



Sociology 105B: Contemporary Social Theory Syllabus & Course Resource Guide

Tuesdays & Thursdays 9:00 am – 11:00 am PST
Online via Zoom

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Course Description

Contemporary social theory is, in my opinion, a beautifully broad genre in sociology. As it is nearly impossible to touch on everything in contemporary social theory (much less in 5 weeks!), this course will introduce theoretical threads and trajectories to offer a taste of this capacious category of theory. This course will be in conversation with some of the texts and theorists you encountered in SOCY 105A, focusing specifically on investigating theories at the intersections of capitalism, race, gender, sexuality. Through this investigation, we will consider questions around social struggle and social change, how different theorists detail the innerworkings of power and control, and how power and control manifest in theory-making and the sociological discipline itself.

As a [Disciplinary Communications \(DC\)](#) class for the Sociology department, this course will help you continue to fine-tune the critical reading, writing, and theory skills you began cultivating in SOCY 105A. This includes reading and comprehending theoretical texts; using theory to evaluate the world around us; developing your own thoughts and perspectives on theories; and writing effectively about theory.

More than anything, I hope that the texts and theorists we encounter in this course give you a deeper understanding of yourself and the world around us. As we will explore and discover throughout this course, we are always already theorists of our world and the texts that we encounter help us continue to sharpen the tools by which we theorize and conceptualize our worlds and the possibility to envision other, more just worlds.

Instructor Information

How to Contact Me

My preferred method of contact is through my email at ezurawsk@ucsc.edu.

Erica's Student Office Hours

Held via Zoom

Wednesdays
12:00 – 2:00 pm

[Sign up here!](#)

Kyle's Student Office Hours

tbd

Hi everyone! My name is Erica Zurawski and I'm a PhD Candidate in Sociology at UC Santa Cruz. My pronouns are she/her although you can also use they/them pronouns should you like. This section includes information about how best to contact me and about student office hours. If you are curious about how I am, I have a section on the Canvas website with a bit more information about myself.

Student Office Hours, Appointments & Emails

I cannot emphasize enough the benefit of attending student office hours. Contrary to pop culture which portrays meetings with professors/TAs as moments of punishment or reprimand, meetings with me are not this. Rather, they are opportunities for students to receive extra time to discuss course content, assignments, or life! I am always incredibly eager to meet you. I encourage you to attend my student office hours at least once throughout the course.

I am available for student office hours in the following ways:

1. One-on-one meetings: You can sign-up in advance for 15-minute slots to meet with me one-on-one. The link to [sign-ups are located here](#) as well as on Canvas on the homepage.
2. Group meetings: You can also sign-up in advance to meet with me in groups of 2-to-4. Please indicate in the sign-up that you will be meeting with me as a group. The link to [sign-ups are located here](#) as well as on Canvas under the homepage.
3. Scheduled appointments: If the Wednesday time does not work for your schedule, you may [email me](#) to set up an appointment. *In your email, please indicate 3 dates and times that work with your schedule.*

General Course Information

Setting Your Own Course Goals:

As you fill out the [pre-course survey](#), I encourage you to read through these objectives and begin to set and commit to achieving your own goals for this course.

Course Learning Objectives

In addition to the below objectives, we will co-create learning objectives and goals that will structure your writing skills assignments and the direction of the class.

- *Develop* and *practice* reading comprehension and writing skills.
- *Demonstrate* understanding of key concepts and theories.
- *Practice* engaging with and discussing theoretical texts through in-class discussion, writing assignments, and self-reflection.
- *Compare* and *contrast* different theoretical frameworks and approaches to theorizing the social world and its problems.
- *Apply* and *appraise* applicability of theoretical ideas and concepts to contemporary and personal examples.
- *Recognize* and *interrogate* the structural inequities and power structures that influence knowledge and theory production.

Course Materials

Resources for Annotating Texts:

UCSC offers [free Adobe Creative Cloud software](#) to all enrolled students. If you have no other annotation software, I encourage you to [download Adobe Acrobat](#) to annotate pdfs.

For a brief introduction on how to annotate a pdf using Adobe Acrobat, check out [this video](#).

Where to Find Course Materials

All course readings and files will be posted to the Canvas course website. Readings will be organized by week through the "Modules" tab, but you can also find them under "Files" > "Readings" or the "Course Readings" page linked on the homepage.

A folder of bonus readings is also available under the Canvas course website, under "Files" > "Readings" > "Bonus Readings." You are welcome to peruse, save for later, or read at your leisure.

As I will introduce in our first Writing Café, I highly suggest finding a way to physically engage with and mark up the texts, whether you print these out or annotate them digitally. If you are unfamiliar with annotating or annotating digitally, we will discuss this in our first week together. Since I strongly believe that reading and annotating practices are a fundamental component of writing, you will have the ongoing opportunity to submit your reading annotations for points towards your final grade.

Course Reading Expectations

Given that this is an abbreviated course and that likely you have other commitments, jobs, or responsibilities demanding your time, I cannot expect you to dedicate most of your course hours solely to reading. Therefore, I have set-up the course readings so that you are expected to read only one of the listed readings of your choice for each synchronous lecture. You are welcome to skim or fully read the other listed readings, or even complete [RWC assignments](#) for more than one reading per lecture. I will touch on every assigned reading in our synchronous lectures.

The main takeaway here is that **every Tuesday and Thursday you should come to synchronous lecture having read and ideally annotated at least one of the texts listed for that day's lecture.** The below [Course Schedule & Recommended "Do" List](#) should be utilized as an invaluable resource to plan out your weeks and your time.

To encourage you to establish a reading practice, I have included the opportunity to submit your reading annotations and notes for points towards your final grade. See the below section on [Reading, Writing & Communication assignments](#) for more details.

Assignment & Grading Details

Points Scale

A+: 600+

A Range: 600 – 550

B Range: 550 - 500

C Range: 500 - 450

Not Passing: Less than 450

Course Evaluation

As a disciplinary communication (DC) course, this class is writing intensive. As a result, there are no exams. This course will offer an abundance of opportunities to learn and build critical reading, writing, and communication skills through weekly assessments, assignments, reflections, and other creative ways to engage with theory. Most of your grade will be built on these assessments, each of which will actively help you towards crafting your final paper. In-depth details of assignments and resources will all be posted to Canvas.

Categories of Assignment Opportunities and Total Point Opportunities:

- Lecture Attendance and Participation (Required) – 150 pts
- Final Paper and Interim Writing Assignments (Required) – 350 pts
- Self-Directed Assignment Options:
 - RWC Assignments – 800 possible pts
 - Creative Bonus Options – 350 possible pts
- Self-Assessments – 40 possible pts

If for any reason you cannot attend synchronous lecture, you will not be penalized.

You can make up any synchronous lecture by watching the recording and submitting a response to the self-reflection at the end of the lecture.

I will expect that if you have any emergencies, life-events, or circumstances that prohibit lecture attendance that you will communicate this to either myself or your TA so that we can help you stay on track in the course.

If you are having any sort of difficulties or barriers to participating, accessing course material, problems with tech or course-related technology, please contact me and we will troubleshoot together.

Lecture Attendance, Participation & Engagement

Attendance and participation in class can take a variety of formats. I understand that not everybody is comfortable speaking in lecture, especially about new theoretical texts, right out of the gate. At the same time, given the swiftness that we will be moving through the course material, attendance and participation are incredibly important.

On top of this, I realize that current geopolitical circumstances make 6 hours of synchronous lecture each week an impossibility. Therefore, some lectures will be pre-recorded and able to be viewed throughout the week. All in-person lectures are limited to 2 hours and will be recorded for those who have life-events that make attendance impossible, but generally I will expect you to attend synchronous lectures. "Attendance" will be taken for every lecture through mini-reflections or self-evaluations at the end of each lecture, to be completed by the end of the day.

So, what does participation look like?

Participation is graded based on your presence, your attentiveness, and your engagement with discussions. Participation is *not* graded based on the "correctness" of your contributions and is *not* graded on how often you participate compared to others. In creating a respectful and inclusive space, discussions will steer away from regulating "correctness" and instead focus on collective knowledge building and engagement.

Participating might feel uncomfortable or vulnerable. I promise this is part of the process and encourage you to take risks in speaking up to express your thoughts, ideas, and opinions. I also understand that this may be overwhelmingly uncomfortable for some, so I encourage you to also come to student hours to discuss the readings. In this sense, attending student hours also counts positively towards your participation.

Ultimately, I expect you to come to every class having read and engaged with the material, and to actively engage with the various activities and discussions we have together.

The Final Paper & Interim Writing Assignments

Interim writing assignments include:

- Reading & Annotating for Comprehension
- Citational Politics
- Outlining/First Draft
- And, of course, the Final Paper

You will be asked to write **one final paper of 7-9 pages**. I will provide optional prompts, a detailed rubric, and examples to assist you in developing your final paper. To assist your development and build towards the completion of your final paper, there will be required interim writing skills assignments. These are in addition to the RWC assignments, but you will notice that these overlap with the skills that the RWC assignments help you practice. The [course schedule](#) below includes recommended “do” dates to guide your completion of these assignments.

Your final paper will be due at the end of the session, on **Friday, August 27th at 5:00 pm PST**.

Self-Directed Assignment Options

RWC Assignments

- Annotated Reading Notes & Reading Summary
10 pts for each reading
- Defining Key Concepts
10 pts for each week
- Rewatching Lecture & Reflection
5 pts for each
- Reading Reflections
10 pts each reading
- “Explain a Text”
10 pts each reading
- Comparing & Contrasting Theories
20 pts each
- Attend a Weekly Reading Group
50 pts per week

Creative Possibilities

- Infographic on Theorist, Theory, or Concept
10 pts each
- Analyze a Cultural Artifact
20 pts each
- Make a Theory-Specific Mixtape or Playlist
10 pts each
- Create Art!
10 pts each

Reading, Writing & Communication Assignments

Each week, you have the opportunity to choose which and how many other RWC assignments you would like to complete. Each assignment completion will positively contribute to your final grade. While there are no deadlines for these submissions, I encourage you to complete them by the end of the corresponding week to stay on top of the coursework. **For those who wish to leave this course with an “A,” I encourage you to aim for a total of 100 points total (or 20 points a week) from RWC and other creative options.**

By way of example, in addition to attending lecture & completing readings for the week, you might also: submit reading annotations for the Tuesday and Thursday readings you complete (20 pts); attend a weekly reading and discussion group (50 pts); rewatch a lecture recording to refine clarity around a theory or theme (5 pts) and post a reading reflection for a corresponding reading (10 pts); or practice explaining a text (10 pts).

I will offer examples, resources, and extensive directions for each opportunity on Canvas under “Assignments” and under the weekly modules. We will discuss this course set up in more detail when we first meet, so come with any questions!

Creative Bonus Options

While theory can be difficult and world-altering, it can also be fun and creative. If you enjoy or benefit from learning through creative endeavors, I welcome opportunities to earn points for creative works and engagements with course material.

Your weekly RWC and creative submissions can be posted as multiple files under the corresponding week’s Canvas “Week x RWC Submissions” or “Week x Creative Bonus Submissions.” Please detail which opportunities you have included either in the “Submission Comments” or as the file name for each submission.

Beyond the required assignments, there are over 1,000 potential points for you to earn through optional, self-directed assignments. Each of these opportunities encourage and allow you to choose which critical reading, writing, and learning skills you would like to practice.

Course Schedule & Recommended "Do" Dates

How to utilize the Course Schedule:

The course schedule is organized by weekly modules and offers recommended "do" dates to give you a sense of guidance and pacing for this course. Other than the weekly synchronous lectures (Tuesdays and Thursdays from 9:00 – 11:00 am PST), you can set your own timing and pacing for the recorded Writing Cafes and for completing readings and assignments. The schedule below breaks down an example of how to stay on top of assignments, lectures, and readings given that summer session is fast paced. These modules are also organized on Canvas under "Modules" and include links to assignments, readings, lectures, and other course material.

Week 1: Situating & Provincializing the Sociological Canon

Monday July 26th	Tuesday July 27th	Wednesday July 28th	Thursday July 29th	To Complete by End of Week
<p>Watch Writing Café Lecture on "Reading & Annotating for Comprehension"</p> <p>Read at least one of the readings below</p>	<p>Attend Synchronous Lecture 9:00 – 11:00 am PST</p>	<p>Read at least one of the readings below</p>	<p>Attend Synchronous Lecture 9:00 – 11:00 am PST</p>	<p>Required: Complete Reading & Annotating assignment and submit to Canvas</p>
<p>Readings for Tuesday (Pick one to read by Tuesday lecture)</p> <ul style="list-style-type: none"> Julian Go. "Introduction: Social Theory beyond Empire?" in <i>Postcolonial Thought and Social Theory</i> (p. 1-17) Earl Wright, II. Chapter 1 in <i>Jim Crow Sociology: The Black and Southern Roots of American Sociology</i> (p. 25-47) 		<p>Readings for Thursday (Pick one to read by Thursday lecture)</p> <ul style="list-style-type: none"> Patricia Hill Collins. "Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought" Sandra Harding. "Standpoint Theory as a Site of Political, Philosophic, and Scientific Debate." In <i>The Feminist Standpoint Theory Reader: Intellectual and Political Controversies</i> Donna Haraway. "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective." 		<p>Points Opportunities:</p> <ul style="list-style-type: none"> Complete pre-course self-reflection Complete any RWC Assignments and submit to Canvas Complete any Creative Bonus option and submit to Canvas

Notes & Reminders to Yourself:

Week 2: Racial Capitalism & the Black Radical Tradition				
Monday August 2nd	Tuesday August 3rd	Wednesday August 4th	Thursday August 5th	To Complete by End of Week
<p>Watch Writing Café Lecture on "Analyzing with Theory"</p> <p>Read at least one of the readings below</p>	<p>Attend Synchronous Lecture 9:00 – 11:00 am PST</p>	<p>Read at least one of the readings below</p>	<p>Attend Synchronous Lecture 9:00 – 11:00 am PST</p>	
<p>Readings for Tuesday (Pick one to read by Tuesday lecture)</p> <ul style="list-style-type: none"> Cedric Robinson. Chapter 1 of <i>Black Marxism: The Making of the Black Radical Tradition</i> (p. 9-28) Keeanga-Yamahtta Taylor. 2008. "Review of W.E.B. Du Bois: <i>Black Reconstruction in America 1860-1880</i>." 		<p>Readings for Thursday (Pick one to read by Thursday lecture)</p> <ul style="list-style-type: none"> W.E.B. DuBois. Chapter 1, 2, and 16 in <i>Black Reconstruction in America: 1860-1880</i> CLR James. Chapter 1 (p. 6-26) and Appendix (p. 391-392) in <i>The Black Jacobins: Toussaint L'Ouverture and the Santo Domingo Revolution</i>. 		<p>Point Opportunities:</p> <ul style="list-style-type: none"> Complete any RWC Assignments and submit to Canvas Complete any Creative Bonus option and submit to Canvas
<p>Notes & Reminders to Yourself:</p>				

Week 3: Capitalism and Culture: Social Control or a Terrain of Struggle?				
Monday August 9th	Tuesday August 10th	Wednesday August 11th	Thursday August 12th	To Complete by End of Week
<p>Watch Writing Café Lecture on "Citational Politics"</p> <p>Read at least one of the readings below</p>	<p>Attend Synchronous Lecture 9:00 – 11:00 am PST</p>	<p>Read at least one of the readings below</p>	<p>Attend Synchronous Lecture 9:00 – 11:00 am PST</p>	<p>Required: Complete Citation Politics assignment and submit to Canvas</p>
<p>Readings for Tuesday (Pick one to read by Tuesday lecture)</p> <ul style="list-style-type: none"> Max Horkheimer and Theodor Adorno. "The Culture Industry: Enlightenment as Mass Deception" Theodor Adorno. "Free Time" in <i>The Culture Industry: Selected Essays on Mass Culture</i> 		<p>Readings for Thursday (Pick one to read by Thursday lecture)</p> <ul style="list-style-type: none"> Antonio Gramsci. Selections from "State and Civil Society" from <i>The Prison Notebooks</i> (p. 206-247) Stuart Hall. Parts I and III of "Gramsci's Relevance for the Study of Race and Ethnicity" 		<p>Point Opportunities:</p> <ul style="list-style-type: none"> Complete mid-course self-evaluation Complete any RWC Assignments and submit to Canvas Complete any Creative Bonus option and submit to Canvas
<p>Notes & Reminders to Yourself</p>				

Week 4: Representations & Power: The Social Construction of Sex & Gender				
Monday August 16th	Tuesday August 17th	Wednesday August 18th	Thursday August 19th	To Complete by End of Week
<p>Watch Writing Café Lecture on "Outlining & Writing a First Draft"</p> <p>Read at least one of the readings below</p>	<p>Attend Synchronous Lecture 9:00 – 11:00 am PST</p>	<p>Read at least one of the readings below</p>	<p>Attend Synchronous Lecture 9:00 – 11:00 am PST</p>	<p>Required: Complete final paper outline and/or draft and submit to Canvas</p>
<p>Readings for Tuesday (Pick one to read by Tuesday lecture)</p> <ul style="list-style-type: none"> Judith Butler. "Doing Justice to Someone: Sex Reassignment and Allegories of Transsexuality." In <i>Undoing Gender</i> Hortense Spillers. "Mama's baby, papa's maybe: An American grammar book" 		<p>Readings for Thursday (Pick one to read by Thursday lecture)</p> <ul style="list-style-type: none"> Patricia Hill Collins. "Mammies, Matriarchs, and Other Controlling Images" in <i>Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment</i> Silvia Federici. Introduction (5-12), Chapter 1 (15-22) and Counterplanning from the Kitchen (28-40) in <i>Revolution at Point Zero</i> 		<p>Point Opportunities:</p> <ul style="list-style-type: none"> Complete any RWC Assignments and submit to Canvas Complete any Creative Bonus option and submit to Canvas
<p>Notes & Reminders to Yourself</p>				

Week 5: What to Do with Social Theory?				
Monday August 23rd	Tuesday August 24th	Wednesday August 25th	Thursday August 26th	To Complete by End of Week
<p>Watch Writing Café Lecture on "Self & Peer Reviewing Your Paper"</p> <p>Read at least one of the readings below</p>	<p>Attend Synchronous Lecture 9:00 – 11:00 am PST</p>	<p>Read at least one of the readings below</p>	<p>Attend Synchronous Lecture 9:00 – 11:00 am PST</p>	<p>Required: Complete your final paper by Friday, August 27th by 5:00 PM</p>
<p>Readings for Tuesday (Pick one to read by Tuesday lecture)</p> <ul style="list-style-type: none"> Avery Gordon. "Theory and Justice." In Gordon, Avery and Angela Davis. <i>Keeping Good Time: Reflections on knowledge, power and people</i> bell hooks. "Theory as Liberatory Practice" Charles Lemert. "Social Theory: Its Uses and Pleasures." In <i>Social Theory: The Multicultural, Global, and Classic Readings</i> 		<p>Readings for Thursday</p> <p>Your choice! Choose a reading that will augment your final paper analysis. I encourage you to reach out to myself or your TA for support on selecting a text appropriate for your paper.</p> <ul style="list-style-type: none"> Choose a reading that interests you from "Bonus Readings" folder on Canvas, or Choose a reading from above that you have not yet read. 		<p>Point Opportunities:</p> <ul style="list-style-type: none"> Complete a peer or self-review of your final draft Complete self-reflection Complete any RWC Assignments and submit to Canvas Complete any Creative Bonus option and submit to Canvas
<p>Notes & Reminders to Yourself</p>				

Additional Thoughts & Policies

Netiquette (from 'Internet etiquette') "Netiquette" refers to the standards for appropriate interaction in an online environment. Students are expected to display proper netiquette in their communications with their teacher and with other students.

The UCSC Sociology Department even has its own [Statement on Academic Integrity](#).

Of note:

"The videos that your instructors create and share as part of their course are their property. You should not share the videos without permission from the instructor. Similarly, taking audio or video recordings of your instructor (in person or on a screen) without their knowledge and permission would also violate our department's academic integrity standards."

Classroom Code of Conduct

We are a learning community and should treat each other with the respect we would expect of others. Reading, writing, and discussing theory for the first time can be intimidating, personal, frustrating, uncomfortable, but also liberating. Not everyone moves through texts or theory at the same pace, and so I ask each of you to approach section with that compassion and understanding towards yourself and towards your peers. This requires active listening and active engagement, as well as awareness of your presence in the "room." I work diligently to make this class welcoming, generative, and profound, but I welcome any suggestions for improvements or even general statements of discomfort.

To foster our community learning collective, we will spend time together reviewing, discussing, and finalizing our community guidelines. **If an email, comment, interaction, or discussion post etc. ever concerns you, please notify me privately as soon as it's feasible.**

Academic Integrity

Plagiarism is a serious academic violation. Plagiarism means using the intellectual material of another person as your own—this includes paraphrasing someone else's ideas without a citation. Any test, paper, or report submitted by you and that bears your name is presumed to be your own original work that has not been previously submitted for credit in another course. If a student has plagiarized in their work, I am required to report them to their College Provost according to university policy. Plagiarism can be a fine line at times, and I encourage you if you have any question about what constitutes plagiarism or the politics of citation to simply, ask! We will be talking about citations and citational politics in this course as part of your writing training.

Citation Politics

Syllabi are the result of communities of learning, teaching, and sharing. This syllabus is no different. To model the citational praxis we will be discussing throughout this course, I want to thank and acknowledge the labor and knowledge that inspired and helped bring this course and syllabus into fruition. In no particular order, thank you to Professor Lindsey Dillon, Camilla Hawthorne, Hillary Angelo, Theresa Hice-Fromille, Roxanna Villalobos, Michelle Gomez Parra, and John Pitman for the support, labor, teaching, and mentorship embedded in this course.

Lateness & Deadlines

The deadlines and "do" dates exist so you can plan your time, coursework, and schedule accordingly. They should not, and do not in this course, function as a punitive measure if someone is unable to adhere to them. This summer course is short, and I do expect you to do your best to keep up, but **please do not panic** if you miss a deadline by a few minutes or a few hours. It is okay. If you need a few extra hours or an overnight to make sure your work is complete and does the material justice, then take those hours and submit the assignment when you are done. I want your best work, not your quickest work.

If you need more than a few hours to finalize an assignment, email me and the TA with a proposed timeline of when you can finish the assignment. We will review it and if doable, we will approve it. If it does not seem feasible, I will let you know why and work with you to adjust it. The only time I cannot provide an extension is for this final paper that is due on the last day of class, as that deadline is set by summer session and is out of my hands.

How to contact the DRC:

Call: (831) 459-2089
Email: drc@ucsc.edu

How to contact the Title IX Office:

Call: (831) 459-2462

How to CAPS:

Call: (831) 459-2628

How to contact CARE:

Call: (831) 502-2273
Email: care@ucsc.edu

Mindfulness Resources:

I have included a page with mindfulness and wellness resources on our Canvas course page. You can find it in the Resources Module or by navigating to "Pages" > "Mindfulness & Wellness Resources"

Inclusion & Accessibility (Adapted from UC Santa Cruz faculty & CITL)

I strive to make our learning community as accessible as possible, which means I aim to provide accessible materials and to create opportunities for different types of engagement in our classroom. If you come across materials that are not accessible to you, or you experience a barrier to your participation, please bring this to my attention and I will work with you to ensure accessibility.

If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately during my student hours or by appointment, preferably within the first two weeks of the session. At this time, I would also like us to discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact DRC by phone at [831-459-2089](tel:831-459-2089) or by email at drc@ucsc.edu.

Title IX Policy & Care

Title IX

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive **confidential** support and advocacy at the Campus Advocacy Resources & Education (CARE) Office by calling (831) 502-2273. In addition, Counseling & Psychological Services (CAPS) can provide confidential, counseling support, (831) 459-2628. You can also report gender discrimination directly to the University's Title IX Office, (831) 459-2462.

Please be aware that if you tell me about a situation involving Title IX, I am required to share this information with the Title IX Coordinator. This reporting requirement also applies to course TAs. Although I have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. If you decide to talk to me, I will do my best to help you and will keep what you say private, only talking to Title IX and my supervisor to ensure that you receive the support and access to resources that you need.

CARE

Confidential resources are available through [CARE](#), meaning CARE advocates will not share any information with Title IX, the police, parents, or anyone else without explicit permission. CARE advocates are trained to support you in understanding your rights & options, accessing health & counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Here is my personal stance on your well-being.

As your teacher, I fiercely value your health and wellbeing. Yes, this course will be challenging, weekly reading assignments can be difficult and will challenge your thinking. Reading, digesting, talking about, and writing theory can be an exercise in humility and vulnerability but is also fertile ground for deep personal transformation and growth. By the end of this class, I hope you will feel proud of your growth and learning.

However, this work cannot be at the expense of your wellbeing. I will do my best to model the wellbeing I value. There will be constant reminders about finding productive and healthy ways to find silence, relax, breathe, meditate, and seek peace. Audre Lorde once said, "Caring for myself is not self-indulgence, it is self-preservation and that is an act of political warfare." Please see your wellness as an act of power and perseverance. Hold each other accountable, hold me accountable. Together we can work to change this "achievement-oriented" culture into one that embraces wellbeing and growth.

If you are facing any challenges related to your physical or mental health, any obstacles such as food security or housing insecurity, please do not hesitate to reach out to me.

Campus Resources *(Adopted from CITL)*

How to contact Slug Support:

Call: (831) 459-4446
[Visit their website.](#)

[Basic Needs Website](#)

[Student Success Centers Website](#)

[USS Website](#)

How to contact

CARE:

[Request an appointment](#)

Call: (831) 502-2273

Slug Support

If you are facing financial challenges, food and housing insecurity, or other concerns, and you are not sure how to find the resources you need, contact Slug Support at (831) 459-4446. You can also contact Slug Support if you are concerned about a friend or peer, and they will connect with that person to help them get access to the resources they need. I can also contact Slug Support on your behalf.

Basic Needs

If you are experiencing challenges related to basic needs, such as food, housing, health & wellness, or financial security, visit the Basic Needs hub for information about food pantries, accessible housing, mental health support, and financial aid options.

Student Success Centers

UC Santa Cruz has a variety of resources to support your overall success at UC Santa Cruz, ensure accessible living and learning environments, help you when you're experiencing personal or academic challenges, and support you in building community. If you do not find what you're looking for on the list at the link above, you are encouraged to contact a college advisor, or to go directly to Slug Support.

Undocumented Student Services (USS)

Under the umbrella of the Educational Opportunities Programs, Undocumented Student Services (USS) provides personal, academic, financial, and legal support to all UCSC undocumented students, including scholarship and fellowship information, community-building meetings, legal assistance and workshops, and access to fresh produce.

CARE (Campus Advocacy Resources & Education)

CARE is a confidential space to discuss issues of dating violence, sexual assault, and stalking. CARE advocates provide support in a variety of ways depending on your needs, such as by supporting you in your decision-making; understanding the complexities that can arise from these issues; providing emotional support and free services; and providing resources and referrals.

CAPS (Counseling & Psychological Services)

If you are in distress, managing heightened stress and anxiety, or want to get more support and a counselor's perspective on something you're going through, CAPS provides a variety of services for your needs—including immediate crisis support, scheduled individual appointments, group counseling, and workshops led by peer advisors.

Crisis Assistance:

<https://caps.ucsc.edu/counseling/crisis- assistance.html>

Walk in: Location at the Student Health Center in the East Wing on the 2nd floor

Call during operating hours: M-F 8am-5pm: (831) 459-2628

Call after operating hours: (831) 459-2628, then select option "3" (talk to a counselor) to get connected to an after-hours counselor

Drop-in Services:

<https://caps.ucsc.edu/drop-in-services-no- left-menu.html>

Drop-in services include "Let's Talk," a service offered at a variety of campus locations where you can stop by for a one-time talk with a professional counselor to get information or support, and "Relaxation Station," a designated area in the CAPS office designed to help you de-stress.

LGBTQ+ Services:

<https://caps.ucsc.edu/counseling/lgbtq- counseling-services.html>

Resources and counselors with specific awareness of intersecting and non-binary identities.

Scheduled Services:

<https://caps.ucsc.edu/scheduled-services-no- left-menu.html>

Includes individual and group counseling.

Self-Support Library:

<https://caps.ucsc.edu/resources/self- help.html>

Online resources on time management, managing stress and anxiety, and learning more about mental health.

[Student Health Center Website](#)

Student Health Center

In addition to providing medical and health care, the Student Health Center provides resources and information for overall wellness and sexual health at Student Health Outreach and Promotion (SHOP). SHOP also provides a safe, confidential, and nonjudgmental space where you can talk about and get information about alcohol and other drugs. The COVE offers a space for sober students or students questioning their relationship to alcohol and other drugs. If you're seeking more information, strategies, and opportunities to engage in honest dialogue about safer social and party experiences, visit Party Like a Slug.