ARCH 520 DRAFT

Housing and Community Design for an Aging Population   2 Units
Spring, 2022
Professor Victor Regnier, FAIA   Section #11241R
Class: Mondays 6:30-8:30 pm, (2 Units)   Location: HAR 102

Introduction
This course focuses on the design of housing and community settings for older people. The course introduces students to a range of building types that cater to individuals who are retired as well as those who are in need of extensive health and social supports to overcome debilitating chronic conditions. The course examines the most contemporary thinking about this building type throughout the world with case studies from Denmark, Finland, Germany, the Netherlands, Japan, Norway and Sweden, as well as the United States. The course is designed to be multi-disciplinary and is open to upper division undergraduates and graduate students from the disciplines of architecture, gerontology, urban planning, health care administration, and occupational therapy.

Why is this topic Important?
In 1950, 5% of the world's population (131 million people) was 65+ and the US led the world as the country with the largest number of older people. Today the world population over age 65 has more than quadrupled to 601 million. Fast forward to 2050 (near the end of the productive working lifespan of today's graduates) and the US is predicted to have 89 million people but India will have 240 million and China will have 350 million. In 2050, one out of every five people in the US will be 65+ and 16% of the world population will be 65+. Many of these older people will live to a very old age (the fastest growing cohort is age 100+). However, they are likely to suffer from mental and physical conditions that limit their ability to live independently. This course will arm students with the knowledge and insight necessary to create non-institutional long-term-care alternatives that enhance independence and the quality of life for older people.

Course Structure
The course approaches this topic by first describing the normal aging changes which often make people in their 70's, 80's and 90's dependent on prosthetics (glasses, canes. walkers, wheelchairs) and on environments that are sensitive to their waning strength capacity, their limited visual acuity and their problems with balance control and orientation. It continues by describing the way in which housing arrangements are structured to support the social and health needs of an increasingly diverse range of older people.

Housing types with services (meals, transportation, personal care) from northern Europe (the recognized leader in the field) as well as other countries will be contrasted with US examples. The focus will be on supporting the oldest-old in non-institutional housing in the community.   Students will understand how concepts such as autonomy, independence, privacy, safety, control, predictability, sensory stimulation, adaptability, personalization, familiarity and orientation affect housing choice.

Exemplar case studies will be identified and studied to reveal how the social and physical environment can be designed to support the environmental and social needs of mentally and physically frail older people. Students will learn from the readings, the role played by architecture and interior + landscape design in supporting well-being. Management policies and care giving techniques that increase the residential satisfaction of older people will also be introduced.

12/22/21

Instructor

Victor Regnier FAIA, a professor with a joint appointment between the schools of architecture and gerontology will be the instructor. Victor is an internationally recognized scholar, researcher and design consultant on innovative housing environments for older people. His work as both an academic and consultant has bridged nearly 50 years and includes hundreds of projects in the US, Canada, the UK and Germany. In the last two decades, 50 projects for which he has provided consultation advice have won national, state and local design award recognition.

Required Readings

Course Readings: Readings from these books/article are available on Blackboard

AIA Design for Aging Knowledge Community (2011) *Design for Aging Review: 10th Edition*, Australia: Images Publishing Group.

AIA Design for Aging Knowledge Community (2008) *Design for Aging Review:9th Edition*, Australia: Images Publishing Group.

AIA Design for Aging Knowledge Community (2004) *Design for Aging Review: 7th Edition*, Australia: Images Publishing Group.

Aging Design Research Program of the AIA (1997) Design for Aging 1996-97 Review, Washington DC, AIA Press.

Anderzhon, J., I. Fraley, and M. Green (eds.) (2007) *Design for Aging: Post-Occupancy Evaluations: Lessons Learned from Senior Living Environments,* New York: Wiley

ARUP (2019) *Cities Alive: Designing for Ageing Communities,* London: ARUP

Brawley, E.C. (2006) *Design Innovations for Aging and Alzheimer's*, New York: Wiley.

Cypress International, (n.d.), Elderly Care Facilities: Hong Kong, Report from Cyrus International

Durrett, C. (2005) *Senior Cohousing: A Community Approach to Independent Living*, Berkeley: Ten Speed Press.

JCHS Harvard University (2014), Housing America's Older Adults, Cambridge, MA.

Humanitas (n.d.) Versatile Living: in "Age-proof" Dwelling, Rotterdam: Humanitas,

Landecker, H. (1994) "Common Ground", *Architecture,* 83(10) pp. 76-81.

Mens, N. and C. Wagenaar (2010) Health Care Architecture in the Netherlands, Rotterdam: Nai Publishers.

Perkins, B, J.D. Hoglund, D. King and E. Cohen (2004) *Building Type Basics for Senior Living*, New York: Wiley.

Perkins Eastman, (2013), Senior Living (2nd edition), New York: Wiley.

Perkins Eastman (2019) *Missing Main Street,* Perkins-Eastman White Paper, NY, NY

Peterson, M.J. (n.d.) Top Ten Trends to Follow for Aging in Place, internet.

Rabig, J. Thomas. W., Kane, R. Cutlet, L.J., McAlilly, S. (2006). Radical Redesign of Nursing Homes: Applying the Green House Concept in Tupelo, Mississippi. *The Gerontologist*, Washington: August. Vol. 46, Iss.4: pp. 533-540.

Rahman, A. and J. Schnelle (2008) The Nursing Home Culture-Change Movement: Recent Past, Present, and Future Directions for Research, *The Gerontologist*, 48(2) pp,142-48.

Regnier, V. (2018) Housing for an Increasingly Older Population: Redefining Assisted Living for the Mentally and Physically Frail, Hoboken, NJ: John Wiley & Sons.

Regnier, V (2013) "The Apartment for Life Housing Type" in Regnier, USC Apartments for Life, San Francisco: Blurb.

Regnier, V. (2002) *Design for Assisted Living: Guidelines for Housing the Physically and Mentally Frail*, New York: Wiley.

Regnier, V (1994) *Assisted Living Housing for the Elderly*: Design Innovations from the United States and Europe, New York: Wiley.

Regnier, V. (2012) Going Dutch: a Mixed-use housing model, *Aging Today,* July-August, 33(4)

Rowe, J.W. and R.L. Kahn, (1998) *Successful Aging, Dell: New York.*
Steinfeld, E. and J. White, (2010) Inclusive Housing: A Pattern Book, New York: Norton
World Health Organization (2007) *Global Age-Friendly Cities: A Guide,* France: WHO
Zarem, J.E. (2010) Today's Continuing Care Retirement Community (CCRC) Washington: Leading
　　　　Age/ASHA.

Grading

Students will be evaluated on the basis of a term paper, class participation/attendance and a final exam. Final exam questions will be taken from the readings and class lectures. The final exam will be open book and students will be able to use their class notes and other class materials to respond to questions.

1.	Weekly Reading Participation + Attendance	20%
2.	Term Paper Essay	40%
3.	Final Exam	40%
	Total	100%

You are expected to read the assignments prior to class and come prepared to discuss the work and raise questions from your perspective. If you are not able to attend class, please let me know why. Either e-mail me at regnier@usc.edu or leave a text or voice mail message at (310) 773-1260. Vicki Dam will be providing CA support for the class. So please include her email on all correspondence (dam@usc.edu). My office hours are by appointment only. It is easiest to meet with me after class (Monday PM). But feel free to contact me to set up an appointment anytime--Zoom, phone or in person.

Class Participation

A small portion of each class will be set-aside for class discussion during which we will go over the readings and any questions that you have. **Class discussion and attendance will be the primary inputs used to calculate your participation grade.**

Term Paper Assignment:

The main assignment for the class is a 10-page DS term paper. All students will have a chance to select a term paper topic from a list provided by the instructor (See the handout--Possible Arch 520 Term Paper Topics) or propose a topic that reflects your own interest. A three-page DS outline that describes the topic and treatment will be due **February 14th**. The outline should include a title and a proposed treatment. Organize it in a general to specific format utilizing subheads to outline the major themes and content areas. You might start with a literature review outlining what we know about the topic. Many students start with a premise or a basic statement of the problem/topic. You should consider utilizing a range of sources including interviews, case studies and review articles. If you are debating between two topics—give me two treatments and I will comment on both of them. The final paper is due on the last day of class (**4/26**) at 6:30PM (before class). The handout "11 Helpful Hints for Writing Better Term Papers" (on blackboard—Handouts, Wk #1) should help you develop the paper with more precision. Please email the term paper to me directly at regnier@usc.edu on **April 26th**.

Cash Awards

Two cash awards are available for the best work completed in the class. A Merit Award for $1500 goes to the student with the highest cumulative grade. A second Merit Award for $1000 goes to the student with the second highest cumulative grade. A third prize called the "Students Choice Award" for $300 goes to the student who has done the most to help others in the class. This can be earned by helping other classmates through class discussions as well as direct assistance to others. The students in the class will vote at the end of the semester on their choice for this award.

Extra Credit:

You are welcome to receive extra credit by preparing a 5-page double space review/report
on the following 4 publications, 1) Joint Center for Housing Studies of Harvard University (2000) Cambridge:
Harvard University, Center for Housing Policy (2012) ***Housing America's Older Adults: Meeting the Needs of
an Aging Population,*** 2) ARUP (2019) ***Cities Alive: Designing for Ageing Communities,*** London: ARUP
3) World Health Organization (2007) ***Global Age-Friendly Cities: A Guide,*** France: WHO, or 4) Perkins-Eastman
(2019) ***Missing Main Street.*** These reports vary in length but most are 40-80 pages in length. They can be located
in the file named Extra Credit Reports under Content on Blackboard. This also can be used to excuse one missed
class absence. Extra credit papers are due at the NEXT day after the Finals at 9AM (Tuesday 5/10).

Weekly Course Outline with Readings

1/10   Week One
Orientation
Introduction to class structure, expectations and grading.
Introduction to Aging + Housing--General lecture

1/17   Week One—No Class
University Holiday—Martin Luther King Jr. Holiday

1/24   Week Three 61 pgs)
Health, Activity, Sensory Loss and Demographics
Basic demographics and factors that affect residential satisfaction

Readings:
(Perkins, et.al., pgs 1-10; Rowe and Kahn, pgs 152-166; Regnier (2018) What do Older People EWant?,
pp.1-12, What are the Major Aging Changes that Affect Independence?, pp.13-24; Demographics and
Living Arrangements, pp.25-35;)

REF: JCHS Harvard University (2014), Housing America's Older Adults (pp.1-40);

1/31 Week Four (43 pgs.)
Community Design
    a. Home Modifications
    b. Aging in Place
    c. Universal Design
    d. Village Movement

(Regnier (2018) Home Modification, pp.229-232; Danish Home Care, pp.232-235 ; PACE pp.235-238 ;
Beacon Hill, Age Friendly, Accessory Dwellings, GenSmart and NORC's pp.240-250;
NAHB (4 pgs--Aging in Place Cklist); Top10 Aging in Place Ideas--2 pgs.; (Steinfeld) Inclusive
Housing, pp.61-75; Universal Design Principles 1 pg.)

REF : Cities Alive ARUP pp.1-39; Aging Friendly Cities Report, (82 pgs;)

2/7   Week Five (110 pgs)
Critical Design Considerations #1
   a. Neighborhood and Site Considerations
   b. Outdoor Landscape Attributes
   c. Defining Design Attributes
   d. Stimulating Social Interaction

Readings:
(Regnier (2002), What is AL?, pp 3-29; Regnier (2018) Stimulating Social Interaction, pp.74-85 + Landscape Considerations pp.253-265;
Regnier (2002) Site Issues, pp. 41-53; Landscape, pp.54-65; Design Attributes, pp. 66-75; + Social Interaction, pp. 76-95.)

REF: Regnier (2018) Conceptual Frameworks, pp. 53-55.

2/14   Week Six (80 pgs.)
Critical Design Considerations #2
   a. Extending Independence
   b. Stimulating the Senses
   c. Creating Affect
   d. Planning the Dwelling Unit
   e. Engaging the Staff
   f. Designing for Dementia

Readings:
(Regnier (2002), Extending Independence, pp. 96-104; Sensory Stimulation, pp. 105-111; Creating Affect, pgs. 112-117; Dwelling Unit, pp. 118-131, Engaging Staff, pp. 132-135, Dementia Design pp. 136-150,+ 20 Important Design Issues, pp. 253-277.)

REF: Regnier (2002), Color Photos, 15 pgs.

Term Paper Outline Due (6:30PM—before class)

2/21   Week Seven—No Class
University Holiday—President's Day

2/28   Week Eight (48 pgs)
Case Studies from Northern Europe
   a. The European Service House –6 mini-case studies
   b. Aanluen Voning—3 mini-case studies
   c. Mews and Atrium Housing--9 mini case studies

Readings:
(Regnier (1994), Lesjatun, pp. 166-170; Jan van der Ploeg, pp.126-130; Bergzicht, pp.136-145;
Regnier (2002) Wilhelmina, pp.163-168; Gyngemosegard, pp.174-180; + Virranranta, pp. 206-210.
Regnier (2018) Ulrika, pp. 201-204: La Valance, pp. 129-134.)

REF: Regnier (2002) 15 Case Studies, pp.153-157.

3/7 Week Nine (48 pgs.)
Case Studies from Cohousing + Intergenerational Hsg. Beverly Hills Case Study + Hospice
   a.   Danish Co-housing—5 mini case studies
   b.   Intergenerational Projects—4 mini case studies
   c.   Beverly Hills Case Study

Readings:
(Durrett (2005), pp. 51-63 + pp.79-84 (Munksogard CS + Mariendalsvej CS); Regnier (2018), Egebaken CS, pp.214-219, Design for Aging (2011) Silver Sage CS, pp.30-37; Landecker (1994), Mendicino CS, pp.76-81; (Regnier (2002) Metsatahti CS, pp. 229-233; Regnier (2018) Beverly Hills Case Study, pp.210-213).

REF: Sunrise of Beverly Hills Floor Plans (1-5) (6pgs.); Sunrise Assisted Living and Dementia Brochure (6 pages); Sunrise Policies + Services (6 pages); Sunrise Units and Dementia (4 pages).

3/14   Week Ten
        SPRING BREAK
        No Class

3/21   Week Eleven (48 pgs)
Dementia: International Case Studies
   a.   Danish Small Nursing Homes—4 case studies
   b.   Dementia Housing—9 mini case studies
   c.   Hogeway, Dementia Village--Weesp. NE

Readings:
(Regnier (1994) Hasselknuten, pp. 171-175; Regnier (2018) Hogeweyk, pp.175-183; AEtebjerghaven, pp.184-189; Herluff Trolle, pp. 190-195; Irismarken, pp. 205-209; Mens and Wagenaar (2010) pp. 322-323; Brawley (2006) Social Spaces, pp.205-220).

REF: Perkins-Eastman (2019) Missing Main Street (pg 1-83); Hong Kong Hsg. (5 pgs);

3/28   Week Twelve (43 pgs)
Designing for Dementia: US Models
a. Small House Characteristics
b. The Greenhouse Model

Readings:
(Regnier (2018), Small Group Clusters, pp.157-161; MtSAG Greenhouse, pp. 165-170; Leonard Florence Center), pgs. 170-174; Jewish LifeCare, pp.170-174; Anderzhon (2007) Green Houses at Traceway POE, pp.211-221; Rabig (2006) Tupelo Grnhouse, pp.533-539; Design for Aging (2004-7th edition) Mississippi Grnhouse, pgs.140-143).

REF Design for Aging (2011-10th edition) Michigan Grnhouse, 158-163; Rahman (2008), Culture Change, pp142-148; Brawley (2006 Grnhse CS, pgs 223-231); Regnier (2018) Vigs Angar, pgs 195-201.

4/4   Week Thirteen (78 pgs)
US CCRC's Models
        a. New Bridge on the Charles
        b. Hiatt Stanford
        c. Taube Koret

Readings:
(Perkins-Eastman (2013) pp. 107-119; Zarem (2011) CCRC's, pp.1-29; AIA DFA (2008--9th edition) Stanford CS, pgs 100-103; AIA DFA 10 (2011) New Bridge CS, pp.66-75; Regnier (2018) NewBridge CS, pp.151-157; AIA DFA 10 (2011) Taube Koret CS, pp.180-187; AIA DFA 10 (2011) Fox Hill CS pp.140-145).

REF: Perkins Eastman (2013) Color Insert (5 pgs);

4/11   Week Fourteen--SPECIAL GUEST LECTURE (31 pgs)
David Hoglund FAIA, Principal and Executive Director, Perkins Eastman, New York/Pittsburgh
"Trends in the Design of Housing for the Elderly"

Readings:
(Regnier (1994) Woodside, pp. 156-160; Anderzhon, et.al. (2007) Woodside, pp.184-196;
(AIA DFA 2008) Woodside, pp. 196-199; AIA DFA (1997) CopperRidge, pp.66-69; Regnier (2002) CopperRidge, pp. 201-205

REF: Trends in Senior Living, Hoglund (2015) 117S

4/18   Week Fifteen (59 pgs)
European Examples--Apartments and Condo for Life Models #1
        a. Condos for Life—Woodlands Texas
        b. Dutch Apartments for Life

Readings:
(Regnier (2014) MPTF-What is an Apartment for Life?, pp 5-10; Regnier (2018) AFL's Humanitas Style + AFL Characteristics, pp.113-118, Humanitas Case Study, pps.120-125; Rundgraaphpark, pp. 125-129; De Plussenburgh, pp. 138-143, Neptuna, pp. 134-138

REF: Regnier (2002) pp.158-162 (Bergweg);

4/25   Week Sixteen (59 pgs)
European and US based Apartment and Condos for Life Models + Review for Final Exam

Readings:
Regnier (2018) Woodlands CS, pp.146-151; AIA DFA (2008--9th edition) Woodlands CS, pp.178-181; Regnier (2012) Going Dutch: Apartments for Life, 2pgs., Humanitas Poster, pg1

Term Paper DUE--4/25 @ 6:30PM

5/9   FINAL EXAM, Monday, May 9th, (7:00-9:00 PM)

ARCH 520 WEEKLY SCHEDULE

Week	Monday
One	**1/10--Orientation + Introductory lecture**
Two	**1/17—USC Holiday--Martin Luther King Jr.** (no class)
Three	**1/24—Health, Activity and Sensory Loss+ Demographics**
Four	**1/31--Community Design. Aging in Place, Universal Design Village Movement + PACE**
Five	**2/7—50+ Important Design Considerations #1**
Six	**2/14—--50+ Important Design Considerations #2** **Term Paper Topic Outline Due (6:30PM before class)**
Seven	**2/15—USC Holiday—President's Day** (no class)
Eight	**2/28—Case Studies from Northern Europe NEurope History, Atriums + Lean-to Housing**
Nine	**3/7--Cohousing + Intergenerational Hsg. + Beverly Hills Sunrise Virtual Tour**
Ten	**3/14--SPRING BREAK** (no class)
Eleven	**3/21—Designing for Dementia —International Case Studies**
Twelve	**3/28—Designing for Dementia --US Models**
Thirteen	**4/4—CCRC Models**
Fourteen	**4/11—David Hoglund FAIA Guest Lecture**
Fifteen	**4/18—Apt/Condo for Life Models in NE and US +**
Sixteen	**4/25---Apt for Life Cont'd + Final Review** **Term Paper Due 4/25 @ 6:30PM** **Classes END April 30th (Friday)**
Final Exam	**5/9 FINAL EXAM (Monday--7:00PM to 9:00PM)**

Bibliography
(Bold type books are cited in the reading list above)

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AIA Design for Aging Knowledge Community (2008) Design for Aging Review: 9th Edition, Australia: Images Publishing Group.

AIA (2006) Design for Aging Review: 8th Edition, Australia: Images Publishing Group.

AIA Design for Aging Center (2004a) Design for Aging Review: 7th Edition, Australia: Images Publishing Group.

AIA Design for Aging Center (2004b) Design for Aging Review: 6th Edition, Australia: Images Publishing Group.

Aging Design Research Program of the AIA (1997) Design for Aging 1996-97 Review, Washington DC, AIA Press.

AIA Design for Aging Center (1992) Design for Aging Review: 1992 Review, Washington DC: The American Institute of Architects.

ARUP (2019) Cities Alive: Designing for Ageing Communities, London: ARUP.

Anderzhon, J., I. Fraley, and M. Green (eds.) (2007) Design for Aging: Post-Occupancy Evaluations: Lessons Learned from Senior Living Environments, New York: Wiley.

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Becker, Hans (2011) Hands Off is Not an Option! The Reminiscence Museum--mirror of a humanistic care philosophy, Rotterdam: Eburon Academic Press.

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Brawley, E.C. (1997) Designing for Alzheimer's Disease: Strategies for Creating Better Care Environments, New York: Wiley.

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Cypress International, (n.d.), Elderly Care Facilities: Hong Kong, Report from Cyrus International

Davies, T. and K. Beasley (1988) Design for Hospitality: Planning for Accessible Hotels and Motels, New York: Nichols Publishing.

Durrett, C. (2005) Senior Cohousing: A Community Approach to Independent Living, Berkeley: Ten Speed Press.

Golant, S. and J. Hyde (eds.) (2008) The Assisted Living Residence: A Vision for the Future, Baltimore: Johns Hopkins University Press.

General Electric (1995), Real Life Design, Louisville: GE Appliances.

Green, Brent (2006) Marketing to Leading Edge Baby Boomers, Ithaca, NY: PMP Press.

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Lidwell, W., K. Holden and J. Butler (2003) Universal Principles of Design, Beverly MA:
    Rockport Publishers.
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    Publishers.
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    Dementia Day Services Centers, Baltimore: Johns Hopkins University Press.
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    Nostrand Reinhold.
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    Baltimore: Johns Hopkins University Press.
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     Homes: Applying the Green House Concept in Tupelo, Mississippi. *The Gerontologist*,
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    Present, and Future Directions for Research, *The Gerontologist*, 48(2) pp.142-48.
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Regnier, V (2013) "The Apartment for Life Housing Type" in Regnier, USC Apartments for Life, San
    Francisco: Blurb.
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    States and Europe, New York: Wiley.
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    in Design, Management and Financing, New York: Columbia University Press.
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    New York: Springer.
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Consulting.
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    pp.5-11.

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Sixty-five+ in the United States, (2005), P23-209, Washington DC: US Census Bureau.

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Statement for Students with Disabilities

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

Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *Scampus,* the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: http://www.usc.edu/dept/publications/SCAMPUS/gov/

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: http://www.usc.edu/student-affairs/SJACS/

Academic Conduct

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University*

Standards https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct/.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* http://equity.usc.edu/ or to the *Department of Public Safety* http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems
A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.htmlprovides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* *http://emergency.usc.edu/*will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

Attendance Policy
In this class, attendance is **very important.** Because much of the learning takes place through the lectures and discussion, it is imperative that you take class attendance seriously. Having said that, I know many students have complicated schedules.   Extra Credit assignments are available for "making up" a missed class period but this must be negotiated with the instructor.

Role will be taken for each class period. If you are more than 30 minutes late for class you have essentially missed the class. Coming to class a few minutes early (if possible) is always a good idea. Conversations with the instructor and student colleagues are often very productive before class begins.

Earlier in the document, grading policies were described in detail. Class attendance along with class participation, discussion and Q+A is 20% of your grade. If you do not attend class—your participation grade will likely suffer. Students will be noticed at mid semester and/or toward the end of the semester if they have missed more than 2 classes. Leaving the class before the official end of class is also not acceptable. If the class goes over the allotted time you certainly have permission to leave.

1/9/21