luggage. Writing all projects in Google-docs (or other cloud-based software) is encouraged for this purpose.

Communication while travelling will mostly be done through cell phones and messaging apps. During the first week of class in Los Angeles, students should download and familiarize themselves with the app the class chooses to use throughout the trip.

Students may also want to bring a small paper notebook to write while on the go and in areas where using a laptop, tablet or other technology may be inconvenient or inadvisable.

Finally, if hardware or software pose an impediment to any student, they should let the professor know in advance of the course starting so that they can make alternative arrangements. With some creativity (using internet cafés, computers at host institutions and libraries, loaned technology, etc.) students can still participate in the course fully, but time will be needed to secure such accommodations.

**REQUIRED READINGS**

Most articles and excerpts will be posted online through ARES (the course reserve). However, three books are required for the course and should be purchased or obtained in advance through either the USC bookstore or another provider (upon writing this, each was available new for under $15 online, and in some cases for much less). While these books are all small/light, students may want to consider purchasing electronic copies to reduce luggage weight. The three books are:

* *The Art of Travel* by Alain de Botton
* *Notes on a Native Son* by James Baldwin

**COURSE ASSIGNMENTS**

* Observational Blog – consisting of 4 themed posts (800-1000 words each). Each post will be based on a prompt that asks students to describe a place or experience. The goal of this public blog is to help students develop writing skills necessary for the course (in particular audience awareness) and share experiences from the trip with each other and readers outside the class. Each post will count for 4% of the final grade for a total of 16% in the semester.
* Personal journal – consisting of 8 reflections (300-500 words each). Each personal journal will be given a prompt that asks students to reflect on their experiences, with an emphasis on critical thinking and insight. The goal of this journal is to help students engage with the differences they are encountering and explain those experiences to both self and others. Each entry will count for 2% of the final grade for a total of 16% in the semester.
* Two travel essays – engaging themes and skills from the class (approximately 2000 words each). These essays serve as two culminating points in the semester, asking students to engage with travel writing as a genre, the writing skills they have been learning, and the cultures they have been encountering. Each essay will count for 24% of the final grade (so 48% total).
* Discussion leading – conducted individually and consisting of lesson objectives, discussion questions and a short reflection. Through this work, students will analyze the assigned readings and discern important hallmarks of the genre. This assignment will count for 10% of the final grade.
* Participation – Students are expected to participate in all parts of the course, both inside and outside of the classroom. 10% of the final grade

On the first day of class, students will receive a draft grading rubric for these assignments. Students and the professor will then collectively revise and finalize the rubric. All changes must be approved by 2/3rds of the class.

**SUBMISSION & GRADING POLICY**

While traveling requires flexibility, the condensed nature of the course necessitates that students keep up with material and submit assignments in a timely manner. Late policies will be finalized with input from the students in the first week of the course, but in general, all work should be completed by agreed upon due dates. All assignments will be graded on the 4.0 scale.

**COURSE SCHEDULE**

The core lessons/class topics will remain consistent, but destinations and readings may be altered depending on logistics and final travel plans.

**Monday May 16 – Saturday May 22: Los Angeles**

Monday May 16

*In Class:* Introduction to the genre, structural principles of essays, the writing process

*Required Reading:* Syllabus, grading contract, rubric and course policies

Tuesday May 17

*In Class:* where we come from to where we are going; the ethics of travel; audience awareness

*Required Reading:* “A Small Place” by Jamaica Kincaid,“Why We Travel” by Pico Iyer, *On Writing Well* by William Zinsser (chapter on travel writing)

*Due:* Personal Journal 1

Wednesday May 18

*In Class:* anticipation vs disappointment; show vs tell

* Vermont Avenue “bus tour” of Los Angeles

*Required Reading: The Art of Travel* by Alain de Botton (“Departure”), “Love Poem to Los Angeles” by Luis J. Rodriguez and “I Live for My Car” by Wanda Coleman

Thursday May 19

*In Class:* The familiar vs the new; introspection and reflection

*Required Reading: Notes on a Native Son* by James Baldwin (Part Two);

*Due:* Observational Blog 1

*Travel on Sunday May 21 LAX to Paris (arrive Monday May 22)*

**Monday May 23 – Wednesday June 14 - Paris**

Tuesday May 23

In Class: culture shock, the mundane vs the “exotic,” conflict in story-telling; individual conferences to discuss writing

Required Reading: “Refuge” by JJ Bola, *The Art of Travel* by Alain de Botton (“Motives”)

Due: Personal Journal 2 and 3

Wednesday May 24

In Class: tone, voice and mood; observation and description (word choice), walking tour of Paris

Required Reading: “The Grand Tour” by Evan Osnos

Thursday May 25

In Class: Writing about people (non-fiction characters, description), observation vs appropriation

* People watching excursion

Required Reading: “This is What the Journey Does” by Maaza Mengiste, excerpts from “Contact” by Jan Morris

Due: Personal Journal 4

Friday May 26

In Class: capturing dialogue; writing scenes

Due: Observational Blog 2

Saturday May 27

Optional Excursion to Marché St Ouen (writing about people and place)

Monday May 29

In Class: writing about place and art*;* capturingimagery and sensory detail

* Museum Trip – Musée D’Orsay

Required Reading: *The Art of Travel* by Alain de Botton (“Landscape” and “On Eye-Opening Art”)

Due: Personal Journal 5

Due: Travel Essay 1 due by beginning of class

Tuesday May 30

In Class: geography and place – keeping the reader situated in where they go; encounters with difference(externaland internal)

* Excursion to Giverny and Monet’s home/gardens

Required Reading: “Reading Landscapes and Walking the Streets” by Nedra Reynolds

Wednesday May 31

In Class: alienation, social criticism and commentary

Required Reading: *Notes on a Native Son* by James Baldwin (Part Three)

Due: Personal Journal 6

Thursday June 1

In Class: humor and heart

Required Reading: *Me Talk Pretty One Day* by David Sedaris (excerpts, “Me Talk Pretty One Day,” and “The City of Light in the Dark”)

Due: Observational Blog 3

Monday June 5

In Class: writing about self, individual conferences to discuss writing

Required Reading: *A Place to Live* by Natalia Ginzburg (excerpts, “Human Relations,” “A Place to Live,” and “Clueless Travelers”)

Due: Personal Journal 7

Tuesday June 6

In Class: memory, time; excursion to Amiens cathedral and town

Required Reading: *The Art of Travel* by Alain de Botton (“On Possessing Beauty”), excerpts from John Ruskin’s *The Bible of Amiens*, excerpts from Proust

Wednesday June 7

In Class: Code-meshing; transition and transformation

Required Reading: TBD

Due: Personal Journal 8

Thursday June 8

In Class: Regret, managing pathos on the page

Required Reading: *The Art of Travel* by Alain de Botton (“Return”)

Due: Observational Blog 4

Monday June 12

Individual Conferences to discuss writing

Goodbye Dinner

Students released to travel onwards or return home.

Tuesday June 13

Due: Second Essay

Thursday June 15

Move out

**BEHAVIORAL EXPECTATIONS**

In addition to academic integrity within the classroom, students are expected to behave with integrity outside of the classroom. While poor behavior is sometimes disguised or ignored on USC’s campus, this experiential learning course abroad distills our USC community down to one instructor and a handful of students. As such, students are asked to consider the impact of their actions on others. Small infractions that would normally have no significant consequence on campus (for example, lying about where you are) could have large impacts on the group in this course (for example, causing everyone to miss a flight or excursion).

Certain behaviors will not be tolerated by any participant of the group, towards anyone, including people outside the program. These behaviors include but are not limited to:

* Harassment based on protected characteristics (see “Non-Discrimination” on the syllabus for specifics)
* Sexual assault and/or violence of any kind (including physical and verbal)
* Illegal activity of any kind
* Threats of violence

Students who engage in such behaviors will be immediately reported to the appropriate office(s) on USC’s campus, and may be expelled from the course immediately at the university’s discretion and without advanced warning. For minor infractions that nevertheless affect the entire group, the professor and students will collectively make a policy at the beginning of the semester covering if and when students should receive warnings for their behavior and if/when that behavior should lead to expulsion from the program.

**TRANSPORTATION**

Transportation between Los Angeles and Paris will be coordinated as a group, but paid for individually; the professor will let students know which flight to book if they want to travel with the group. That being said, joining the group flight is not required and students can book different flights. However, students are expected to be in Los Angeles and Paris for the dates that classes are held in those locations. At the end of the program, there is no group flight returning to Los Angeles; students can coordinate with each other if they wish for travel onto other destinations or back to the U.S. Transportation for program excursions will be provided.

**HOUSING**

In Paris, accommodation will be arranged as a group by ACCENT, a study abroad center. Accommodation is not yet finalized, but will most likely be in apartment-hotels. The default will be for students to share a room (with a separate bed for each person) but we will do our best to accommodate students who wish to pay an additional cost for single rooms and/or who require housing accommodations. These additional costs will be paid for by the student.

Housing for the first week in Los Angeles will not be provided as a group at this time as it’s assumed that some students will have pre-existing, private leases that continue through the month of May, and that other students may wish to return home locally or stay with friends in the area.

Students travelling on Maymesters abroad can alternatively arrange short-term housing through USC. For students currently living in USC housing, this can be arranged on a per-diem basis that begins after the spring semester ends. The total cost for this extended stay can be calculated by dividing the semester cost for USC housing by the total number of days (134 in a typical semester). For example, a four bedroom apartment in Cardinal Gardens costs students $5245for the semester, divided by 134 nights for $39.14 per night, or $273.98 for an additional week in Los Angeles.

Students interested in USC housing for the week in Los Angeles should contact Housing Services at 800-872-4632, [housing@usc.edu](mailto:housing@usc.edu), and check for updates on their website housing.usc.edu. Students who enroll in the course are encouraged to reach out to USC housing as early as possible if they wish to pursue this option.

**COSTS**

The costs below are estimates and subject to change until finalized and booked.

**Trip Specific Costs**

Transportation:

* Transatlantic flight: LAX – Paris (round trip) $600 - $1200

Housing

* Paris $2000
* USC student housing in Los Angeles (see syllabus under housing) ($237)

Food

* Budget of $30 per day for 28 days $840

Other Local Costs (optional for students)

* Museum or other cultural visits ($50)
* Souvenirs ($200)

Books

* The Art of Travel and Notes on a Native Son $45

*Trip Specific Costs Total (low estimate of flight, shared hotel, no optional costs) $3,485*

*Trip Specific Costs Total (high estimate of flight, housing in LA, optional costs) $4,572*

**CANCELLATIONS & REFUNDS**

Students expelled from the program for misconduct (as described in “Behavioral Expectations” and “Non-Discrimination”) will not be entitled to a refund.

Students who decide to cancel/withdraw from the course for any reason are responsible for all unspent costs on the trip that cannot be recouped by the program. After registration, please pay attention to important dates that are 60 days, 30 days and 15 days before arrival in Paris, as penalty fees from our provider increase at these times.

Tuition refunds will only be available before the deadlines set by the university.

In the event that a student needs to leave the course mid-semester through no fault of their own (such as a documented medical or family emergency) we will attempt to refund as much of the unspent trip as possible. However, students must understand that this may not constitute a full refund due to trip provider and vendor cancellation fees, etc. All students are encouraged to purchase travel insurance to recoup the cost of their trip in the event of such emergencies.

**HEALTH, SAFETY & LEGAL REQUIREMENTS**

In Los Angeles and upon arrival in Paris, we will review health and safety information for each city so that students are reminded about what to do in case of emergency. This information will include:

* Local, 24/7 emergency contact numbers (see medical addendum)
* The location of local hospitals with 24/7 emergency care (see medical addendum)
* The address/room number and phone number for the instructor in each city abroad (given upon arrival/confirmation in each location)
* A primary and secondary meeting location in case of disaster (generally the student residence, ACCENT Center (in Paris), or JEF building on USC’s campus (in Los Angeles).

Students should sign the “Know before you go” form, “Medical Treatment Authorization” form, “Travel Release” form, and have an Overseas Travel Insurance plan. This plan has more information here:  <https://studenthealth.usc.edu/studying-abroad/>. Students are strongly encouraged to get a pre-departure medical exam, and to download the International SOS app to their phones before departure overseas.

USC requires certain documents (e.g., Travel Release Form, Medical Treatment Authorization Form) for all students studying overseas, and also requires a roster of students which must be provided a minimum of 7 days in advance of departure. Further details are available at the website of Student Support and Advocacy, Division of Student Affairs [studentaffairs.usc.edu/ssa/ssa-overseas](https://studentaffairs.usc.edu/ssa/ssa-overseas/) or call (213) 821-4710.

**ACADEMIC INTEGRITY**

Plagiarism is a serious offense and should not be considered lightly under any circumstance. Plagiarism includes:

* Using someone else’s words and/or ideas without proper citation whether it is done deliberately or inadvertently.
* Submitting the same paper, or significant portions of a paper already written for another course, whether accidentally or on purpose.
* Using or re-purposing any previous writing you have done outside of this class without written permission from me in advance.
* Illegitimate collaboration such as (but not limited to) buying papers, paying someone to do your work, using another student’s writing, or receiving help from an inappropriate source.

USC treats all cases of plagiarism with the utmost seriousness. Students who plagiarize will face severe penalties that can include failure in the course and expulsion from the school. For more information on university policies and plagiarism see SCampus in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](https://policy.usc.edu/scampus-part-b/).

**STUDENTS WITH DISABILITIES**

If you will need special consideration due to a disability, you must register with the Disability Service Program (DSP) office each semester. DSP will issue you a “letter of verification,” and I will make sure that you receive whatever accommodations you need. Please get this to me as early as possible in the semester. Find out how to register at [dsp.usc.edu](http://dsp.usc.edu/) or visit DSP’s office in GFS 120.

While DSP will never disclose your disability to me or any other professor, know that accommodations are commonly given for both physical reasons (diabetes, rheumatoid arthritis, broken bones, etc.) as well as mental health reasons (anxiety, depression, bi-polar, etc.). If you have a documented condition that interferes with your studies, chances are that you qualify for accommodation through DSP.

While every effort will be made to accommodate any student with disabilities, it’s important to disclose that traveling includes a number of demanding activities – both physical and mental – that do not exist in a typical classroom on campus. Physically, these demands include (but are not limited to) carrying luggage and significant amounts of standing/walking (usually one mile a day at least). Mentally, traveling abroad can induce culture shock, stress and anxiety. Any students who have concerns about the physical or mental demands of traveling for this course should contact the professor in advance to discuss what arrangements and accommodations can be made.

**NON-DISCRIMINATION**

Per university policy: “The University of Southern California believes that all members of the university community – students, faculty, staff, and visitors – should pursue their work and education in a safe environment, free from harassment based on protected characteristics, sexual misconduct, and interpersonal violence. The university is committed to stopping prohibited conduct, preventing its recurrence, addressing its effects, and eliminating hostile environments. Our goal is a safe and transparent university community where these behaviors are universally recognized as intolerable, where those who are harmed are provided support, and where a fair and impartial process is provided to all parties. The university’s response to prohibited conduct is grounded in the fair application of policy and procedure.

“The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures. Collectively, these behaviors are referred to as *prohibited conduct*.”

If you experience prohibited conduct, you can learn about the policies and procedures for reporting the incident at <https://policy.usc.edu/student-misconduct/> or through the Office of Equity and Diversity: <http://equity.usc.edu/> .

As a faculty member, please be aware that I am considered a “responsible employee” and therefore “*must immediately report* all known information about suspected prohibited conduct to the Title IX Office. This includes the name of the parties and known details of the conduct. This duty applies no matter how the information is learned; whether from direct report from an affected party, from social media, or from a concerned third party.”

**STUDENT SUPPORT SYSTEMS**

*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*

[studenthealth.usc.edu/counseling](https://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](http://www.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 and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call*

[studenthealth.usc.edu/sexual-assault](https://studenthealth.usc.edu/sexual-assault/)

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

*Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298*

[equity.usc.edu](https://equity.usc.edu/), [titleix.usc.edu](http://titleix.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. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

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

[usc-advocate.symplicity.com/care\_report](https://usc-advocate.symplicity.com/care_report/)

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

*The Office of Disability Services and Programs - (213) 740-0776*

[dsp.usc.edu](http://dsp.usc.edu/)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Support and Advocacy - (213) 821-4710*

[uscsa.usc.edu](https://uscsa.usc.edu/)

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

*Diversity at USC - (213) 740-2101*

[diversity.usc.edu](https://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](http://dps.usc.edu/), [emergency.usc.edu](http://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](http://dps.usc.edu/) Non-emergency assistance or information.

**ADDENDUM: OVERSEAS MEDICAL AND EMERGENCY CARE**

**Primary Contact: International SOS**

USC’s insurance program coordinates international emergency and non-emergency medical care through International SOS. In emergencies, students should call ISOS first to arrange for immediate care; non-emergency medical appointments can also be made through them. Their offices are staffed 24/7 and are especially important when travelling in countries where students do not speak the local language fluently as emergency responders in France are unlikely to speak English.

Students will be provided with ISOS cards before international departure, which should be carried on their person at all times. Students are also encouraged to download the ISOS app to their phones and should also enter the following ISOS call centers into their contacts:

*For France:*[*+33 (0)155 633 155*](tel://+330155633155)

For reference, USC’s membership ID number is 11BSGC000010

**Single Number Emergency Responses:**

While International SOS should be student’s first number to call in an emergency, the following numbers will also connect students to local police, fire and ambulance services:

Paris/France: 112 (emergency), 18 (fire), 17 (police)

**Local Hospitals**

If unable to reach ISOS or local emergency services, the following hospitals have been provided by ISOS:

*Paris, France*

Hospital: American Hospital of Paris

Hospital 63 Boulevard Victor Hugo BP

109 Neuilly-sur-Seine Paris,

Ile de France 92200

Telephone:  33 146412525

Hospital: Hopital Europeen Georges Pompidou

Address:  20 rue Leblanc Paris,

Ile de France 75015

Telephone:  33 156092000

Hospital: Hopital Saint Joseph

Address:  185, rue Raymond Losserand Paris,

Ile de France 75014

Telephone:  33 144123333, 33 144123789 (ER Dept), 33 144127881/8477 (Intl Dept)