

# **Queer Indigenous Histories in the Americas**

(A Lower Division Course in LALS)

Summer Session 2

Online Synchronous

## **COURSE INFORMATION**

This course will introduce you to critical themes on queer Indigenous issues, guided by queer Indigenous histories, political and cultural manifestations of queerness in Indigenous communities across the Americas. Drawing upon colonial accounts on queer Indigenous histories, the first part of the course will focus on exploring historical themes related to queer Indigenous relationships with their bodies and sexualities, queer Indigenous people navigating violence within colonial institutions, and the mechanisms to assimilate Indigenous gender and sexualities into the gender binary and heteronormativity. The second half of the course will be dedicated to analyzing queer Indigenous mechanisms of resistance to colonial violence, and the ways how Indigenous communities and other communities of color understand queerness in the contemporary era in the Americas.

Following LALS interdisciplinary approach, the course draw from connections between Historical Accounts on Queer Theory, Gender and Sexuality Studies, Feminist Studies, Oral History and Memory Accounts, Archival Studies, and Critical Indigenous Studies. Our goal is to develop critical thinking skills to analyze the historical relation that colonization along with the imposition of heteronormativity have in the world of Indigenous genders and sexualities in the Americas.

## **INSTRUCTOR INFORMATION**

Instructor: Mario A. Gómez Zamora.

Email: [magomezz@ucsc.edu](mailto:magomezz@ucsc.edu)

Synchronous Lecture/Collective and working time:

**Mondays and Wednesdays 1 pm – 4:30 pm.**

Office Hours: Tuesdays: 12 pm – 2 pm (or by appointment).

Zoom information for classes and office hours:

<https://ucsc.zoom.us/j/9260495362?pwd=d1VOU2hycjNZcUtUN1lJRjNzZXp0Zz09>

ID: 926 049 5362

Passcode: 464502

I communicate with students via email and canvas. You can expect a response to your inquiries in about 24 hours during summer session.

## **LEARNING OBJECTIVES**

By the end of the course, students will be able to:

- Think critically about colonial violence against queer Indigenous bodies and its effects on contemporary discourses about Indigenous genders and sexualities, and the narratives behind hegemonic heteronormativity.
- Identify basic terms, concepts, literature, and the history of queer Indigenous people.
- Being able to engage with research methodologies such as oral histories and archival methods through the production of queer archives.
- Build academic and non-academic writing skills via the production of creative writing, poetry, and critical essays.

## **REQUIRED MATERIALS, TEXTBOOKS AND TECHNOLOGY**

- There is no designated textbook for this course. All the readings will be available through the UCSC library or Canvas.
- Videos and films will be available via Canvas or Kanopy.

## **EVALUATION PERFORMANCE**

Your progress and performance will be evaluated considering the following:

### Attendance (20%)

Students are expected to attend all the synchronous lectures and actively participate in the discussions and collective workshops.

### Weekly response paper (20%)

Starting from week 1, students are required to submit 2 response papers or assignments per week (150-200 words writing response analyzing weekly concepts, and a 150-200 words creative piece, unless something else is indicated by the instructor). Many of the writing assignments will be completed during the synchronous class period.

### Midterm exercise (20%)

On week 3, students will create a comparative conceptual map with the main concepts and historical issues analyzed in the class. An example of how to create the map will be workshopping/discussed during the class.

### Final paper (40%)

The final paper is due on August 30 at 12 pm (during week 5). Students, in consultation with the instructor will choose a topic to address in the final paper. The topic should be related to

the core themes of the class, and it should converse with the legacy, social movement, or testimony of a queer Indigenous (students can use oral history, digital archives, and web-based resources to complete this assignment). The final paper is worth 40 points. The main objective of the final paper is to practice your writing skills and create a queer archive.

### Final Grade Distribution

Attendance (20%) + Weekly responses (20%) + Midterm (20%) + Final Essay (40%) = 100%

Final letter grade will be determined based on the following:

A = 94 – 100%	A- = 90 – 93%	B+ = 87 – 89%	B = 83 – 86%	B- = 80 – 82%
C+ = 77 – 79%	C = 74 – 76%	C- = 70 – 73%	D – 60 – 69%	F < 60%

## **STUDENT HOURS FOR COURSE**

This is an intense and condensed summer course; I suggest you plan accordingly. You must dedicate 30 hours per week to the course:

- Lecture, 5 hours per week.
- Readings, 10 hours per week.
- Homework/ individual assignments, 10 hours per week.
- Homework/peer assignments, 5 hours per week.

## **INSTRUCTOR FEEDBACK**

I will provide direct comments and feedback on your assignments. [Learn how to access my comments in Canvas.](#) For major assignments, I will include a grading rubric that will be available to you prior to submitting your work. [Learn how to access grading rubrics for assignments.](#)

## **STUDENT FEEDBACK**

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.

## **COURSE SCHEDULE**

### **Part I. Queer Indigenous People in the History of North America**

#### **Week 1. Indigenous Queerness and the Archive**

**Key Concepts:** Indigenous, queerness, archives, embodiment, and settler colonialism.

**Guiding questions:** How has queer Indigenous peoples navigated gender binary systems?

What does settler colonialism tell you about the colonization of gender and sexualities and how it looks like today? How do the scholarship we studied this week engage with the archive/s? What does it tell you about knowledge production?

### Day 1/July 29:

- Introduction to the syllabus and course: Queer Indigenous Histories in the Americas
- Embodiment, queerness, and the landscape we are part of.
- Precolonial genders and sexual practices.
- Students' introductions.
- Collaborative Agreements.
- Bao Nguyen – Grad. Admin Comparative Literature. January 7, 2019. *Leanne Simpson's Public Lecture: "As We Have Always Done."*  
<https://www.youtube.com/watch?v=5P5I0vcGqKE>  
(Watch video in class until minute 16:08)

### **Expected reading completed before class:**

- Wolfe, Patrick. "Settler colonialism and the elimination of the native," *Journal of Genocide Research* (2006), 8(4), December, 387-409.

### **Day 2/July 31:**

- Archives, gendercide, and the reclamation of queerness.
- Discussing collectively Miranda's piece.
- Writing reflection about Miranda's work.
- Grounding yourself.

### **Expected reading completed before class:**

- Miranda, Deborah, "Extermination of the Joyas: Gendercide in Spanish California." *GLQ: A Journal of Lesbian and Gay Studies* 16, no. 1–2 (2010): 253–84. [check tag information below/page 13]

### **Weekly Assignment**

- Critical Reflection of one reading of the week (150-200 words).
- Free writing session to develop creative writing about how you feel in relation to the land you are/live in (150-200 words).
- Bring an object to the class that connects you with a meaningful/personal story.

## **Week 2. Queer Indigenous People in U.S. and Canada**

**Key concepts:** Gender and sexuality, queer Indigenous knowledge, and hegemonic straightness.

**Guiding questions:** According to Simpson and Rifkin, how has been the current notion of gender been manipulated by colonization? How has hegemonic straightness enforced violence against queerness and narratives about kinship? Following Simpson contribution to Indigenous non-gender binary, how do you imagine a world that embraces queerness?

### **Day 3/August 5**

- Gender, and queer knowledge production.
- Discussing collectively Simpson's reading.

- Drawing speculating about queer futurities.

**Expected reading/materials completed before class:**

- Simpson, Leanne. "Chapter 8: Indigenous Queer Normativity." In *As We Have Always Done, Indigenous Freedom Through Radical Resistance*. United States: University of Minnesota Press, 2017.
- Bring to class art materials: colors, paint, aquarelles, markers, pencils, sheets or canvas, and brushes (whatever you already have at home).

**Between week 2 and week 3, students must discuss with instructor (during office hours) what topic they would like to develop/research for final exam.**

**Day 4/August 7**

- Queer knowledge and hegemonic straightness.
- Discussing collectively Rifkin's reading.
- Writing reflection about Rifkin's work.
- Grounding yourself.

**Expected reading completed before class:**

- Rifkin, Mark. "Introduction Chapter." In *When did Indians Became Straight? Kinship, the History of Sexuality, and Native Sovereignty*. New York: Oxford University Press, 2011.

**Weekly Assignment**

- Critical Reflection of one reading of the week (150-200 words).
- Creative piece/drawing/poem reflecting about queer futurities.

## **Part II. Gender and Queer Indigenous Trials in the History of Latin America**

### **Week 3. The Coloniality of Gender and Queer Indigenous Trials in Colonial México**

**Key concepts:** coloniality of gender, Indigenous trials, Intersectionality, and Eurocentrism.

**Guiding questions:** What do you understand by colonization of gender? How did notions of sin and sexual desires intersect with the lives of queer Indigenous people in the early colonial Michoacán? How does Lugones address the notion of intersectionality and how she uses it to study gender and race in the colonial period?

**Day 5/August 12**

- Coloniality of gender, queer Indigenous persecution, and gender binary roles.
- Discussing collectively Tortorici's piece.
- Create two list/columns, one for terms and another for the main facts that Tortorici introduces.
- Preparing for midterm: showing different examples of conceptual maps and brainstorming ideas of how to create one during class.

- Practice conceptual maps creations aiming ideas/concepts for final exam. Share drafts of conceptual maps with peers.

**Expected reading completed before class:**

- Tortorici, Zeb. “Heran Todos Putos”: Sodomitical Subcultures and Disordered in Early Colonial Mexico,” *Ethnohistory* 54:1 (Duke University Press, Jan. 2007): 36-67. [check tag information below/page 13]

**Between week 2 and week 3, students must discuss with instructor (during office hours) what topic they would like to develop/research for final exam.**

**Day 6/August 14**

- Coloniality of gender, Intersectionality, and Eurocentrism.
- Discussing collectively Lugones’s piece.
- Brainstorming ideas of how gender binary, colonial violence, hegemonic straightness, and queer counter hegemonic responses look in the present.
- Start midterm during class.
- Students address ideas, concepts, or events they would like to explore for final exam.
- **The conceptual map is the students’ outline for the final exam.**

**Expected reading completed before class:**

- Lugones, María, “The Coloniality of Gender,” *World and Knowledges Otherwise*, Volume 2, Dossier 2: On the De-Colonial (II): Gender and Decoloniality, 2008.

**Weekly Assignment**

- Critical Reflection of one reading of the week (150-200 words).
- Create a two boxes chart. On one side of the chart list Tortorici’s concepts and define them in the way you understood them, and on the other side of the chart mention the historical events or facts he studied.

**Submit midterm by August 15 at 4pm via Canvas.**

**Week 4. Queerness, Archives, and Trans Bodies in South America**

**Key concepts:** Queer Indigenous *Conocimiento*, Decolonial Spaces, and Trans Experiences

**Guiding questions:** What do you understand by queer *conocimiento* and transculturating? How do Brazilians sexualities converse with Two-Spirit identities? How do you think queer archives can help to overcome the elimination and intentional forgiveness of queer histories? What examples do you find in your daily life about decolonial queer practices?

**Day 7/August 19**

- Queer Indigenous *Conocimiento* and Transculturating.
- Discussing collectively Horswell’s reading and focusing on the notions of queer

conocimiento and decolonizing.

- In groups of 2-3, explore queer digital archives:
  - [Queer Zine Archive Project](#)
  - [Lesbian Herstory Archives](#)
  - [Justice AID](#)
  - [The Center](#)
  - [GLBT Historical Society](#)
  - [SFLGBTCENTER](#)
  - [Arizona Queer Archives](#)
  - [LETRAESE](#)
  - [Colibrí](#)
- Reflections about queer digital archives.
- In groups of 3-4 students, select a chapter from Wayar's book for discussion during week 4.

#### Expected reading completed before class:

- Horswell, Michael. "Introduction Chapter: Transculturating Tropes of Sexuality, Tinkuy, and Third Gender in the Andes." In *Decolonizing the Sodomite: Queer Tropes of Sexuality in Colonial Andean Culture*, United States: University of Texas Press, 2005.

#### Day 8/August 21

- Decolonization, performativity, and liberation.
- Discussing in groups of 3-4 Gomes's reading and focus on analyzing the notion of queer decolonization, performance movements, and queer liberation.
- As a class, reflect about what queer decolonization means in 2024.

#### Expected reading completed before class:

- Gomes, Pedro. "Chapter 4: Decolonial Queer." In *Queer in the Tropics Gender and Sexuality in the Global South*, United States: Springer Nature Switzerland, 2019.

#### Weekly Assignment

- A description of 2 digital archives, focusing on how the archive is organized, what is the content, methods used to collect the information, and visuals (150-200 words).
- Critical Reflection of one reading of the week (150-200 words).

**Note: During office hours in week 4 students check with instructor progress on final research/paper and how they are weaving the readings/reflections of class into final.**

## Part III. Queerness, Trans Bodies, and Activism

### Week 5. Trans and Women Cuerpes, Beyond the Heteropatriarchy, and Testimonios from Central America and Argentina

**Key concepts:** Activism, Trans Experiences, Patriarchy and Testimonio

**Guiding questions:** How do patriarchy, colonial violence, persecution, and terror inform the

struggles of women in Guatemala and trans women in Argentina? What do testimony and/or oral history as research methods provide to produce theory and knowledge? How do these methods differ from archival methods?

#### Day 9/August 26

- Trans-Bodies, Espejo, Possibilities beyond heteronormativity and heteropatriarchy.
- Discussing collectively one of Marlene Wayar's book chapters and video, and focusing on her analysis of gender binary, violence, machismo, the possibility of a child growing with options and comparing this with heterosexuality as mandatory.
- Every group of 3-4 students prepares and presents a chapter of Wayar's book.

#### Expected reading/video completed before class:

- Wayar, Marlene, *Travesti/Una Teoría lo Suficientemente Buena*, Ciudad Autónoma de Buenos Aires: Muchas Nueces, 2021.
  - **Note:** In groups of 3-4, students select a chapter to read and prepare for discussion during class time.
  - The chapter must be selected by the group of students during week 4. Presentations of chapters will happen on August 26.
- Sublevaciones. May 5, 2020. *Marlene Wayar: Teoría Travesti Trans Sudaca*. <https://www.youtube.com/watch?v=eM4ufateI0k&t=3292s>

#### Day 10/August 28

- Convergencia patriarcal, heteropatriarchy, and cuerpo-territorio.
- Discussing collectively Cabnal's reading and analyze the notion of cuerpo-territorio and its relation to violence against the land, women and queer bodies.
- Era Verde. January 29, 2017. *Especial: Territorio, cuerpo, tierra*. <https://www.youtube.com/watch?v=6uUI-xWdSAk&t=103s>  
(watch first part of the video and finish it after class).

#### Expected reading/video completed before class:

- Cabnal, Lorena. "El relato de las violencias desde mi territorio cuerpo-tierra." In Leyva-Solano, Xochitl, and Icaza, Rosalba (Coord.). *En tiempos de muerte: Cuerpos, Rebeldías, Resistencias*. 113-123. San Cristóbal de la Casas: Cooperativa Editorial Retos, Buenos Aires: Consejo Latinoamericano de Ciencias Sociales, La Haya: Países Bajos Institute of Social Studies, 2019.

#### Weekly Assignment

- Team presentation (3-4 students) based on one chapter of Wayar's book.
  - Every group will have 15 mins to present their reflections during class time.
  - Students can use power point slides, images and videos for presentations.
  - Students can also implement an interactive activity and/or creative writing as part of their presentations.
- Critical Reflection of one reading (or both) of the week focusing on testimonio as a research methodology (150-200 words).



## **FINAL EXAM DATE AND TIME**

The final paper is worth 40 points. The final exam consists of writing a short essay or creative writing (5-7 pages double space), which will be open to submit via Canvas three days before the end of summer session 2 (ss2 ends on August 30). Students will choose a topic to address in consultation with the instructor. The topic should be related to the core themes of the class, and it should converse with the legacy or testimony of a queer Indigenous person (students can use oral history, digital archives, and web-based resources to complete this assignment).

## **LAND ACKNOWLEDGEMENT**

The land acknowledgement used at UC Santa Cruz was developed in partnership with the Amah Mutsun Tribal Band Chairman and the [Amah Mutsun Relearning Program](#) at the UCSC Arboretum. Click [here](#) for more information about the use of land acknowledgements.

*The land on which we gather is the unceded territory of the Awaswas-speaking Uypi Tribe. The Amah Mutsun Tribal Band, comprised of the descendants of indigenous people taken to missions Santa Cruz and San Juan Bautista during Spanish colonization of the Central Coast, is today working hard to restore traditional stewardship practices on these lands and heal from historical trauma.*

## **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](mailto: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](mailto: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**

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 exam rules
- Using only permitted materials during an exam
- Viewing exam materials only when permitted by your instructor
- Keeping what you know about an exam to yourself
- Incorporating proper citation of all sources of information
- Submitting your own original work

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

- Disclosing exam content during or after you have taken an exam
- Accessing exam materials without permission
- 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
- Submitting work that was produced by artificial intelligence (e.g., ChatGPT)
- Using cell phones or other electronics to obtain outside information during an exam without explicit permission from the instructor
- 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](#).

## **GENERATIVE ARTIFICIAL INTELLIGENCE**

Due to the sensitivity of the topics addressed in this course, I will not accept assignments developed under AI. Please, come to my office hours to discuss more details about it.

### **A WORD ABOUT INTEGRITY**

Integrity—other people’s perception of your word as true—is one of the most valuable assets you can cultivate in life. Being attentive to integrity in academic settings allows others to trust that you have completed work for which you are taking credit. This is symbolic of the public trust from which you will benefit in your future occupation and activism after you graduate from UCSC.

The creativity of your words, expression, understanding, and knowledge matters a great deal in your work as a scholar, and it matters to me. My AI policy reflects the emphasis our discipline places on original thought and scholarship.

### **AI POLICY**

In this class, I ask that you complete your work without using AI-generated sources to augment, think through, or write your assignments.

There is one exception: you are welcome to use AI tools for pre-submission editing (spell-check and grammar-check) as long as you do not use them for thinking or drafting.

On rare occasions, I may create an assignment in which I ask you to critique content generated by AI; if this occurs, I will provide clear assignment-specific AI-use guidelines within the prompt.

If you submit work that appears to have been written using AI sources, I will ask you to meet with me to discuss your thinking and writing process. If, after our conversation, I conclude it’s more likely than not that you did not personally complete an assignment you submitted under your name, I may refer you to your college provost for further conversation.

If you have questions about AI use and/or proper attribution of other people’s work, please come ask me! Scholarly citing is not particularly intuitive, and part of my role is to help you learn those conventions.

## **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. 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](#).

## ALL-GENDER RESTROOMS

UC Santa Cruz is committed to the well-being of all students and cares about all students feeling safe and welcome, regardless of their gender identity, expression, and/or embodiment. The [Lionel Cantú Queer Center](#) has worked with students and campus staff to create more safe and accessible restrooms for transgender and genderqueer students, staff, faculty, alumni, and UCSC visitors. A [complete list of all-gender restrooms](#) on campus was compiled and is maintained by the Cantú Queer Center.

## 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.

## 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.

## **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](#).

## **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 on the syllabus 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.

In addition to a general statement, you may consider adding “tags” to specific course materials:

### **I’ve included tags for:**

- Tortorici, Zeb. “Heran Todos Putos”: Sodomitical Subcultures and Disordered in Early Colonial Mexico,” *Ethnohistory* 54:1 (Duke University Press, Jan. 2007): 36-67.
- Miranda, Deborah, “Extermination of the Joyas: Gendercide in Spanish California.” *GLQ: A Journal of Lesbian and Gay Studies* 16, no. 1-2 (2010): 253-84.

If you have concerns about encountering anything specific in the course material that I have not already tagged and would like me to provide warnings, please come see me or send me an email. I will do my best to flag any requested triggers for you in advance.

## **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.

### [Immigration Legal Services Center](#)

Operating out of UC Davis School of Law, UCImm serves the immigration-related legal needs of students in the University of California system and their immediate family members (parents, spouse, siblings, and/or children).

#### **Free of charge legal assistance includes:**

- Confidential consultation to assess eligibility for all immigration relief programs
- Legal advice for students who plan to travel and want to assess potential risks
- Direct representation
- Know Your Rights workshops
- UC-wide informational webinar
- Cases they support include:
  - Deferred Action for Childhood Arrivals (DACA)
  - Advance Parole for students eligible to study abroad
  - U-visa for survivors of crime
  - T-visa for survivors of trafficking
  - Special Immigrant Juvenile Status (SIJS)
  - Violence Against Women Act (VAWA) for survivors of domestic violence
  - Family Based Petitions
  - Adjustment of status (ie green card application)
  - Naturalization (citizenship)

### [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](mailto: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](mailto: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.**