

Language Technology:

Themes Across Cultures and Histories

Winter 2023

Course Logistics

Time: M/W/F 2:40 - 3:45 PM

Location: Cowell Academic 113

Website: Canvas

Prerequisites: none



Instructor Information

Name: Allison Nguyen (she / they)

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Office: Stevenson 238

Office Hours: 1:00 pm - 2:00 pm, Thursdays OR by appointment

Communicating with me: I am very excited to talk with you about any material from the course (course content, questions about assignments or grades, issues from discussions), as well as any other aspects of your lives as students. Please come to office hours! You don't need to have any particular questions in mind; I'm happy to just have a conversation.

I am also available to take questions via email. Please feel free to contact me through Canvas or by email. In general, I promise to answer any emails sent on Monday-Thursday within 24 hours, and to respond to any email sent on Friday-Sunday by Tuesday morning. If you don't get a response within 24 hours, please feel free to reach out to me again.

Course Description

This is a course about the technologies people build to record and transmit language. We look at contemporary technologies like social media, automatic speech recognition and translation tools, and formats like Unicode. But we also look at other important technical developments — writing, the printing press, and mass communication — as well as ways that different societies and cultures have reacted to the issues these technologies have introduced, including questions of access and accessibility, ownership and privacy, the economics of these technologies, and how information and mis-information spreads. Students will explore the ways that culture and language interact, how cultural circumstances can shape linguistic understanding and interpretation, and how these technologies can in turn shape cultural practices.

This course fulfills the **Cross-cultural Analysis General Education** requirement. As part of that, you will be exploring the inherently cross-cultural and global topic of language technology. Throughout history, technologies for the transmission, translation, and preservation of language have been borrowed and repurposed in new and culturally-grounded ways. In order to illustrate that, this course has a *thematic* organization, where the ways that two cultures reacted to a similar technological moment will be explored simultaneously to draw out parallels and divergences.

More information about the Cross-cultural Analysis GE can be found [here](#).

This course has no prerequisites.

Course Learning Goals

At the end of this course, students will be able to:

1. **Identify** cultural commonalities in language practices, as well as some differences that have shaped communicative technology.
2. **Identify** the potential social challenges a particular communication technology may introduce.

3. **Develop** a broader historical perspective on communication technologies, as well as an appreciation for the importance of cultural context.
4. **Connect** their own communication practices to the themes of the course.
5. Effectively **collaborate** on a problem without a clear right answer.

Course Materials (Texts, Media, Technology)

The materials for this course include written texts (articles, chapters, and news stories), videos and podcasts. *All materials will be made available through the Canvas website.* Some materials are only accessible through your UCSC account. In selecting materials, I have considered accessibility, availability and cost. There are no textbooks or any other materials that need to be purchased for this course. Any tools we use will be free.

Here is a selection of the works we will be drawing content from, divided by subject area. We will not be reading/listening to/watching all of these (see the Course Schedule for what you will be asked to read), but I provide a more complete list here in case you are interested in a particular topic as well as to make transparent the sources I have consulted in designing this course.

Systems of Writing and Recording, Recognition and Reading

Boone, Elizabeth Hill. *Stories in Red and Black: Pictorial Histories of the Aztec and Mixtec*. University of Texas Press, 2000.

Drucker, Johanna. *Inventing the Alphabet*. University of Chicago Press, 2022.

Guntuku, Sharath Chandra, Mingyang Li, Louis Tay, and Lyle H. Ungar. “Studying Cultural Differences in Emoji Usage across the East and the West.” *Proceedings of the Thirteenth International AAAI Conference on Web and Social Media (ICWSM 2019)*, 2019, pp. 226-235.

Faust, Drew Gilpin. “Gen Z Never Learned to Read Cursive: How will they interpret the past?” *The Atlantic*, September 16, 2022.
<https://www.theatlantic.com/magazine/archive/2022/10/gen-z-handwriting-teaching-cursive-history/671246/>

Ong, Walter J. "Writing Is a Technology that Restructures Thought." *The Written Word: Literacy in Transition*, ed. Gerd Baumann, Oxford University Press: New York, 1986. pp. 23-50.

Takahashi, Kohske, Takanori Oishi, and Masaki Shimada. "Is ☺ Smiling? Cross-Cultural Study on Recognition of Emoticon's Emotion." *Journal of Cross-Cultural Psychology* 48(10), 2017, pp. 1578-1586.

Togans, LaCount J., Thomas Holtgraves, Gyeongnam Kwon, and Tania E. Morales Zelaya. "Digitally saving face: An experimental investigation of cross-cultural differences in the use of emoticons and emoji." *Journal of Pragmatics*, 186, 2021, pp. 277-288.

Warkentin, Germaine. "Dead Metaphor or Working Model? 'The Book' in the Native Americas," *Colonial Mediascapes*, ed. Cohen and Glover, University of Nebraska Press, 2014.

Woods, Christopher. "Visible language: the earliest writing system." *Visible Language: Inventions of Writing in the Ancient Middle East and Beyond*, The Oriental Institute of the University of Chicago, 2010, pp. 15-25.

Yuki, Masaki, William W. Maddux, and Takahiko Masuda. "Are the windows to the soul the same in the East and West? Cultural differences in using the eyes and mouth as cues to recognize emotions in Japan and the United States." *Journal of Experimental Social Psychology*, 43(2), 2007, pp. 303-311.

Systems of Mass Distribution: Printing, Translation, and Digitization

y Arcas, B. and A. Fairhall. "Archaeology of type." *Nature* 411, 2001, p. 997.
<https://doi.org/10.1038/35082698>

Darnton, Robert. "What is the history of books?" *Daedalus* 111(3), 1982, pp. 65-83.
https://dash.harvard.edu/bitstream/handle/1/3403038/darnton_historybooks.pdf

Darnton, Robert. "What is the history of books? revisited". *Modern Intellectual History* 4(3), 2007, pp. 495-508.
<https://dash.harvard.edu/handle/1/3403039>

Eisenstein, Elizabeth L. "Divine Art, Infernal Machine: The Reception of Printing in the West." Library of Congress talk, Jun 2, 2011.
https://www.youtube.com/watch?v=pjCtnM050dQ&ab_channel=LibraryofCongress

Gray, Mary L. "Ghost Work." Chicago Humanities Festival, November 13, 2019.
<https://www.youtube.com/watch?v=D5fkupjVEp8>

Houston, Keith. *The Book: A Cover-to-Cover Exploration of the Most Powerful Object of Our Time*, W. W. Norton Company, 2016.

Johns, Adrian. *The Nature of the Book: Print and Knowledge in the Making*, Chicago University Press, 1998.

Lewis-Kraus, Gideon. “The Great AI Awakening.” *The New York Times*, December 14, 2016.

<https://www.nytimes.com/2016/12/14/magazine/the-great-ai-awakening.html>

Lewis-Kraus, Gideon. “Is Translation an Art or a Math Problem?.” *The New York Times*, June 4, 2015.

<https://www.nytimes.com/2015/06/07/magazine/is-translation-an-art-or-a-math-problem.html>

Olson, David R. and Nancy Torrance (eds.). *The Cambridge Handbook of Literacy*. Cambridge University Press, 2009.

Newman, M. Sophia. “So, Gutenberg Didn’t Actually Invent Printing As We Know It: On the Unsung Chinese and Korean History of Movable Type.” *LitHub*, June 19, 2019.

<https://lithub.com/so-gutenberg-didnt-actually-invent-the-printing-press>

Reshamwala, Saleem, narrator. “How will Icelandic survive the digital age?” *Far Flung with Saleem Reshamwala*, TED audiocollective, 2022,

https://www.ted.com/talks/far_flung_how_will_icelandic_survive_the_digital_age

Privacy, Intellectual Property, Security, & Censorship

Abelson, Hal, Ken Ledeen, Harry Lewis, and Wendy Seltzer (2021). *Blown To Bits: Your Life, Liberty, and Happiness After the Digital Explosion*. Pearson: London.

<https://www.bitsbook.com/thebook/>

Adams, Stan (2019). Why the EU Copyright Directive is a Threat to Fair Use. *Center for Democracy and Technology*, March 1, 2019.

<https://cdt.org/insights/why-the-eu-copyright-directive-is-a-threat-to-fair-use/>

Alexander, Julia (2018). ‘Internet is under threat’: what you need to know about the EU’s Copyright Directive: This week’s vote could reshape YouTube and other creative sites forever. *Polygon*, September 11, 2018.

<https://www.polygon.com/2018/9/11/17843664/copyright-directive-european-union-parliament-explained-internet-article-13-youtube-fair-use>

Bailey, Jonathan (2020). 10 Ways EU Copyright is Different from the US. *Plagiarism Today*, August 4, 2020.

<https://www.plagiarismtoday.com/2020/08/04/10-ways-eu-copyright-is-different-from-the-us/>

Boyle, James (2010). *The Public Domain: Enclosing the Commons of the Mind*. Yale University Press: New Haven.

<https://www.thepublicdomain.org/enclosing-the-commons-of-the-mind/>

Johns, Adrian. *Piracy: The Intellectual Property Wars from Gutenberg to Gates* (Chicago, 2009)

Le, Tien (2021). Experts crack the secret to last letter of Mary, Queen of Scots before her execution. *NPR*, December 14, 2021.

<https://www.npr.org/2021/12/14/1062790520/mary-queen-of-scots-letterlocking-spiral-lock>

Ljung, Magnus (2011). *Swearing: A Cross-Cultural Linguistic Study*. Palgrave Macmillan: London.

Maithi, Wannika and Anthony Rosborough (2019). Lessons from CopyrightX: The Top 3 Differences Between EU and US Copyright Law. *Intellectual Property Society at the University of Glasgow*, April 21, 2019.

<https://gu-ips.org/index.php/2019/04/21/lessons-from-copyrightx-the-top-3-differences-between-eu-uk-and-us-copyright-law/>

Mohr, Melissa (2013). *Holy Sh*t: A Brief History of Swearing*. Oxford University Press: Oxford.

Roach, Rebecca (2016). Naughty Words. *aeon*, February 22, 2016.

<https://aeon.co/essays/where-does-swearing-get-its-power-and-how-should-we-use-it>

Schuessler, Jennifer (2022). Decoding the Defiance of Henry VIII's First Wife. *New York Times*, July 7, 2022.

<https://www.nytimes.com/2022/07/07/arts/ciphers-henry-viii-catherine.html>

Other areas

Hershcovich, Daniel, Stella Frank, Heather Lent, Miryam de Lhoneux, Mostafa Abdou, Stephanie Brandl, Emanuele Bugliarello, Laura Cabello Piqueras, Ilias Chalkidis, Ruixiang Cui, Constanza Fierro, Katerina Margatina, Phillip Rust, Anders Søgaard (2022). Challenges and Strategies in Cross-Cultural NLP. *Proceedings of the 60th Annual Meeting of the Association for Computational Linguistics Volume 1: Long Papers*: 6997-7013.

Nguyen, Allison, Tom Roberts, Pranav Anand, and Jean Fox Tree (2022). Look, Dude: How hyperpartisan and non-hyperpartisan speech differ in online commentary. *Discourse & Society*, 33(3) 371–390.

Course Assignments

This course has 6 categories of course assignments: participation during class meetings, engagement with materials, weekly short online quizzes, (almost) weekly communications with the instructor (“comms”), two group projects, and a final group project.

1) Participation during class meetings: This course has no designated textbook. While we will be reading/watching various material, most of the action will happen during class time, where I will both present new material and facilitate discussion. As a discussion-oriented class, coming to class is the most important aspect of the course. Engagement will be assessed through attendance in class. (Learning Goals 1, 2, 3, 4, 5)

2) Engagement with materials: We will read, listen to, and watch a variety of materials outside of class. We ask that you read, listen to, or watch material before the class day in which we discuss it. Our discussions and activities during class will assume that you have already completed this work. Please take notes and bring those to class, along with the relevant materials so you can refer to them during class time. Engagement with these materials will be assessed through in-class assignments, our weekly online quizzes, and (almost) weekly comms. (Learning Goals 1, 2, 3, 4, 5)

3) Online quizzes: Every week, you will be asked to complete a short online quiz. The quiz is designed to consolidate important facts, key terms, and ideas from materials and discussion that week. Quizzes are on Canvas, and are made up of multiple choice, fill in the blank, and matching questions. Students will have the chance to retake each quiz twice to consolidate their knowledge. Each quiz will be open for four days and due by **Monday at 11:59 pm**. They will be untimed. You may use any resources you wish during a quiz (i.e., they are open book). (Learning Goals 1, 2, 3)

4) Weekly comms: I will provide a prompt each week (with the exception of a few) that invites you to reflect on the week’s content and occasionally your own experience of

language technologies. These assignments will be evaluated with a rubric (available on Canvas) that defines requirements for a satisfactory assignment. If an entry is not satisfactory, you will have one opportunity to resubmit it. If a resubmission is required, you'll also need to attend office hours to ensure we're on the same page regarding the assignment(s). The Course Schedule below provides an overview of each week's prompt, but you will find a more detailed breakdown of each comm requirements, as well as an associated rubric, in its Canvas assignment. Comms are due by **Monday at 11:59 pm**. (Learning Goals 1, 2, 3, 4)

5) Group projects: You will complete two group projects during the quarter (in addition to a final project described below). In each of the two group projects, you will work in a small team to complete an assignment that asks you to explore a particular problem in language use or language technology. The project will ask you to work together to reach a consensus on an issue and then reflect on that consensus. Thus, in addition to exploring the particular problem assigned to you, these group projects will help you practice working alongside others to find a plausible, defensible solution to problems with no clear and singular correct answer. The first group project is due on **Friday Feb 17th at 11:59 pm** and the second on **Friday March 3rd at 11:59 pm**. You will submit your group project on Canvas; only one person in each group needs to make a submission. In addition to your group project submission, each person in the group will have to submit a separate short reflection on participating in the group project by the project due date. (Learning Goals 3, 4, 5)

6) Final group project: As a final project, you will work in a small group to develop a presentation on one of the topics below. This final project will be due **by Tuesday March 21st at 11:59 pm**, the date of the final exam for this course. You will submit your final project on Canvas; only one person in each group needs to make a submission. In addition to your final project submission, each person in the group will have to submit a separate short reflection on participating in the group project by the final project due date.

The final presentation may take a variety of forms: an essay, a video, a podcast, a slideshow, or something else. Above all, it should allow a reader, listener, or watcher to experience and understand the narrative of your presentation (i.e., a generic website isn't ideal, since there is no clear narrative for the user). There will be in-class exercises and assignments along the way to support your development of the final submission and the collaborative process. (Learning Goals 2, 3, 4, 5)

Final project topics (choose one from A, B or C, or talk with me about another):

A) Choose a technology developed outside of the U.S.:

Show how a key feature came about historically.

What forces led to its current structure?

What are the winners? What are the losers?

B) Imagine the next stage of some technology:

How will it change? Why?

Who are the winners and losers?

C) Imagine developing a language technology for an alternate world (which could be a dystopian/utopian future Earth or a fantasy world), using what you have learned about the cross-cultural past and present of this one:

What is this world like? If it resembles our planet, how did we get here?

How does this technology react to these social/material circumstances?

Who are the winners and losers?

Feedback & Grading Practices

Feedback on your work: I will provide direct comments and feedback on your assignments. [Please click here to learn how to access my comments in Canvas.](#) For all assignments, I will include an evaluation rubric that will be available to you prior to submitting your work. [Please click here to learn how to access rubrics for assignments on Canvas.](#) I will aim to provide feedback one week after an assignment is submitted.

Late Work Policy: Up to three individual comms can be turned in late for 50% credit. Late work must be turned in within a week of the due date. Any assignment turned in after the designated due date will be considered late. Group work projects cannot be turned in late.

Weighting of course requirements: The course requirements are weighted as follows.

In-class participation:	10% (1% per week)	40 pts (4 pts/week)
Online quizzes:	10% (1% per quiz)	40 pts (4 pts/quiz)
Comms:	32% (4% per comm)	128 pts (16 pts/comm)
Group Projects:	22% (11% per project)	88 pts (44 pts/project)
Final project:	26%	104 pts
	100%	400 pts

Computing your grade:

Requirements of the course are weighted as above. On Canvas, these weights have already been taken into account. Overall, the course is out of 400 points. Each quiz is worth 1% of that, or 4 points, each journal entry worth 16 points, etc.

Final grades will be assigned according to the following scale:

97-100: A+	87-89: B+	77-79: C+	67-69: D+
94-96: A	84-86: B	74-76: C	64-66: D
90-93: A-	80-83: B-	70-73: C-	60-63: D-
			00-59: F

Please keep in mind that a course grade of C or better is necessary to receive a P(assing) grade.

Student Hours for Class

You should expect to spend approximately 15 hours a week on this course, with the estimated times below:

A. lecture: 3.25 hours/wk

- B. reading: 3.75 hours/wk
 C. assignments: 4 hours/wk
 D. review: 4 hours/wk

If you are finding that you are spending significantly more time on a component, please come talk to me so we can figure out an effective solution!

Course Schedule

We ek	Theme / Core Questions	Readings/ Viewings	Engagement Activities & Assessments Due	NOTES
1	Signaling systems: the relationship between writing and speech Questions: What is writing (cross-culturally)?	Woods, Christopher (2010). "Visible language: the earliest writing systems"	Comm #1: Pick a chapter in <i>Visible Language</i> . Describe how the writing system discussed in that chapter showed how a culture adapted an existing system to their needs. Try to write out one of the sentences in your submission in that system.	
2	Nonliterality and interpretation: the relationship between language and interpretation Questions: What happens when we "decode" a written/recorded sign? What is "reading"? What <i>are</i> emoticons and emoji?.	Takahashi et al. (2017). "Is ☺ Smiling? Cross-Cultural Study on Recognition of Emoticon's Emotion" Guntuku et al. (2019). "Studying Cultural Differences in Emoji Usage across the East and the West"	Comm #2: Using the methodological principles in this week's readings, examine your own use of emoji/emoticons in your communications. How do your practices relate to the readings' predictions about the potential for cross-cultural (mis)understanding	Monday 1/16 HOLIDAY - NO CLASS

3	<p>Translatability: the problems of translation across languages</p> <p>Questions: What does translation mean? Is universally intelligible meaning/code possible? How do technologies of translation account for change and obsolescence?</p>	<p>Reshamwala (2022). “How will Icelandic survive the digital age?”</p> <p>Gideon Lewis-Krause, “The Great Awakening” and “Is Translation an Art or a Math Problem?”</p>	<p>Comm #3: Find someone in your social circle who speaks a language natively besides English. Interview them about their experience using English and their native language online and with different communities. Transcribe your conversation (using the tools given) and reflect on at least 3 specific English usages of your own that pose issues for translation.</p>	
4	<p>Technologies of Reproduction: how we language gets copied and spread</p> <p>Questions: How did earlier technologies of mass reproduction work, and what is their legacy for discussions of “information revolutions” today?</p>	<p>y Arcas and Fairhall (2001) “Archaeology of type”</p> <p>Newman (2019) “So, Gutenberg Didn’t Actually Invent Printing As We Know It”</p>	<p>Group project #1: In teams of 3-4, please a) find a social media site in a language other than English; b) gather 500 posts from that site; and c) annotate them for sarcasm according to the conventions from Week 2. Write up your lab report (see guidelines in assignment).</p> <p>Remember to submit your reflection!</p>	
5	<p>Technologies of Reproduction: comparing costs and benefits</p>	<p>Robert Darnton, “What is the history of books? (1982) and</p>	<p>Comm #4: In class last week and this week we did</p>	<p>Monday 2/6 & Wednesday 2/8 - LIBRARY VISITS (tentative)</p>

	<p>Questions: What are the costs of reproducing, distributing, and preserving a document? How do these change over time and across cultures?</p>	<p>“What is the history of books, revisited” (2007)</p> <p>Houston (2016), Chapter 14, “Ties that bind: binding the paged book”</p>	<p>demonstrations of printing, bookmaking, and archival storage of obsolete media. Reflect on these demos — What did you learn about the technologies? How do they constrain how language is recorded? What kinds of industries do they require from members of their respective societies?</p>	
6	<p>Privacy and control of one’s labor: the connection between language and labor</p> <p>Questions: How did ideas of copyright, ownership, and attribution originate and why do they matter?</p>	<p>Le (2021). “Experts crack the secret to last letter of Mary, Queen of Scots before her execution.”</p> <p>Johns (2009), from <i>Piracy</i></p>	<p>Comm #5: Write a letter, letterlock it, and deliver it to someone you know. Reflect on your experience and the recipient’s. What are your expectations about the privacy of your communications, and did these vary when you used analog vs. digital methods? In what ways were those expectations culturally specific?</p>	<p>Friday 2/17 - Group project #1 due</p>
7	<p>Privacy, cont’d.</p>	<p>Bailey (2020) “10 Ways EU Copyright is Different from the US.”</p> <p>Alexander, Julia (2018). ‘Internet is under threat’: what you need to</p>	<p>Group Project #2: In week 5, we estimated the “true” cost of making a book, considering all of the personnel involved. In teams of 3-4, estimate the true cost for a</p>	<p>Monday 2/20 HOLIDAY - NO CLASS</p>

		know about the EU's Copyright Directive	contemporary AI technology (including costs for development, for training, and serving content). Remember to submit your reflection!	
8	Information spread: the ways information and misinformation spreads Questions: How and when did the link between recording language and legitimacy/objectivity get established? How does viral spread online relate to previous ways rumors spread? How is it different?	Nguyen et al. (2022) Look, Dude: How hyperpartisan and non-hyperpartisan speech differ in online commentary.	Comm #6: Final project preparation A: submit group charter and project proposal	Friday March 3rd - Group project 2 due
9	Offensive language/content: the problem of defining universal characteristics Questions: How is offensive content defined? How do conceptions of free speech and communicative offense interact? Warning: the material this week includes highly defamatory language, including racist, sexist, and ableist discussion of others. It also includes	Abelson et al. (2021), Chapter 7, "You Can't Say That on the Internet"	Comm #7; Final project preparation B: submit bibliography and project presentation plan	

	many taboo terms for sexual contact, human bodily fluids, human organs, and religious figures.			
10	Literacy, reading, and the future of language Questions: What is the past and future of literacy? How does literacy connect with our conceptions of being a modern society?	Olson and Torrance (2016), Chapter 21 “Chinese literacy” and Chapter 22 “The elephant in the room: language and literacy in the Arab world”	Comm #8: The reading this week explores the challenges of reading in your native language. How might their claims be affected by considering more contemporary genres like social media or websites like Wikipedia?	
	FINALS WEEK		FINAL PROJECT DUE by Tuesday at 11:59 pm Remember to submit your reflection!	

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
- 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.

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

In the week on offensive language, we will engage with texts that contain racist, ableist, and sexist language as well as descriptions of 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.

I've included tags for this kind of language next to specific course materials on the syllabus. 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.

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 the 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

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.