



artwork by Barbara Kruger

SOC. 105B

CONTEMPORARY SOCIAL THEORY

MONDAYS & WEDNESDAYS
9:00 - 11:30 AM

Instructor: Erica Zurawski (she, her)
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Teaching Assistant: Ja Bulsombut
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Table of Contents

- I. [Instructor Information](#)
- II. [General Course Information](#)
- III. [Course Materials](#)
- IV. [Assignment & Grading Details](#)
- V. [Course Schedule & Recommended "Do" Dates](#)
- VI. [Additional Thoughts & Policies](#)
- VII. [Campus Resources](#)

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 of power and oppression 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

Tuesdays
10:00 am – 12:00 pm
via Zoom

⇒ [Sign up here!](#) ⇐

Ja's Student Office Hours

Fridays
1:00 – 2:00 pm
via Zoom

⇒ [Sign up here!](#) ⇐

Hi everyone! My name is Erica Zurawski and I'm a PhD Candidate in Sociology at UC Santa Cruz. 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. Meetings with your professors and Teaching Assistants are opportunities for students to receive extra time to discuss course content, assignments, or to just build a relationship! 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:

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](#).

To help you establish a reading practice, you can submit your reading annotations and notes for points towards your final grade!

See the below section on [Reading, Writing & Communication assignments](#) for more details.

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 Monday and Wednesday 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.

Assignment & Grading Details

Points Scale

A+: 725+
A: 675 - 650
A-: 650 - 625
B+: 625 - 600
B: 600 - 575
B-: 575 - 550
C+: 550 - 525
C: 525 - 500
C-: 500 and below

Note each grade "step" is 25 points, which is roughly 2 RWC activities!

Course Evaluation

As a disciplinary communication (DC) course, this class is writing intensive. This course will offer an abundance of opportunities to learn and build critical reading, writing, and communication skills through weekly 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.

Assignments and Points Breakdown:

Required

- Lecture Attendance and Participation – 125 pts
- Final Paper and Interim Writing Assignments – 550 pts

Self-Directed Options

- RWC Assignments – aim for 40 pts/week, however there are *oodles* of points possible
- Creative Bonus Options – up to your discretion
- Self-Assessments – 25 possible pts

If for an unexpected reason you cannot attend synchronous lecture, you can make up your attendance 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

I realize that current geopolitical circumstances make 7 hours of synchronous lecture each week an impossibility. Therefore, some mini-lectures, called Writing Cafés, will be pre-recorded and able to be viewed throughout the week at your convenience. All in-person lectures are limited to 2.5 hours, will include ample breaks, and will be recorded for those who have life-events that make attendance impossible. *Generally, I expect you to attend synchronous lectures as in-class discussions are a bountiful source of learning.* "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 encourage you to also come to student office 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.

Required writing assignments include:

- Morning Pages
50 pts
- Defining Concepts
50 pts
- Thesis Drafting
100 pts
- Rough Draft of Final Paper
150 pts
- Final Paper
200 pts

RWC Assignments Menu

- Annotated Reading Notes & Summary
10 pts for each reading
- Defining Key Concepts
10 pts for each week
- Rewatching Lecture & Reflection
10 pts for each
- Reading Reflections
10 pts each reading
- "Explain a Text"
10 pts each reading
- Comparing & Contrasting
20 pts each
- Sociology in the "Wild"
20 pts each
- Attend a Weekly Reading Group
20 pts per week

Creative Possibilities

- Infographic on Theorist, Theory, or Concept
10 pts each
- Make a Theory-Specific Mixtape or Playlist
5 pts each
- Create Art!
5 pts each

The Final Paper & Interim Writing Assignments

You will be asked to write **one final paper of 7-9 pages**. I will provide optional prompts, a detailed rubric, and examples to support 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 options, 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 26th at 5:00 pm PST**.

Self-Directed Assignment Options

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 40 points of RWC submissions and creative options.**

By way of example, in addition to attending lecture & completing readings for the week, you might also: submit reading annotations for the Monday and Wednesday readings you complete (20 pts); attend a weekly reading and discussion group (20 pts); rewatch a lecture recording to refine clarity around a theory or theme (10 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 encourages and allows 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 (Mondays and Wednesdays from 9:00 – 11:30 am PST), you can set your own timing and pacing for watching the recorded Writing Cafés 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 0: Getting Ready for Contemporary Social Theory

To Complete Before Our First Monday Lecture:

Required:

- **Watch** Writing Café #0: Reading & Annotating for Comprehension (optional, but worth 5 pts!)
- **Read** at least one of Monday's readings (see below in Week 1)

Optional Points Opportunities:

- **Complete** [pre-course self-reflection](#) (5 pts)
- **Complete** Syllabus Engagement Activity (10 pts)
- **Complete** any RWC Assignments or Creative Bonus options & submit to Canvas

Week 1: Situating & Provincializing the Sociological Canon

Monday July 25 th	Tuesday July 26 th	Wednesday July 27 th	Friday July 29 th	To Complete by End of Week
Attend Synchronous Lecture 9:00 – 11:30 am PST	Watch Writing Café #1: Writing from a Place of Interest	Attend Synchronous Lecture 9:00 – 11:30 am PST	Attend Optional Reading Together Group with Ja 2:00 – 3:00 pm PST	Required: Complete Morning Pages Assignment and submit to Canvas (50 pts)
Readings for Monday (Pick one to read by lecture) <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) 		Readings for Wednesday (Pick one to read by lecture) <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" 		Point Opportunities: Complete pre-course self-reflection (5 pts) Complete any RWC Assignments and submit to Canvas Complete any Creative Bonus options and submit to Canvas

Notes & Reminders to Yourself

Week 2: Racial Capitalism & the Black Radical Tradition

Monday August 1 st	Tuesday August 2 nd	Wednesday August 3 rd	Friday August 5 th	To Complete by End of Week
Attend Synchronous Lecture 9:00 – 11:30 am PST	Watch Writing Café #2: Incorporating Quotes & Concepts	Attend Synchronous Lecture 9:00 – 11:30 am PST	Attend Optional Reading Together Group with Ja 2:00 – 3:00 pm PST	Required: Complete Incorporating Quotes & Concepts Assignment and submit to Canvas (50 pts)
Readings for this Monday (Pick one to read by lecture) <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>" 		Readings for this Wednesday (Pick one to read by lecture) <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> 		Point Opportunities: Complete any RWC Assignments and submit to Canvas Complete any Creative Bonus options and submit to Canvas
Notes & Reminders to Yourself				

Week 3: Capitalism & Culture: Social Control or a Terrain of Struggle?

Monday August 8 th	Tuesday August 9 th	Wednesday August 10 th	Friday August 12 th	To Complete by End of Week
Attend Synchronous Lecture 9:00 – 11:30 am PST	Watch Writing Café #3: Writing a Theory-Driven Thesis	Attend Synchronous Lecture 9:00 – 11:30 am PST	Attend Optional Reading Together Group with Ja 2:00 – 3:00 pm PST	Required: Complete Thesis Drafting Assignment and submit to Canvas (100 pts)
Readings for this Monday (Pick one to read by lecture) <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> 		Readings for this Wednesday (Pick one to read by lecture) <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" 		Point Opportunities: Complete any RWC Assignments and submit to Canvas Complete any Creative Bonus option sand submit to Canvas
Notes & Reminders to Yourself				

Week 4: Representations & Power: The Social Construction of Sex & Gender

Monday August 15 th	Tuesday August 16 th	Wednesday August 17 th	Friday August 19 th	To Complete by End of Week
<p>Attend Synchronous Lecture 9:00 – 11:30 am PST</p>	<p>Watch Writing Café #4: Drafting & Outlining</p>	<p>Attend Synchronous Lecture 9:00 – 11:30 am PST</p>	<p>Attend Optional Reading Together Group with Ja 2:00 – 3:00 pm PST</p>	<p>Required:</p> <p>Complete Final Paper Draft and submit to Canvas (150 pts)</p>
<p>Readings for this Monday (Pick one to read by lecture)</p> <ul style="list-style-type: none"> • María Lugones. Heterosexualism and the Colonial/Modern Gender System in Hypatia, 186-219 • Silvia Federici. Introduction and Ch. 1 of <i>Caliban and the Witch</i> (p. 11-50) 		<p>Readings for this Wednesday (Pick one to read by 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> • Hortense Spillers. "Mama's baby, papa's maybe: An American grammar book" 		<p>Point Opportunities:</p> <p>Complete any RWC Assignments and submit to Canvas</p> <p>Complete any Creative Bonus options and submit to Canvas</p>
<p>Notes & Reminders to Yourself</p>				

Week 5: What to Do with Social Theory?

Monday August 22 nd	Tuesday August 23 rd	Wednesday August 24 th	Friday August 26 th	To Complete by End of Week
<p>Attend Synchronous Lecture 9:00 – 11:30 am PST</p>	<p>Watch Writing Café #5: Revising & Reverse Outlining</p>	<p>Attend Synchronous Lecture 9:00 – 11:30 am PST</p>	<p>Attend Optional Reading Together Group with Ja 2:00 – 3:00 pm PST</p>	<p>Required:</p> <p>Complete Final Paper and submit to Canvas by Friday, Aug. 26th at 5:00 PM (200 pts)</p>
<p>Readings for this Monday (Pick one to read by 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" 		<p>Readings for this Wednesday</p> <p>Your choice!</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. • 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>Point Opportunities:</p> <p>Complete a peer or self-review of your final draft</p> <p>Complete self-reflection</p> <p>Complete any RWC Assignments and submit to Canvas</p> <p>Complete any Creative Bonus option and submit to Canvas</p>
<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.

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

How to contact the DRC:

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

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. 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.

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

Campus Resources (Adopted from CITL)

How to contact Slug Support:

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

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 Website](#)

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 Website](#)

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.

[USS Website](#)

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.

How to contact CARE:

[Request an appointment](#)
Call: (831) 502-2273

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.