

Add pre-reflection and reflection for beginning of fall

Community Studies 105 A, B, C

Field Study

Instructor: Alison Hope Alkon, aalkon@ucsc.edu

Office hours by appointment

Learning Outcomes:

1. Engage in community-based work at a field study of the student's choice and approved by the CMMU director
2. Provide detailed written observations documenting the daily life of the organization, its staff, and/or those it serves and empowers
3. Begin to relate observations to analytic questions regarding how social change happens and the challenges to creating the world we want to live in.

Throughout the summer, we will have zoom check-in meetings. Here is a poll for your availability on either Monday June 24 or Tuesday June 25 for our first meeting:

<https://doodle.com/meeting/participate/id/azxgk2rd>

Please fill this out as soon as possible so that we can schedule.

These will be a space to worry out loud, be reassured, problem solve, troubleshoot, ask questions, get answers (or at least attempts at answers). "We're all in this together" is the guiding spirit as is our commitment to connection and support while your learning takes place away from campus.

Assignments:

There are four types of assignments this summer. Your research question and annotated bibliography, weekly fieldnotes (8), one mid-point check-in letter, and a final analytic paper. This document provides directions, due dates and rubrics for each as well as your supervisor evaluation.

1. Research question and annotated bibliography- Due Sunday, June 30

Please submit a research question that you believe fits your interests and can be answered at your field site through ethnographic research. This question should only be 1-2 sentences. Please also provide 3-5 additional sentences of context that explain your interest in this question and why it is relevant. How will it help us understand the nature of social change in your organization?

The goal of your annotated bibliography is to create a list of sources that can help you frame your research question and serve as a starting point for your literature review when you create it next winter in 107. Please note that research questions at this stage are useful for orienting your observations and participation in the site, but will likely shift as your field study unfolds.

An annotated bibliography is a list of summarized sources relevant to your research question. They may include readings from previous coursework that are directly relevant to your field site, but must also include additional, topically-specific scholarship. For each entry, include the following:

1. Citation (you can use any format you're comfortable with, but I suggest APA)
2. 3-5 sentence summary focused on the author's main research question and argument
3. 1-2 sentence explanation of why this source is relevant to your field study
4. 1-2 quotes that seem especially compelling or relevant

You must have at least 20 entries, only 10 of which can come from previous coursework.

2. Field Notes

Full time field study is first and foremost an *experiential learning* process and the centerpiece of the Community Studies curriculum. Creating a complete and detailed account of your field study through regular field note writing ensures your field study is meaningful experiential education. You are producing important knowledge that will be the foundation of your capstone work. As such, good field notes are essential for success *after* field study in CMMU 107. *Take this seriously*: thin, skimpy and superficial field notes lead to disappointing capstones because you just won't have the information and you won't remember what you want and need to remember. Trust on that, okay? Respect the investment of time as well the significant physical and emotional labor involved in keeping a field note record.

Fieldnotes are due **Every Sunday Night beginning July 7**. They should be a minimum of 5 1.5 spaced pages and need to be submitted on canvas. This means a total of 8 sets of fieldnotes by the end of summer quarter. If you miss work for some reason (and please try not to) you should have significant jottings from previous weeks to make up these notes. If your work is largely virtual, you can submit an interview transcript or any research or writing done for the organization BY YOU in place of fieldnotes. Fatima and I will give detailed feedback on these, so please take our responses seriously. More detailed information about fieldnotes is included below.

3. Instagram posts

I just launched the new community studies Instagram account. This is a way for us to keep ip with one another and hopefully to build community beyond our cohort and let the world know what we're about.

To that end, please post at least one item per week and tag us at [@community_studies_ucsc](#). Ideally, this will be photos of you and/or your field site, but please do this in ways that help build up and respect the orgs you are working with. You should also tag your org in your post, as well as anyone else you think is relevant. If you really don't have anything to post from your field site, you can repost something you find online that is relevant to community studies, and tag us in it. You are also welcome to post as often as you'd like, and help us build our online presence.

Please also submit one post on canvas that includes a pic of you (or another visual from your org if you really don't want to be pictured), a brief bio, and a short description of what they did over the summer and what they look forward to in the fall. We will use this to make a bulletin board near Brenna's office and a newsletter that we will send out to majors and alums.

4. Check in Letter- 7/28

This letter is an "update" at the midpoint of summer field study. The midpoint is a very useful moment to pause and focus on the scholar side of the activist scholar/scholar activist you are in the process of becoming. Use this check-in to remind yourself of the burning questions you want to answer (the "knowledge you wish to gain from experience" portion of your work agreement; the "study" portion of field study). The questions you can address include the following. Is the organization turning out to be a good place to find answers to the research questions you posed in 102 or would you (already) change your questions? What would be the new questions? What do you want to do different and still learn while you still have three months remaining? What is most compelling about your field study thus far, and how does it advance your understanding of the themes explored in your topical courses? What kinds of information will be useful to collect in the remaining months, and how will you obtain them?

Are there any "mid-course" corrections you plan to make for the second half of your field study? What are they and what are their goals? 4-5 pages

5. Analytic Essay- Due Monday September 2

In addition to keeping a field note record, you are required to write and upload a 7-8 page essay at the end of each field study quarter (summer and fall). Unlike field notes, the essays are formal papers that should be well organized, well supported and make their point(s) clearly. Specifically, essays should be coherent pieces of writing and **not** a set of responses to the essay prompts. The essays must be edited and proofread for grammar, spelling, punctuation and other qualities of good writing.

● Summer quarter essay

The FIRST quarter paper is an analysis of your field study organization. Who are they and what does the organization do? What is its history? Who founded the organization: when and why? What was the relationship between the organization's founding and the specific social justice problem? What is its mission statement (and has it changed since the organization was founded)? What is the relationship between the mission statement and the specific programs/activities in which the organization is involved?

The essay also should address questions like: What is the organization's target or client population (who is your group trying to serve, educate or organize)? Why is this population targeted? What larger social forces at the global, national, regional or local level impact the need for your organization and its activities or affect how it can and cannot carry out its work effectively? What is the internal structure of the organization? What assumptions are widely

shared or are the source of disagreement within the organization? Does the organization have an implicit or explicit strategy? Does it have clear short and long-range goals and what are they? These are baseline issues for you to explore and you should feel free to incorporate additional topics as appropriate and meaningful to your field study. There is no requirement for library research at this point, but to the extent that you can draw on concepts and literatures from your coursework before field study, you should do it.

We are also in an incredibly intense political moment; the massacre in Gaza, police brutality, the election cycle, climate chaos, rightwing backlash against Queer/Trans/DEI advocacy and the continuing effects of COVID. How has your organization engaged with and navigated any or all of these intersecting crises? How have they changed the workings of your organization?

The point here is that relationship between the tumultuous world and the work of your field study organization should always be top of mind. A lot has gone down in the past few years . . . how is your field study organization positioned/rocked amidst the changes?

5. On-site Supervisor Evaluation Letters

At the end of both summer and fall quarters of full-time field study, you are responsible for making sure your field study placement supervisor submits a letter of evaluation to the Community Studies Program. They can email them directly to me, using the subject of On-site evaluation of (your name). Your supervisors are generally busy people and so you may have to remind them a few times about the letter and the deadlines. Community Studies also will be communicating directly with all the field study supervisors to provide them with an evaluation rubric. Your role is to ensure the letter is submitted in a timely fashion by offering gentle reminders. The evaluation letter will address how you are fulfilling the goals and objectives worked out between you and the organization and also assessing the quality of your work.

GRADING POLICY FOR CMMU 105 A, B, C

The field study is considered *a comprehensive whole*, and the different assignments are designed to scaffold and inform the assignment of grades in each of the three 5 unit courses comprising the field study during each quarter (CMMU 105 A, B and C). Grades for each course component of the field study (A, B, C) reflect performance in different assignments *in the context an overall assessment of student field study performance*.

- Field notes (105A)
- Analytical Essays (105B)
- Supervisor Evaluations (105C)

Full time field study is a requirement for the Community Studies major and therefore a grade of “C” is the minimum acceptable in *each* of the 105 courses in *each* of field study quarters. **It is not possible to receive an “Incomplete” for any part of field study (CMMU 105A,B or C) during either quarter.**

Late work grading policy. Field notes and essays submitted after the deadlines will be penalized at the rate of one half of a letter grade for *each* day after the deadline when the work is posted. This means, for example, that work posted two days late will lose one letter grade, work posted three days late will lose one and one-half letter grade, etc.

• **Grading rubric for CMMU 105A**

A Indicates student was thoroughly engaged in the work of their field study organization and thereby produced field notes consistently that demonstrably engaged with the full range of key themes, questions and prompts. Field notes work through the research questions developed before field study (which may evolve or even change significantly). Field notes content is richly descriptive of people and events and explores their meaning and relationship with each other in the context of the work of the organization. Field notes also make connections between field study experiences and emerging understandings of the field(s) of social justice in which they are working (e.g., health, economic justice). Exceptional field notes connect field study experience with specific readings and/or lessons from topical and core courses taken before the field study.

B Indicates student may have had less engagement in their work of their field study organizations and that affected the quality of field note consistency and content. Field notes content may lack robust descriptions of people and events and inadequately explores their meaning and relationship with each other in the context of the work of the organization. Field notes do not address the full range of key themes, questions and prompts and fall short of making relevant connections.

C Indicates student met minimum requirements for field notes in terms of page numbers but content describes events and people in a largely general manner, indicating uneven engagement in the work of the field study organization. Field notes only occasionally and mostly superficially reflect on events and people and occasionally address some of the questions identified on the assignment rubric.

D Indicates student submitted field notes that did not meet the minimum expectations for passing.

F Student did not submit field notes.

• **Grading rubric for CMMU 105B**

A Indicates essays are richly evocative analyses that make cogent arguments that develop and expand beyond the essay prompts. Essays draw on and integrate a variety of information sources from the field study. Exceptional papers make relevant and significant connections between field study work and campus based course work. Papers are well written, well organized and free of distracting errors.

B Indicates paper fully addresses essay prompts and is well detailed and generally well written but is marred by some writing, analytical and presentation/organization errors.

C Indicates paper addressed most of the essay prompts in general terms with limited detail. Essay is poorly organized and contains writing errors (spelling, grammar) that mar presentation of the student's ideas.

D Indicates student submitted essay that did not meet the minimum expectations for passing.

F Student did not submit essay.

● **Grading rubric for CMMU 105C**

Supervisor evaluation letters contribute to the grade for CMMU 105C. Because the field study is considered a comprehensive whole, however, the letters themselves are evaluated in the context of the student's overall field study performance. Supervisors do not assign letter grades.

A Student field study performance has received specific, outstanding assessments by field study organization in terms of the quality and consistency of the student's work and contribution to the organization.

B Student field study performance has received largely positive assessments by field study organization in terms of the quality and consistency of the student's work.

C Student field study performance has received negative assessments by field study organization in terms of the quality and consistency of the student's work.

D Student field study performance received significant negative assessments by field study organization that indicated student fell far short in meeting expectations.

F Student did not meet any field study expectations, or was asked to leave field study organization. ***

Appendix 1: More on fieldnotes:

Note: my video lectures on WEF chapters 1-5 are available on canvas

● **General expectations**

o *How often should I write field notes?*

Generally speaking, notes should be taken every day you are at work on field study. There should *always* be something to record and reflect upon.

o *How much should I write?*

At minimum, you should write at least **five (5) pages** of field notes **each week** to receive a passing grade for full time field study. This is the bare minimum, and you are certainly permitted and encouraged to write at greater length. Put bluntly, if there is a problem meeting this minimum, then there is a problem on the field study itself as a learning experience—in terms of the work you are doing, your level of engagement, a disconnect with the organization, etc. But know that very long field notes do not earn “extra credit” because they exceed the minimum.

Vivid descriptions of what you ate for lunch each day or the outfit you wore—both are actual examples—are just filling space on the page.

o How should they be formatted?

Field notes must be typed using 1.5-line spacing and 12-point font. While field notes are not evaluated for style, they must be written in complete and intelligible prose: full sentences and coherent paragraphs. **Crucially**, field notes **cannot be a set of bullet points or lists**, although of course it may make sense to occasionally include a set of bullet points or a list. *This is important: field notes are not the same as “jottings.”* Likewise, field notes cannot consist entirely of pasted in meeting agenda without any commentary or reflection. By all means incorporate such materials as a way of archiving important documents, but such insertions cannot be undigested substitutions for your own writing and reflections. In other words: sure, include the meeting agenda and a list of people who attended...but THEN describe in vivid detail what happened (or didn't happen, which can be just as/even more important) and why it mattered. Express yourself as clearly as possible: extremely sloppy notes full of easily corrected spelling mistakes can affect legibility and therefore your grade.

o When and how do I turn in my field notes?

Field notes are submitted every Sunday on Canvas

o Are there office hours during field study?

I will not hold set office hours over the summer, but am available by zoom or phone. My cell is 908 670-0105.

Studies offers regular zoom in office hours throughout the six months (from early July through early-December) that. Informal meet ups will also be organized in early fall for as many students as possible working in northern California. Times and dates of office hours and meet ups times will be announced separately.

o What do I write about?

Field notes combine two sorts of writing.

First, as a regular, day-to-day practice, field notes record information about specific events and people at roughly the same time things are happening. **This point is important:** field note writing should happen at roughly the same time as the experiences you are writing about. Otherwise, they are less field notes and more like recollections shaped by things that have happened in the intervening time. In addition to offering a space for fresh takes on the moment, field notes also allow for critical reflection on the meaning of your fieldwork as events accumulate and patterns emerge in your field note record. Moreover, field notes offer a space to strategize your own effectiveness in the organization as well as to engage in reflexivity.

Second, in addition to being a cumulative record of your experiences in and reflections about your field study organization, field notes are also the space to address questions in the **weekly rubrics** that follow these general directions. The rubrics were organized to account for the general momentum of the field study process as it unfolds over six months. Your field notes **must** address the weekly prompts or will be considered unacceptable. The following section provides detailed guidance for field note writing.

● **Specific instructions and expectations for field notes** Good field notes have a few key ingredients.

✓ First are **descriptions** based on observations about your experience in your field study organization. You can think of these as the record you keep of who was there, what places looked like, what people said, etc. Aim for thick, vivid description where the factual details contain additional meaning relevant to your research questions and which help you remember why you wrote them in the first place. **Keep the phrase “show don’t tell” in mind when you are describing something.** A statement like “the meeting was tense” says little about what happened and why it mattered. How did you pick up on the tension? What happened to generate the tension? How did the tension affect what happened in the meeting? Etc.

✓ Second are **reflections** based on these descriptions of people, places and events. You can think of these as musings about the meanings of what you have witnessed, and as a space for self-reflexivity. How might your own history and point of view influence the way you interpret events? Can you expand your view, stand in others’ shoes?

✓ Third is **critical analysis** of these experiences that pursue reflections to deeper levels of consideration. This is the place to use your sociological imagination. You can think of this as exploring questions of how you see your field study being related to social justice work in general, and how you’d connect the social and academic issues you are concerned with to your field study organization. Draw yourself out on how your lived experience and direct observations reflect or challenge classroom-learned theories and conceptual frameworks. Flag questions to pursue about gender, power, race, etc. Work with your research questions, whether to pursue them or modify them.

✓ Fourth is what we call “**taking stock.**” You can think of this as periodically reviewing your experience by “zooming out” of your field notes as a way to problem-solve and strategize your next steps on field study (in other words see the bigger picture): how you will contribute and how best to gather the information and insight you seek as a student of social justice and change.

✓ Finally are your responses to the **weekly prompts** described later in this document. You will notice that some parts of the rubric overlap with themes discussed here—that’s intentional and should be a reminder that these are important matters to record and reflect upon.

Good field note practice usually develops a kind of rhythm of when and how description, reflection, analysis and taking stock all happen. When you begin field study, you will do mostly describing: so much will be new and you should record it all. The work of describing people, places and events really never stops for the entire six months, but it *does* change. You will begin the process of reflection and analysis within a few weeks of beginning of your field study and those, too, will become a recurring practice. You should aim to “take stock” every few weeks and whenever you experience conflict on the job that makes you have a “what just happened?” kind of moment. Read through your notes from the prior weeks and then see what issues or problems or next steps suggest themselves. Then make a written plan for how you are going to proceed based on these recollections and check back with it every so often. This applies to both your participation and your research/observation.

- **Overarching themes**

By the end of your field study, you should have a firm grasp of the threads and themes you want to pursue when you get back to the classroom. This means that, particularly during the second (fall) quarter, you should have a question (or a few questions) that just won't "go away" and that you will want to explore in a poster and capstone essay. Below are some enduring themes in the field study process to keep in mind as you go about your field note writing.

- o What are the power dynamics within the organization and how do they play out in its day-to-day operation? Do the power dynamics center on the organization's staff? How are the dynamics animated by relationships between the organization and wider community, including local government, for example?

- o To what extent, and how, does the organization engage with events in the wider world that bear directly on its stated mission and purpose? For example, if you are working with an organization whose mission centers on racial justice, you might ask how the organization has been engaging with the brutality in Gaza, police shootings, education disparities exacerbated by COVID or affordable housing access. What constraints exist on the organization that affect the way it does its work, and where do those constraints arise: internally or externally? How does the organization navigate those tensions? What is the nature of their resource constraints, e.g., money or staff? How does the organization cope with these constraints?

- o How does the organization represent its mission and the work it does? What does it foreground and what might it obscure? What are the guiding assumptions of your organization and where are its hidden agendas? What is its theory of change?

- o What seem to be the race, class, age, and gender dynamics within the organization and how do they play out in the organization's work and overall effectiveness in meeting its social justice goals? How are other aspects of difference navigated by the organization (education, sexuality, language use, personality style, the expectations of positional roles, etc.)? Be sure to think and write about these factors intersectionally and relationally.

- **Weekly prompts**

- ❖ **Summer quarter Weeks 1-4**

During the early weeks on field study, you are expected to gain a general "lay of the land" about the organization where you are working. You are also expected to hone your participant observation skills.

CONSIDERATIONS OF CONTEXT:

--Try to answer: Where am I, anyway, and who's here with me?

--Brief description/first impressions of organization, its office (large, small, shared vs. private spaces) --Neighborhood where office is located--what can you see there and what does it suggest to you about its social relations, social standing, status, affiliations, self-representation, etc.

--Make a sketch of the office layout. Use your phone to take some photos of your impressions that you can revisit later

--NOW TAKE A DEEP DIVE into the organization where you working. What is the organization and what does it do? Another way of thinking about that question is: how does the organization define its mission and programs? How does it decide what projects, activities, problems it will work on (and WHO makes those decisions)? --What does the organization seek *to do, to change?*

--Who works in the organization, how would you characterize your co-workers? What are your impressions of the interactions you observe in these opening weeks?

--What do the people who work in the organization do? What are their responsibilities, with whom do they interact? Are there obvious (or not so obvious) lines of authority?

--Who is and/or seems to be "in charge"? Look at that both formally (job titles) and informally (whom do others go to, who gets respect?) Draw a simple power map to help sort things out.

--Are there lingering pandemic question(s): how has the organization been affected by COVID? What have been the effects on its work? Its budget? Staffing? Community the organization works with? What have the past couple of years looked like at the organization? How it is forecasting its future? Has the organization been active and directly engaged with COVID relief and response efforts...and how? Or is COVID completely in the rear view mirror.

Summer quarter, Weeks 5-7

--Who is "the community" here? How are they talked about by/within the organization?

--With what "community" does the organization interact/serve/involve itself?

--How is that community defined by the organization? Members? Clients? Neighbors? Allies? --Beyond the mission statement: What does your organization actually do (this should be a recurring question)? You've read the mission statement, memorized the website and now you are there and working. How does the organization divide its time on a daily and weekly basis (as a sign of what is important) and why (as far as you can tell or find out)? Are there noticeable rhythms to its work?

-- What kinds of information are you given access to? Are you aware of categories of information you're not privy to? (for example, discussions of budget or personnel)

--In your estimation, does the organization operate on principles of "vertical power" or "horizontal power" and with what effects? How so?

--How does the organization use media, new and old? What (as far as you can tell) is its public presence?

--Refer back to your community analysis from CMMU 102. How different (or similar) are things on the ground?

Summer quarter, Weeks 8-9

--Describe, analyze and reflect on the organization's culture and theory of change.

--How is the organization funded? What is the size of its budget and where does the money go-- i.e., to what activities and/or programs is money allocated? You may have to ask questions to learn this; observation probably won't be enough, though do review the annual reports if they exist (they should). You could also set up a meeting with a key staff person to seek information about funding and budgets. You're not playing some game of "gotcha" on the budget, just seeking to understand how resources are allocated.

--Who sets the agenda for what the organization does?

--How is the organization governed and what is the decision-making process? Move beyond first impressions and address how the organization functions. Is there a Board of Directors and if so, who is on it and what role does it play?

--Find out if the organization has an "organizational chart" which is basically a map of theoretical power relations and lines of communication. Does the official org chart accurately represent who is who and how things happen in the organization? If there is no "official" org chart, draw one of your own based on your observations. Can you find out how, if at all, it has changed over the years?

--Does the ED make all the decisions? Who does? Is there a membership base associated with the organization and if so, who is it and what role(s) does it have? How are members recruited? Is there a hierarchy among staff and if so, what does it look like? How would you explain the organization's governance and decision-making process? (NOTE: THIS INFORMATION WILL

BE VERY, VERY USEFUL IN WRITING YOUR ANALYTICAL ESSAY AT THE END OF THE SUMMER QUARTER.)

--This is a good time to use your notes for strategizing your participation. Who are your allies? Is it time to interview your supervisor or others (formally or informally)? Think about praxis and the progress you're making toward critical consciousness.

Summer quarter, Week 10

--How (and what?!) am I doing? What kind(s) of work is emerging as "yours" on field study? Do you have regular duties? Have you undertaken a special project? How does what you are doing fit in with the organization's overall mission and work? With whom do you interact regularly? What surprises you or doesn't make sense or shakes up your expectations? Look back on your first notes and assess the distance since early days.

Appendix 2: Course policies and resources

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.

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 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.

ACADEMIC INTEGRITY AND ARTIFICIAL INTELLIGENCE

"I'm a writer because the process of writing is creative in what I do with language, but also in how I understand the subject. I often feel that I don't think hard enough about things until I have to write about them. Often my understanding changes in the process of writing. That's exciting for me. That's my own development."

- Rebecca Solnit, author and climate justice activist

My goal is to craft assignments that are interesting and meaningful. They are a part of your learning and not just a regurgitation of what we have done in class. Failing to honor academic integrity compromises the education you have worked so hard to pursue. College is a chance to find your views and your voice in the context of a supportive community. Plagiarism and other forms of cheating waste that opportunity.

This class does not have exams, but all writing assignments should be your own work, and any sources you quote or paraphrase should be properly cited. Please do not just copy and paste from the internet, academic sources or ChatGPT or other AI. You may use any of these sources, including AI, to brainstorm or begin your thinking, or to revise your writing. However, please be aware that the material generated by these programs may be inaccurate, incomplete, poorly written or otherwise problematic. It may also stifle your own independent thinking and creativity!

If you have questions about citations, including what, when or how to cite various sources, please check with me.

Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript. For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Misconduct page](#) at the [Division of Undergraduate Education](#).

RELIGIOUS ACCOMMODATION

UC Santa Cruz welcomes 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 in an effort 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](#).

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.

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](#).

You can find further examples of hate/bias reporting statements in the TLC's's [Accessibility & Inclusivity Statements](#) guide.

STUDENT SERVICES

[Counseling and Psychological Services](#)

Many students at UC Santa Cruz 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.

[Campus Mobile Crisis Team](#)

If you are concerned about yourself or someone around you and feel they may be having a behavioral health crisis, do not hesitate to call our team. Behavioral Health concerns can include mental health or substance use related situations where you or someone around you may be a danger to self or others. Dial [831-502-9988](tel:831-502-9988) to reach the team.

[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.**

