

HUMANITIES 55: TECHNOLOGIES OF REPRESENTATION

Summer Session 1 - June 24–July 26, 2024



Still from Ingmar Bergman's *Persona* (1966).

This course has no prerequisites.

Class time:

Mondays and Wednesdays 9am-12.30pm*, **synchronous** online

*Our class meetings will not take up the whole 3.5 hours. We will most often meet synchronously between 9am-1030am and I will be online for the whole class time for questions and comments.

Instructor information:

Merve Ünsal Genç, she/her/hers

mgenç@ucsc.edu

Office hours:

9am-11am on Fridays on Zoom at this [link](#); also available by appointment on Zoom on weekdays.

I would love to get to you know better, so please stop by for office hours. My office hours are times that I set aside specifically to meet you, so feel free to stop by spontaneously.

If you have a time conflict with my office hours, please just let me know and we can figure out a different time.

You don't need to have any particular questions in mind to come to office hours; I'm happy to just have a conversation. I am delighted to talk to you about any material from the course (course content, questions about assignments or grades, issues from discussions) and any other aspects of your lives as students. I like talking about art, technology, and the developing relationships between the two.

About me:

I am between my 3rd and 4th years as a graduate student in Film and Digital Media with a designated emphasis in History of Consciousness at UCSC. I am also a visual artist working in photography, video, radio, and sound installation formats.

I am originally from Istanbul, Turkey, and I like going for long walks by the sea and spending time with my two rescue cats, Zine and Seyit.

Communicating with me:

Please give me 12-24 hours to respond to your e-mails or messages on Canvas on weekdays. I will respond to messages I receive over the weekend on Monday.

My Teaching and Our Work Together:

- I am thrilled to be working with you over the short and intense summer session. As an artist, I am always thinking through what it means to expand our perceptions of what is represented and how those representations have come to be. I am committed to creating a learning environment in which we can actively engage with difficult questions facing our society today and help each other think through things to get to a place that we might not have gotten to on our own.
- I am here to support you in this learning experience. If you are struggling with the material, the workload, or anything else, please talk to me.
- Our work together for this course is designed to be an active learning experience. As such, I ask that you keep your cameras on as we will do small group activities and discussions. This also means that while we might not meet for the whole class time

allotted to us when we meet, we are all 100% present, able to be on camera, speak, and type. A lot of our work together is reading, watching, and thinking together. The course is designed like this so that you can also have less work to do by yourself. Please reach out to me if you do not have access to the resources required for this synchronous online course.

Course Description:

This course explores technologies of visual representation. Technology can be defined as the application of scientific knowledge for practical purposes. Technology can also be used to refer to machines developed by scientific knowledge. In this course, the technologies that we talk about are cameras, news media, drones, algorithms, and AI. These technologies allow people to make, share images, and represent information. We will unpack what representation means by thinking about how technologies shape how we see and know and what they keep hidden.

Technologies command our attention and imagination. In this course, we will mindfully explore the potentials of these technologies socially and politically, considering problems that technologies might create or amplify. We will question what power means in the context of technologies of visual representation, both before and after the Internet as our habits of circulation and consumption continue to shift.

A key component of the course will be critical thinking responses to work our way through the myriad issues technologies of (visual) representation conjure up, together.

Course Learning Goals:

1. Develop a conceptual foundation (key concepts, terms, and relationships) vital to describing and analyzing shifting technologies of representation and their social, political, and cultural impacts.
2. Critically analyze images and other non-textual materials and identify the multiple ways they make meaning through content and context.
3. Recognize and critically analyze the ways various media technologies shape personal, societal, and political life.
4. Dissect, translate, and apply concepts about differing media to technological and historical contexts, including their potential relevance to local and contemporary cultural issues.

Course Materials (Texts, Media, Technology):

The materials for this course include written texts (articles and chapters), videos, and films. All materials will be made available through the Canvas website.

There are no textbooks or any other materials that need to be purchased for this course.

Class time:

This is a synchronous online class, which means that we will be meeting on Zoom at the designated class time. I will not be using the full 3.5 hours for each class synchronously. In other words, we will be meeting for approximately 1.5 hours for each class session.

Each class will include a range of active learning activities. I will begin each class with a 20-30-minute lecture, and we will use the rest of our time reading, writing, and discussing together in a range of group activities. For this reason, I ask you to keep your camera on during our class sessions. I also ask that you make sure you connect from your computer and not your phone so that you can participate fully in class.

Break-down of grades:

20%: Attendance (each time you attend class and respond to the exit ticket, you receive 2 points; 10 sessions over 5 weeks x 2 points = 20 points)

25%: Engagement (in and out of class)

35%: Weekly Journal Entries (each journal entry is 7 points; 5 journal entries x 7 points = 35 points)

20%: Final Project (5% each week for the project components, weeks 2, 3, 4, 5)

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2 x 10% optional extra credits

Course Expectations & Assignments:

-Attendance: There will be an exit ticket question posed at the end of each class. Your attendance will be based on whether you have responded to these questions (50%) and the quality of these responses (50%). You can miss only one class without an excuse. If you need to be absent from class, please write to me *before* class.

-Engagement, in and outside of the classroom: Engagement and active learning are at the heart of this course. It includes preparation before class (doing the readings, viewing the films) and work during class (attending class, engaging with the content, and doing the activities in-class, which most often means writing and annotating in addition to discussions in smaller groups). In-class discussions, individual assignments, and group work will help achieve the course learning goals. Engagement will be assessed through contributions to discussions in class and completion of in-class activities. We will use online tools that I will introduce to annotate the texts that we are reading. Postings and annotations will count towards your Engagement grade.

Your engagement with the course will support all of the learning outcomes listed above and will help you accomplish the assignments. The more you discuss what you are learning, the more you will get out of the class. I encourage you to ask questions about the learning outcomes so that we can integrate the time in and out of the classroom to make sure we achieve these goals! Let's talk about what is exciting as well as what is difficult.

-Weekly journal entries, due on Fridays at 11.59am every week: I provide two prompts each week (listed on the syllabus), and I ask that you respond to only one. You will use key concepts from the week's content to analyze various technologies of representation. The journal entries should be approximately 500 words. These entries will be evaluated based on a rubric available on Canvas.

Your journal entries will support all of your learning goals. In particular, we will be accomplishing learning goal #2 as you will be utilizing different course materials to think critically about the issues at hand. You will also be amazed by how much thinking you have done over the course of the five weeks when you compare your first journal entry to the last one.

The due dates for your journal entries are June 28, July 5, July 12, July 19, July 26, 2024. So, you will have a journal entry due on Friday in the first week.

-Group project components, due on Sundays at 11.59pm weeks 2, 3, 4, 5: In groups of 3-4, students will develop a project that identifies and creatively re-designs a specific technology of seeing and/or technology of representation. The culminating assignment will be a proposal laying out the principles and values of the redesign as well as the expected outcome.

The group project will support all of your learning goals. In particular, we will be accomplishing learning goal #4 as you will be creatively applying, translating concepts and discussions that we have had to produce your own project in a collaborative environment. I will of course be there to facilitate both the conceptual framework of the project and your collaboration. We will talk about the project in the introduction to the class and you will have in-class time every week to work on the group project.

The due dates for group project components are July 7, July 14, July 21, July 28, 2024.

Break-down of the group project:

Component 1 - kitchen sink/brainstorming (due July 7): Your group maps ideas for the project.

Component 2 - project proposal (due July 14): Your group will present what you are tackling in the project. You will discuss what you hope to gain from the project.

Component 3 - project progress (due July 21): Your group discusses where your research/re-design has led you and what you are hoping to achieve by the end.

Component 4 - group presentation (week 5): In week 5, each group will give a brief presentation. This is a chance to share your research your way. Guidelines will be provided.

-Optional extra credit for 10 points #1: (due Friday of Week 4, 11.59am) Create a verbal selfie/self-representation. Describe yourself in words and analyze the elements that you choose to include. Consider how different technological tools have informed the ways in which you perceive and define yourself. After you are done with writing, you can also create a visual representation of what you wrote. The writing component should be up to 500 words and the visual representation can be in any format.

-Optional extra credit for 10 points #2: Select one of the readings or films and give a 10-minute presentation to the class. A presentation is meant to present your colleagues with a discussion question. It can be an idea or concept that you struggled with, a scene that you wanted to watch again together and interpret, a summary of the text, close reading of a particular passage. The most important thing is to be able to ask a question from the material to give direction to our discussion. I am happy to guide you through composing a presentation.

If you are planning to do this extra credit presentation, please communicate with me so that I can make sure to integrate it into our schedule. I strongly encourage this option. There is no better way to learn than to present/teach something.

Late policy:

I know and understand time passes way too quickly in the summer. I have a strict late policy because I will strive to read and grade your journal entries and group project components before class. This is so that I can address your thoughts and customize my lectures to where we are as a group.

For every 24 hours that your work is late, you will lose 10% of your grade for that particular assignment.

I understand that there might be extenuating circumstances that might keep you from submitting your assignments on time. I will grant you an extension only if you

communicate with me before the deadline, not after. I will not give you extensions after the deadline.

Course Schedule:

1: Camera

1.1 Introduction / Photography (Monday)

-Introduction to the course

-Lecture on the history of photography as a tool of representation across 19th and 20th-century photography with a focus on photography as an art form in the second half of the 20th century

1.2 Self-portraiture in Photography (Wednesday)

Lecture on the emergence of self-portraiture in photography and its implications on the representation of the body, building up to the selfie as a quotidian genre

Reading before class:

Marita Sturken and Lisa Cartwright, introduction chapter from *Practices of Looking: An Introduction to Visual Culture*

Susan Sontag, excerpts from *On Photography*

Soraya Murray, *Domestic Snapshots: Female Self-Imaging Practices Then and Now*

Nathan Jurgenson, *The Selfie and the Self: In Defense of Duckface*

In-class reading focus:

Susan Sontag, excerpts from *On Photography*

Viewing before class:

Sections from Juliano Ribeiro Salgado, Wim Wenders, *The Salt of the Earth*, 2015

Viewing after class:

Chris Marker, *If I Had Four Dromedaries*, 1966

*Brainstorming session for the group project. I will split you into groups of 3 or 4. (half hour)

Journal Prompt:

Option 1: How does the camera function as a technology? What are its limitations?

Option 2: After reading Sturken and Cartwright, what do you consider the stakes of digital visual culture? Make sure to choose an example from the chapter to expound on.

2: News Media as Technology

2.1 News images (Monday)

Lecture on news images and how they shift notions of representation, specifically using artists who work with news images

Reading before class:

Trevor Paglen, *Operational Images*

Susan Sontag, excerpts from *Regarding the Pain of Others*

In-class reading focus:

Trevor Paglen, *Operational Images*

Viewing before class:

Harun Farocki, *Inextinguishable Fire*, 1969

Viewing after class:

Rabih Mroue, *The Pixelated Revolution*, 2012

*Brainstorming session for the group project. (half hour)

2.2 News Images in the Age of Social Media (Wednesday)

Lecture on the shifting nature of news images in the age of social media

Reading before class:

Ariella Azoulay, *What is a photograph? What is photography?*

Roland Barthes, excerpts from *Camera Lucida*

In-class reading focus:

Ariella Azoulay, *What is a photograph? What is photography?*

*Brainstorming session for the group project. (half hour)

Journal Prompt:

Option 1: Respond to an artwork from the lecture (please provide the artwork's title in your journal entry). Why or how does this artwork speak to you? What does it reveal about representation?

Option 2: What do you think about when you hear the term "pixelated revolution"?

3: Drones and Tools of Surveillance

3.1 Drones (Monday)

Lecture on the use of drones and military technologies

Reading before class:

Matthew Thomas Payne, *Through a Drone Darkly: Visions of Dystopic Ludic War*

Ruha Benjamin, excerpts from *Race After Technology*

Hito Steyerl, *How to Kill People: A Problem of Design*

In-class reading focus:

Hito Steyerl, *How to Kill People: A Problem of Design*

Viewing before class:

Alex Rivera, *Sleep Dealer*, 2008

Viewing after class:

Andrew Niccol, *Good Kill*, 2014

**Collaborative work session for the group project. I will check in with each group. (half hour)

3.2 Data and Surveillance (Wednesday)

Lecture on data and surveillance

Reading before class:

Neda Atanasoski and Kalindi Vora, excerpts from *Surrogate Humanity: Race, Robots, and the Politics of Technological Futures*

Viewing after class:

Lecture: Neda Atanasoski: *Sensing War – Temporal and Spatial Ecologies of Perceptible Violence*

Journal Prompt:

Option 1: What are the advantages and disadvantages of drone vision? What does drone seeing do that other ways of seeing do not do?

Option 2: How do we think about data critically? Is data objective?

**Collaborative work session for the group project. I will check in with each group. (half hour)

4: Artificial Intelligence

4.1 AI, part 1 (Monday)

Lecture on the shifting technologies of AI

Reading before class:

Rita Raley & Jennifer Rhee, *Critical AI: A Field in Formation*

Kazuo Ishiguro, excerpts from *Klara and the Sun*

Viewing before class:

Steven Spielberg, *Artificial Intelligence*, 2001

Viewing after class:

Spike Jonze, *Her*, 2013

In-class reading focus:

Kazuo Ishiguro, excerpts from *Klara and the Sun*

**Collaborative work session for the group project. I will check in with each group. (1 hour)

4.2 AI, part 2 (Wednesday)

Lecture on the shifting technologies of AI

Reading before class:

Lauren M. Goodlad, *Humanities in the Loop*

Ian McEwan, *Machines Like Me*

In-class reading focus:

Ian McEwan, *Machines Like Me*

Journal Prompt:

Option 1: Respond to one work of fiction (film or story) by discussing how the author/filmmaker has responded to the issue of AI. What does this work tell us about technologies of representation? How does AI function as a technology of representation in this work?

Option 2: How has your perception of AI shifted—if it has shifted—over the last few years? Where do you stand in relation to how AI is used? Be specific.

**Collaborative work session for the group project. I will check in with each group. (1 hour)

5: Cyborgs and Wrap-up

5.1 Summary and cyborgs (Monday)

Lightning summary of what we looked at and read

Reading before class:

Precarity Lab, excerpts from *Technoprecarious*

Donna Haraway, excerpts from *The Cyborg Manifesto*

Viewing before class:

Lecture: Donna Haraway on cyborgs and companion species

In-class reading focus:

Precarity Lab, excerpts from *Technoprecarious*

5.2

Each group will present their final project to the class. (2 hrs total / 15 minutes per group with a break after the first hour)

Journal Prompt:

Individual reflection on the group project: Please dedicate this week's journal entry to reflect on your experience of the collaborative group project. Discuss the research and the collaboration processes.

Collaboration & Academic Integrity

All members of the UCSC community benefit from an environment of trust, honesty, fairness, respect, and responsibility. You are expected to present your own work and acknowledge the work of others in order to preserve the integrity of scholarship.

Academic integrity includes:

- Following assignment rules
- Using only permitted materials during an assignment
- Viewing assignment materials only when permitted by your instructor
- Incorporating proper citation of all sources of information
- Submitting your own original work

Academic misconduct includes, but is not limited to, the following:

- Copying/purchasing any material from another student, or from another source, that is submitted for grading as your own
- Plagiarism, including use of Internet material without proper citation
- Using AI sources such as Chat PGT or similar (see AI policy below for more details on AI)
- Submitting your own work in one class that was completed for another class (self-plagiarism) without prior permission from the instructor.
- 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](#).

Plagiarism includes, but is not limited to, the following:

- Copying (entirely or in part) the wording used in another source. It is possible to plagiarize a source even if you cite it if you copy the wording.
- Claiming an idea as your own that you obtained from a source (including someone else)

In general, if you are taking a great deal from another source, consider whether you should be quoting the source directly. And if your response is largely quotation or if the most important ideas are quoted, you should think seriously about whether your response is sufficiently original.

Academic integrity and collaboration: This is a course that prizes collaborative exploration of difficult and contested topic areas. This occurs both formally, through collaborative assignments, and informally, through classroom and online discussions (as well as your individual conversations with your classmates). Collaborative exploration leads to some of the thorniest areas in academic integrity. With that said here are some guidelines:

- For all of your responses, include a brief collaboration statement, crediting *everyone* you interacted with for the assignment (instructors, classmates, friends, family, etc.), and explaining what they contributed to your contribution.

- For group work, mention every person in your group and detail precisely what they contributed to
- When talking with classmates on individual assignments, take your own notes, and talk generally about ideas, not about organization or wording. This helps to ensure that you will put ideas in your own words. Remember to credit people in your collaboration statement.

Generative AI Policy

In short: Using generative AI for ANY task related to this course is a violation of my academic integrity policy.

Longer version: This course is about learning how to think about societal issues facing us today. This requires that we think and write critically, which can only be developed through practice. I will always grade you on the quality of your thinking and effort. I want to read your thoughts and nothing else. I want to think and to learn with you.

Writing is an important skill in life and if you have any writing-specific questions or concerns, please talk to me.

The easiest way to avoid any suspicion of AI use is not to use AI at any point when you are completing your writing.

As AI is an actual component of this course, please bring any thoughts on AI use to the discussion in week 4. I want to hear your thoughts on your experience with it thus far.

Here are a few reminders on what counts as AI use:

- You may not use any generative AI platform or technology to write.
- Do not use AI to conduct your research or to brainstorm.
- Do not translate using AI. If English is not your first language (it's not mine!), please use the [Writing Center](#), which is a great resource on campus for writing. They read and work on your writing with you. Real humans :)
- For spell-check and grammar-check functions, you can use Grammarly Basic (but not Premium) or the basic spell-check and grammar-check features that come pre-loaded with word-processing software such as MS Word or Google Docs.

If you have any questions about this policy, please ask me. This is a contemporary, ongoing conversation so I appreciate the opportunity to think about what it means, together.

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.

Content Advisory:

This course examines some texts, images, and videos that contain descriptions of violence and/or scenes depicting violence. I will do my best to provide individual warnings for course materials and in presentation slides for class content that are particularly sensitive. My hope is that these notifications will help your engagement by allowing you to prepare to work through challenging material. I encourage you to do what you need to care for yourself. If taking care of yourself means that you need to step outside during class, either for a short time or for the rest of the class, you may do so without academic penalty. If you do leave the class for a significant time, please make arrangements to get notes from another student or see me individually to discuss the situation.

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.

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, notes) are your intellectual property and you may use them as you wish.

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. I 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 me early in the quarter. You may also seek assistance from the [Dean of Students office](#).

Principles of Community:

University of California, Santa Cruz expressly prohibits students from engaging in conduct constituting unlawful discrimination, harassment or bias. 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.

Please see more [here](#).

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 and 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](#).

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.