

Designing Your Life

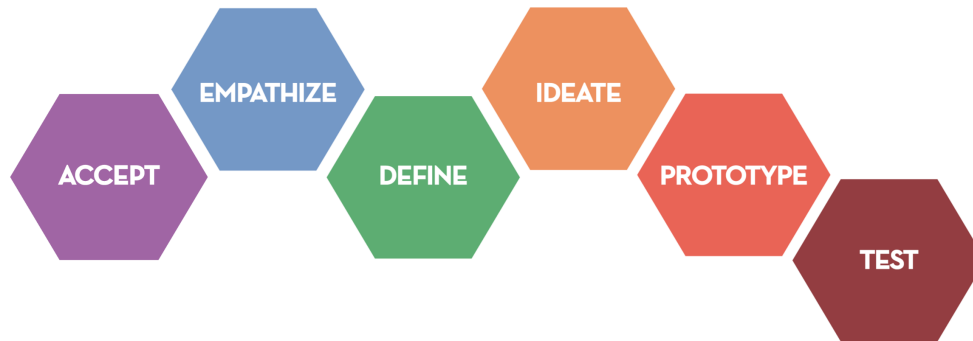
COWL 140 | Summer Session #1 (5 Weeks) 2023

An online course

Remy Franklin (refrankl@ucsc.edu)

Required Class Time: Tuesdays & Thursdays 9:30 - 11:00 am

Office Hours: Tuesdays & Thursdays 11-11:30 am or [by appointment](#)



COURSE DESCRIPTION

Do you ever think, "I want to make a difference!" but don't know where to start? In this class, you will learn design thinking theory and methods and apply them to your own life, specifically to the question of what to do next after college. You will build deeper awareness of your values and goals, define areas of life and work you want to grow in, ideate multiple life paths, prototype elements of careers that interest you, and take small steps to try these out. This is an experiential class that will ask you to try new ways of thinking and step outside your comfort zone as you learn a creative problem-solving approach applicable in many contexts.

OVERVIEW

This course applies the cognitive strategies and methodologies of design thinking to help you design a life after college that aligns your academic interests, career ambitions, and desire to make positive social change.

Design thinking is an iterative process that involves understanding people, challenging assumptions, and redefining problems in an attempt to identify alternative strategies and solutions that might not be immediately apparent with our initial level of understanding. This approach excels at addressing "wicked problems" - social or cultural challenges that are multidimensional and difficult to solve because they often consist of incomplete, contradictory, or changing requirements. Classic examples of wicked problems include poverty, climate change, or homelessness.

Life design builds on design thinking by drawing from the fields of career education and psychology to offer a creative problem-solving methodology that can be applied to navigate change and transition throughout life. You will learn and apply the theories and methodologies used in design thinking to tackle the "wicked problem" of designing your life after college. We will also place special emphasis on the intersection of life design and changemaking, inviting you to explore

how you might align your plans after college with your desire to work toward positive social and environmental change.

In this course you will study the theories and research behind design thinking and life design, but always with an emphasis on application. Life design is something to be lived and practiced, not an interesting idea to think about. To that end, this course emphasizes a problem based learning pedagogy that asks you to demonstrate competency with the learning outcomes by applying design thinking to the real-world problem of what to do next after college. Each week you will complete readings, engage in active learning exercises, have discussions, keep a journal with personal reflections, and take small steps to learn more about careers that interest you. For your midterm project, you will create 3 versions of your 5-year plan including both personal and professional milestones, and begin to prototype those futures in the second half of the quarter. Your final project will involve defining an outstanding question related to your plans after college and using life design methodologies to design an experience that tests out one possible solution.

LEARNING GOALS

By participating in this learning experience, you will be able to:

1. **Use** the fundamental steps of the design thinking process - *empathize, define, ideate, prototype, and test* - in multiple contexts and **demonstrate** metacognition of this process.
2. Accurately **explain** theories about human behavior that influence design thinking as a problem-solving methodology.
3. **Utilize** design thinking principles and mindsets - including *reframing, bias to action, reflective practice, and radical collaboration* - to more confidently **envision** and **plan** your life and career, even in times of ambiguity.
4. **Apply** both divergent and convergent design thinking strategies to **make decisions** about your career development and other real-world challenges.
5. **Recognize** the multiple social identities you adopt or are ascribed and be able to **articulate** some of the ways identity influences individuals' life choices and ideas about work.

INSTRUCTOR INFORMATION

MEET YOUR INSTRUCTOR

Remy Franklin, MA, PCC, is a UCSC lecturer and a career and personal development coach. He grew up in New Mexico, finished high school at the United World College of the Adriatic (Italy), completed his BA in music and environmental studies at Dartmouth College, received his master's in human geography from the University of Arizona, and is a Professional Certified Coach with the International Coach Federation. As a coach and educator, Remy's mission is to facilitate personal transformation as a foundation for social change. He is also passionate about rock climbing, yoga, climate justice activism, renewable energy, sustainable building, and cross-cultural exchange.

COMMUNICATION

As your instructor for this course, I am on your team 100% as you learn new skills and navigate the challenging waters of career development and life design! You can call me "Remy." Please contact me whenever you have questions, need support, or want to talk through an idea. In addition to

attending our weekly class meeting, I strongly encourage you to take advantage of office hours to connect with me over Zoom. If you have questions or want feedback on an assignment, communicate with me via email or by coming to office hours:

1. **Office Hours** - You may schedule 15-minute 1-1 meetings with me as often as you'd like. Office hours are a great way to ask questions about the course, get feedback on an assignment, discuss course concepts in more detail, get help with a design challenge or activity, get coaching around something you're working through, or just connect so I can get to know you better as a student and life designer. Please [use this link to schedule](#) or email me and propose a few times that work for you in the next week.
2. **Email** - I am typically online M-Th (6am-1pm) and will usually respond within 48 hours.

PREREQUISITES

Designing Your Life is open to students from any College. The only prerequisite for this course is that you are a 3rd or 4th-year student interested in positive social change and exploring your plans after UCSC. This course offers both a crash course in design thinking practices and methodologies and a career and personal development lab that is relevant and accessible to students of any background.

REQUIRED MATERIALS

- **Design Journal notebook:** Please purchase a notebook/sketchbook for this class (medium-size, no lines).
- **A smartphone scanning app:** You will need this to easily scan and submit work to Canvas from your Design Journal. [Genius Scan](#) is a great free option.
- **Online Strengths Assessment:** You will need to purchase the [CliftonStrengths for Students Top 5](#) assessment (\$24.99) to complete an assignment in Week 7 (full instructions in Canvas). Please contact me if you have concerns about making this purchase.
- **Course texts:** All assigned readings will be provided as PDFs through Canvas. However, if you prefer to read physical texts, I recommend purchasing the following two books that form a foundation for this course:
 - "Designing Your Life" (Burnett & Evans, 2016) - You will read the entire book
 - "Mastering Life's Energies" (Nemeth, 2007) - You will read several chapters

TIME MANAGEMENT

This is a 5-credit course that assumes you will spend up to 15 hours per week on coursework during the regular quarter or 20-30 hours per week during Summer Session. We only meet as an entire class twice a week, so it is important that you practice excellent time management and planning. Each week you can expect to divide your time according to the following estimates:

- 3 hours: Attending our weekly class meeting in which you will apply what you're learning and collaborate with your peers.
- 2 hours: Watching a weekly overview video and a recorded lecture, which will include guided learning activities.
- 10 hours: Completing assigned readings, taking notes, and taking the weekly reading quiz.

- 5-10 hours: Working on design challenges and learning activities (time required for these assignments will vary by week, with more hours expected in weeks 5 and 10).
- 1 hour (recommended): Attending office hours or meeting independently with your peers to collaborate and have discussions relevant to course projects.

If you would like support with time management, please meet with me during office hours.

ASSIGNMENTS

Each week, you will work on a variety of assignments that ask you to synthesize core concepts and apply design thinking mindsets and practices to designing your life. Assessment and grading are based on three areas:

1. PARTICIPATION (15%)

There is one whole-class virtual meeting (on Zoom) each week and attendance is required. This is your primary chance to interact with your instructor and build community with your peers. Please arrive ready to participate fully, meaning set aside other distractions and be in a quiet place where you can turn video on. To receive credit for attending you must be present and on time and participate in discussions, activities, and breakout groups. One absence will be waived for illness, technology problems, or other unexpected events.

2. READING QUIZZES (20%)

20% of your grade is based on weekly reading quizzes that ask you to remember key concepts from the week's readings. Research from cognitive psychology shows that retrieving concepts from memory increases long-term retention of those concepts. You may repeat these quizzes once to receive an improved grade, making these important but low-stakes assessments.

3. LEARNING ACTIVITIES (30%)

30% of your grade is based on learning activities that ask you to practice and integrate design thinking mindsets. These activities typically ask you to use your Design Journal to synthesize and reflect based on a given prompt or process that may take place over multiple days. You will then compose a written summary to submit - sometimes along with pages from your Design Journal - for assignment credit. Examples of learning activities include your Workview, Worldview, and Collegeview (statements of the meaning and values you assign to each of these areas), gratitude journaling, and a reflection on your strengths assessment. See Canvas for specific instructions on each assignment.

4. DESIGN CHALLENGES (35%)

35% of your grade is based on design challenges, which are assignments you will complete throughout the quarter that demonstrate your understanding of design thinking methods and your ability to apply them to life design. Your grade for these assignments is distributed as follows:

- **Midterm: Odyssey Plans & Presentation (10%):** For your midterm project, you will apply design thinking methods to create 3 versions of your 5-year plan, including both personal and professional milestones, and begin to prototype those futures. You will submit your Odyssey Plans as a visual graphic with an accompanying written summary and short

video presentation that summarizes your insights and next steps that emerged from this process.

- **Informational Interviews Trip Report (10%):** Throughout the second half of the quarter, you will have exploratory conversations to learn more about career directions that interest you. The result of this process will be a 1,000-word summary covering who you spoke with, what you learned, and areas of curiosity going forward.
- **Final: Life Design Summer Experience (15%):** For your final project, you will define an outstanding question related to your plans after college and use life design methodologies to design a prototype experience that tests out one possible solution. You will submit a 3-5 page report (including an illustrated diagram) that summarizes how you applied the fundamental design thinking steps and mindsets to arrive at the design you will test this summer.

COURSE SCHEDULE

This class meets on **Tuesdays & Thursdays from 9:30 - 11:00 AM** Santa Cruz time. See Canvas for the Zoom meeting link. **All readings and assignment due dates are subject to change. Please see Canvas for definitive reading lists and assignment instructions.**

Summer Session Schedule Summary

You are taking Designing Your Life as a 5-week intensive course during Summer Session 1, which means that in one week, we cover what would normally be covered in two weeks. However, Canvas is still organized as 10 weeks (or modules). Please keep in mind that we are completing **two “weeks” in one week**, as shown in the slide below (or [view in Google Slides](#)).

Summer Session Week	Module # in Canvas	Dates for SS#1 2023	Topic	Assignments Due
#1 Mon, June 26	#1 Tue class	6/26 → 6/28	Intro to Life Design	Health/Work/Play/Love Dashboard (Tues 6/27)
	#2 Thu class	6/28 → 7/2	Building Your Compass	Coherence Manifesto (Sun 7/2)
#2 Mon, July 3	#3 (no Tue class)	7/3 → 7/5	Wayfinding	Energy Engagement (Wed 7/5) Brainstorming Practice Part I (Wed 7/5)
	#4 Thu class	7/5 → 7/9	Getting Unstuck	Brainstorming Practice Part II (Thu 7/6) Submit Gratefulness (Fri 7/7)
#3 Mon, July 10	#5 Tue class	7/10 → 7/12	Odyssey Plans	Odyssey Plans (Tue 7/11)
	#6 Thu class (instead of class, present to your Odyssey Group)	7/12 → 7/16	Prototyping	Odyssey Presentation (Thu 7/13) Networking Target List (Fri 7/14)
#4 Mon, July 17	#7 Tue class	7/17 → 7/19	Career Design	Strengths Reflection (Tue 7/18)
	#8 Thu class	7/19 → 7/23	Building Your Team	None: Conduct Informational Interviews
#5 Mon, July 24	#9 Tue class	7/24 → 7/26	Choosing Happiness	Info Interview Trip Report (Wed 7/26)
	#10 Thu class	7/26 → 7/27	Failure Immunity	Submit Final Project (Thu 7/27)

Full Course Schedule

Week & Topic	Topics & Concepts	Readings	Assignments
1. Introduction to Life Design 6/26 → 6/28 (Summer Session Week 1A)	<ul style="list-style-type: none"> * Design thinking steps & mindsets * Schemas * Divergent & Convergent thinking * Wicked problems * Gravity problems * Dysfunctional beliefs * Life stages theory 	<ul style="list-style-type: none"> * Burnett & Evans, Intro & Ch. 1 <i>Designing Your Life</i> * Bridges, “Transitions: Making Sense of Life’s Changes” (p.36-39) * Stone & Parker “Life and Music” video w/ Alan Watts * IDEO Shopping Cart video * Thompson, “The Social Psychology of Design Thinking” * Szczepanska, “Design thinking origin story” * Brown, Ch. 1 in <i>Change by Design</i> * Brooks “The Odyssey Years” * Henig “What is it about 20 somethings?” 	<ul style="list-style-type: none"> * Add your intro to the DYL People Book (course directory) * Complete the Welcome Survey * The Health/Work/Play/Love Dashboard * Begin Gratefulness Exercise
2. Building Your Compass 6/28 → 7/2 (Summer Session Week 1B)	<ul style="list-style-type: none"> * Coherence * Received beliefs * Reframing * Defining “changemaker” * Social identities * Finding your passion * Interest theory 	<ul style="list-style-type: none"> * Evans & Burnett, Ch. 2 in <i>Designing Your Life</i> * Brooks, “The Moral Bucket List” * Luna, “The Crossroads of Should and Must” * Nemeth, Ch.6 & Ch.11 in <i>Mastering Life’s Energies</i> * Christensen, “How Will You Measure Your Life?” * Khazan “Finding Your Passion is Awful Advice” * Maria Nemeth TEDx Talk 	<ul style="list-style-type: none"> * Submit Coherence Manifesto * Meet your peers in the DYL People Book * Continue the Gratefulness Exercise
3. Wayfinding 7/3 → 7/5 (Summer Session Week 2A) <i>T is July 4th Independence Day (no classes)</i>	<ul style="list-style-type: none"> * Wellbeing * Positive Psychology * Flow * Engagement * Happiness * Hedonic treadmill * Observational gaps * Vocation 	<ul style="list-style-type: none"> * Evans & Burnett, Ch. 3 in <i>Designing Your Life</i> * Csikszentmihalyi Ch.1 & Ch.2 in <i>Finding Flow</i> * Seligman, Preface & Ch. 1 in <i>Flourish</i> * Thompson, “Workism is Making Americans Miserable” 	<ul style="list-style-type: none"> * Energy - Engagement Map * Submit Gratefulness Exercise
4. Getting Unstuck 7/5 → 7/9 (Summer Session Week 2B)	<ul style="list-style-type: none"> * Ideation * Brainstorming * Mindmapping * Conceptual blocks * Career-Major Linkages * Needs statements * Divergent & convergent thinking 	<ul style="list-style-type: none"> * Evans & Burnett, Ch. 4 in <i>Designing Your Life</i> * Adams, excerpts from “Conceptual Blockbusting” * Kelley Ch.4 in <i>The Art of Innovation</i> * Brainstorming at the d.school videos 	<ul style="list-style-type: none"> * Brainstorming Practice (parts 1 & 2)

<p>5. Odyssey Plans: Designing Your Lives</p> <p>7/10 → 7/12 (Summer Session Week 3A)</p>	<ul style="list-style-type: none"> * Odyssey Planning * Life Design Prototypes * Constructive feedback * Conocimiento * Ideation 	<ul style="list-style-type: none"> * Evans & Burnett, Ch. 5 in <i>Designing Your Life</i> * Anzaldua “Now lest us shift” * Bregman, “Don’t Get Distracted by Your Plan” and “Why Not Having a Plan Can be the Best Plan of All” * Lee, “Sometimes you have to quit to get ahead” 	<p>Midterm:</p> <ul style="list-style-type: none"> * Odyssey Plans Part 1 (Visual Summary) * Odyssey Plans Part 2 (Group Presentation)
<p>6. Prototyping</p> <p>7/12 → 7/16 (Summer Session Week 3B)</p>	<ul style="list-style-type: none"> * Life design prototypes * Bias toward action * Building as thinking * Informational interviews * Iceberg prproblem * Networking * Genuine curiosity 	<ul style="list-style-type: none"> * Evans & Burnett, Ch. 6 in <i>Designing Your Life</i> * Goldfarb, "The Right way to Ask: Can I Pick Your Brain?" * Evans & Benatar, "Making the Connection: Good Networking" * Nemeth Ch.7 in <i>Mastering Life's Energies</i> * Gladwell, Introduction & Ch.1 in <i>Blink</i> * Stanford Life Design Lab “Designing Your Career” (6 videos) * UCSC Career Center webpage on “How to Network Successfully” and “Informational Interviews” 	<ul style="list-style-type: none"> * Create initial networking target list (part of Informational Interviews Trip Report Design Challenge)
<p>7. Designing Your Way To A Job You Love</p> <p>7/17 → 7/19 (Summer Session Week 4A)</p>	<ul style="list-style-type: none"> * Networking inbound/outbound models * Networking reframes * Elevator conversations * Pursuing possibilities vs. jobs * The standard model of job hunting * Strengths 	<ul style="list-style-type: none"> * Evans & Burnett, Ch. 7 & Ch. 8 in <i>Designing Your Life</i> * Gallup, Inc., “The Nature of Strengths” 	<ul style="list-style-type: none"> * Take the Strengths Assessment & Submit Strengths Reflection * Schedule & conduct informational interviews
<p>8. Building Your Team</p> <p>7/19 → 7/23 (Summer Session Week 4B)</p>	<ul style="list-style-type: none"> * Radical collaboration * Menteeship * Mentors, advisors & sponsors * Building intentional community * Counsel vs. advice * Asking for help 	<ul style="list-style-type: none"> * Evans & Burnett, Ch. 11 in <i>Designing Your Life</i> * Zachary, Ch. 1 & 2 in <i>The Mentees Guide</i> * Abbajay, “Mentoring Matters” * Grant TED Talk, “How to ask for help” * Dunn TED Talk, “Helping others makes us happier” * Brown TED Talk, “The power of vulnerability” 	<ul style="list-style-type: none"> * Schedule & conduct informational interviews
<p>9. Choosing Happiness</p>	<ul style="list-style-type: none"> * Decision making * Discernment * Paradox of choice 	<ul style="list-style-type: none"> * Evans & Burnett, Ch. 9 in <i>Designing Your Life</i> 	<ul style="list-style-type: none"> * Submit Informational Interviews Trip Report

7/24 → 7/26 (Summer Session Week 5A)	* Emotional intelligence * Decision matrix * 4 steps of choosing	* Tierney, “The Advantages of Closing Doors” * Goleman, “Social Intelligence” Talks at Google video * Goleman, Introduction, Ch. 1 & Ch. 2 in <i>Emotional Intelligence</i> * Schwartz, “The Paradox of Choice” TED Talk * Smith, "Meaning is Healthier than Happiness" * Gilbert TED Talk, “The Surprising Science of Happiness” * Schwartz TED Talk, “The Paradox of Choice” * Chang TED Talk, “How to make hard choices” Iyengar TED Talk, “The art of choosing”	
10. Failure Immunity 7/26 → 7/27 (Summer Session Week 5B)	* Failure * Perseverance * Grit * Discomfort * Monkey Mind * Life balance	* Evans & Burnett, Ch. 10 & Conclusion in <i>Designing Your Life</i> * Useem, “Is Grit Overrated?” <i>The Atlantic</i> * Duckworth (2013), “Grit” TED Talk * Nemeth, Ch.4 in <i>Mastering Life’s Energies</i>	* Complete the Wrap-Up Survey * Submit final: Life Design Prototype Experience

ASSESSMENT & GRADING

In general, you can expect assignments to be graded within one week after submission. Reading quizzes are graded as a percentage of correct answers based on your final attempt. For details on Participation grading, see the description above.

Grading for Learning Activities and Design Challenges is based on the following criteria:

- **Timeliness:** Assignments are completed and turned in by the due date. Points will be deducted for assignments turned in late.
- **Thoroughness:** Attention is paid to every aspect of the required assignment. Partial completion of the assignment will result in a lower grade.
- **Skill Development:** Assignments must show clear application of design thinking methods, skills, and competencies that have been taught in class. This criteria assesses whether your assignment demonstrates progress toward the relevant learning goals.
- **Professional-Level Quality:** Assignments are high quality and if hand written and submitted via photos, easy to read. Assignments are well organized, understandable, clearly presented, concise, and grammatically correct. Design Challenge assignments should be carefully edited prior to submission.

EXTENSIONS

These are extraordinary times, and I understand that you will likely be balancing your coursework with other family and work commitments. Welcome to life design! While I encourage and expect you to submit every assignment on time, if something comes up that makes this impossible or overly burdensome, please send me an email to let me know. *As long as you write to me BEFORE the due date/time*, I will give you an extension. I want you to succeed, and am here to support you, so please don't hesitate to reach out.

The following table gives a full overview of points available for each assignment:

POINTS CHART

Area or Assessment	Points
Participation (20%) <i>Engage with your peers thoughtfully and attend class</i>	(200)
Attend bi-weekly whole-class meetings (one absence is waived)	180
Meet your peers in the DYL People Book (Week 2)	20
Reading Quizzes (20%) <i>Recall core concepts from the week's readings</i>	(200)
Reading Quiz Week 1	20
Reading Quiz Week 2	20
Reading Quiz Week 3	20
Reading Quiz Week 4	20
Reading Quiz Week 5	20
Reading Quiz Week 6	20
Reading Quiz Week 7	20
Reading Quiz Week 8	20
Reading Quiz Week 9	20
Reading Quiz Week 10	20
Learning Activities (30%) <i>Practice and integrate design thinking mindsets and submit a written reflection</i>	(300)
Health/Work/Play/Love Dashboard	25

Coherence Manifesto (due week 2)	75
Gratefulness Exercise (due week 3)	50
Energy-Engagement Map (due week 3)	25
Brainstorming Practice (due week 4)	50
Block Journal (due week 6)	30
Discover Your Strengths (due week 7)	25
Course Welcome and Wrap-Up Surveys (due week 1 and week 10)	20
Design Challenges (30%) <i>Apply design thinking methods to address the “wicked problem” of designing your life after college</i>	(300)
Midterm: Odyssey Plans & Presentation (due week 5)	100
Informational Interviews Trip Report (due week 10)	100
Final: Life Design Summer Experience (due finals week)	100
Total available points:	1000

Points translate to letter grades as follows:

A+ 100	A = 94-100	A- = 90-93
B+ = 87-89	B = 84 -86	B- = 80-83
C+ = 77-79	C = 74-76	C- = 70-73
D+ = 67-69	D = 64-66	D- = 60-63

A+ is given by instructor discretion to students who go above and beyond to demonstrate exceptional engagement and mastery of course learning outcomes. Fewer than 60 points will result in an F.

FEEDBACK

I generally use a rubric for grading but will occasionally provide additional comments and feedback on your assignments in Canvas. [Please click here to learn how to access my comments in Canvas.](#) [Please click here to learn how to access grading rubrics for assignments.](#) If at any point you would like additional feedback on your assignments, please contact me and propose a few times to meet

1-1. I am more than happy to discuss your work and provide extensive feedback, and in general, I prefer to do this in a conversation (rather than in writing).

At the end of the quarter, you will be asked to complete a Student Experience of Teaching survey for this course. SETs provide an opportunity for you to give valuable feedback on your learning that is honest and constructive. This anonymous feedback will help me consider modifications to the course that will help future students learn more effectively. I also welcome your feedback at any time during the quarter, via email, or during office hours.

YOUR SUCCESS MATTERS

Your success in this class is important to me. We will all need accommodations because we all learn differently. If aspects of this course prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course.

This course aims to employ a Universal Design for Learning mentality, meaning I assume difference is the norm in any classroom and aim to make our learning community as accessible as possible. I aim to provide accessible materials and to create opportunities for different kinds of engagement. If you come across materials that are not accessible to you or experience a barrier to your participation in a class or meeting, please bring this to my attention, and I will gladly work with you to ensure accessibility.

ACCESSIBILITY

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please affiliate with the DRC. I encourage all students to benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu. For students already affiliated, make sure that you have requested Academic Access Letters, where you intend to use accommodations. You can also request to meet privately with me during my office hours or by appointment, as soon as possible. I would like us to discuss how we can implement your accommodations in this course to ensure your access and full engagement in this course.

UNIVERSITY POLICIES & INFORMATION

PRINCIPLES OF COMMUNITY

The University of California, Santa Cruz expressly prohibits students from engaging in conduct constituting unlawful discrimination, harassment or bias... [More here](#). I am committed to providing an atmosphere for learning that respects diversity and supports inclusivity. We need to work together to build this community of learning. I ask all members of this class to

- be open to and interested in the views of others
- consider the possibility that your views may change over the course of the term
- be aware that this course asks you to reconsider some “common sense” notions you may hold
- honor the unique life experiences of your colleagues
- appreciate the opportunity that we have to learn from each other

- listen to each other's opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- ground your comments in the texts we are studying. Refer frequently to the texts and make them the focus of your questions, comments, and arguments. This is the single most effective way to ensure respectful discussion and to create a space where we are all learning together.

ACADEMIC DISHONESTY

Plagiarism is the act of claiming someone's work as your own through copying it without giving the creator of the work credit. Plagiarism can also include using another person's theories, ideas, or phrases without proper attribution. The simplest way to avoid plagiarizing is to always cite the sources from which you gather information or develop arguments. For more on what plagiarism means for you as a Banana Slug, see [Undergraduate Education's website page about academic misconduct](#).

Beyond plagiarism, academic dishonesty also includes not pulling your weight in group work, which is an important part of this course. While this course will encourage *radical collaboration* (a design thinking mindset), you should always give credit to ideas you borrow and actively acknowledge your collaborators.

DIFFICULT CONVERSATIONS

In our in-class and online discussions and dialogues, we will have the opportunity to explore challenging, high-stakes issues and increase our understanding of different perspectives. Our conversations may not always be easy. We sometimes will make mistakes in our speaking and our listening. Sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. We will always need respect for others. Thus, an important aim of our classroom interactions will be for us to increase our facility with difficult conversations that arise inside issues of social justice, politics, economics, morality, religion, and other issues where reasonable people often hold diverse perspectives. This effort will ultimately deepen our understanding and allow us to make the most of being in a community with people of many backgrounds, experiences, and positions.

TITLE IX/CARE ADVISORY

UC Santa Cruz is committed to providing a safe learning environment that is free of all forms of gender discrimination and sexual harassment, which are explicitly prohibited under Title IX. If you have experienced any form of sexual harassment, sexual assault, domestic violence, dating violence, or stalking, know that you are not alone. The Title IX Office, the Campus Advocacy, Resources & Education (CARE) office, and Counseling & Psychological Services (CAPS) are all resources that you can rely on for support.

Please be aware that if you tell me about a situation involving Title IX misconduct, I am required to share this information with the Title IX Coordinator. This reporting responsibility also applies to course TAs and tutors (as well to all UCSC employees who are not designated as "confidential" employees, which is a special designation granted to counselors and CARE advocates). 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. The goal is to make sure that you are aware of the range of options available to you and that you have access to the resources you need.

Confidential resources are available through [CARE](#). Confidentiality means 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 and options, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. You can contact CARE at (831) 502-2273 or care@ucsc.edu.

In addition to CARE, these resources are available to you:

- If you need help figuring out what resources you or someone else might need, visit the [Sexual Violence Prevention & Response \(SAFE\) website](#), which provides information and resources for different situations.
- [Counseling & Psychological Services \(CAPS\)](#) can provide confidential counseling support. Call them at (831) 459-2628.
- You can also report gender discrimination and sexual harassment and violence directly to the University's [Title IX Office](#), by calling (831) 459-2462 or by using their [online reporting tool](#).
- Reports to law enforcement can be made to the UC Police Department, (831) 459-2231 ext. 1.
- For emergencies, call 911.

REPORT AN INCIDENT OF HATE OR BIAS

The University of California, Santa Cruz is committed to maintaining an objective, civil, diverse, and supportive community, free of coercion, bias, hate, intimidation, dehumanization, or exploitation. The Hate/Bias Response Team is a group of administrators who support and guide students seeking assistance in determining how to handle a bias incident involving another student, a staff member, or a faculty member. To report an incident of hate or bias, please use the following form: [Hate/Bias Report Form](#).

INTELLECTUAL PROPERTY

The materials in this course are the intellectual property of their creators. As a student, you have access to many of the materials in the course for the purpose of learning, engaging with your peers in the course, completing assignments, and so on. You have a moral and legal obligation to respect the rights of others by only using course materials for purposes associated with the course. For instance, you are not permitted to share, upload, stream, sell, republish, share the login information for, or otherwise disseminate any of the course materials, such as: video and audio files, assignment prompts, slides, notes, syllabus, simulations, datasets, discussion threads. Conversely, any materials created solely by you (for example, your videos, essays, images, audio files, annotations, and notes) are your intellectual property, and you may use them as you wish.

RELIGIOUS ACCOMMODATION

UC Santa Cruz welcomes a diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic requirement conflicts with religious observances and practices. If that happens, students may request reasonable accommodation for religious practices. The instructor will review the situation to provide a reasonable accommodation without penalty. You should first discuss the conflict and your requested accommodation with your instructor early in the term. You or your instructor may also seek assistance from the [Dean of Students' office](#).

STUDENT SERVICES

[Counseling and Psychological Services](#)

Many students at UCSC face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

[Student Success and Engagement Hub](#)

The Division of Student Success provides campus-wide coordination and leadership for student success programs and activities across departments, divisions, the colleges, and administrative units.

[Tutoring and Learning Support](#)

At Learning Support Services (LSS), undergraduate students build a strong foundation for success and cultivate a sense of belonging in our Community of Learners. LSS partners with faculty and staff to advance educational equity by designing inclusive learning environments in Modified Supplemental Instruction, Small Group Tutoring, and Writing Support. When students fully engage in our programs, they gain transformative experiences that empower them at the university and beyond.

[Slug Support Program](#)

College can be a challenging time for students and during times of stress it is not always easy to find the help you need. Slug Support can give help with everything from basic needs (housing, food, or financial insecurity) to getting the technology you need during remote instruction.

To get started with SLUG Support, please contact the [Dean of Students](#) Office at 831-459-4446 or you may send us an email at deanofstudents@ucsc.edu.

[Slug Help/Technology](#)

The ITS Support Center is your single point of contact for all issues, problems or questions related to technology services and computing at UC Santa Cruz. To get technological help, simply email

help@ucsc.edu.

On-Campus Emergency Contacts

For all other help and support, including the health center and emergency services, Click here to go to UCSC's [Emergency Services](#) page. Always dial 9-1-1 in the case of an emergency.