

Fall 2023

SOC 169C.2

Cross-Cultural Communications

Class: Social Sciences Building 166, Tue-Thu 5 - 6:30 pm

Instructor: Marina Romani (she/they)

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Office hours: TBD

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(in person or on zoom at <https://berkeley.zoom.us/my/marinaromani>)

Grader:

Tatiana De Leon

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Course Description

With globalization, the internet, and the general shrinking of time and space, cross-cultural interaction has become a necessity in people's everyday lives. This course approaches the field of cross-cultural communications both on the level of large-scale cultural differences as well as common everyday interactions.

This class is designed to be an applied culture class – one in which we are seeking to apply intersectional concepts of culture in everyday life and society. As such, the class is run as somewhere in between a seminar and a workshop with guided lectures and case studies to support the overall direction of the course. In addition, with the support of the instructor, each student will select a cultural subgroup of their choice and will engage in participant observation (ethnographic fieldwork) in order to investigate the group's values and beliefs.

In class, we will interrogate different aspects of cross-cultural communication and cultural differences: race, socioeconomics, family, social relationships, politics, education, gender,

ability and disability, and religion. While exploring these topics, we will strive to engage in personal self-reflection and hands-on experience, and to understand the connections to larger social structures.

Specifically, the goals of this course are:

1. To learn, describe, and analyze common and important social and cultural patterns;
2. To provide a space for students to reflect on their own personal experience with cultural difference;
3. To successfully engage with different cultures;
4. To develop self-awareness of one's own constructed social and cultural and subjectivity;
5. To encourage students to engage hands on with different cultures and to meaningfully experience and grow in their cross-cultural communication skills.

Readings

All readings and course materials will be available on bCourses. Please check bCourses weekly for the most updated version of the readings schedule.

There's some flexibility in some sections of our schedule. If we collectively, as a class, decide to change some of the readings in order to pursue specific topics or discussions that may arise, I'll be happy to update the syllabus accordingly.

Students are expected to thoroughly and carefully read the course policies below.

Grading, Assignments, and Deadlines

This class can be taken for 3 or 4 units.

Grade Distribution for 4-Unit Class

ASSIGNMENT		WEIGHT	DEADLINE
Participation		20%	<i>Every week in class</i>
Group Activity		5%	
Cultural Self-Analysis Assignments		20% (total)	
	1. <i>Interview About You</i>	7%	<i>September 29 (Week 6)</i>
	2. <i>Self-Analysis Essay</i>	13%	<i>October 16 (Week 9)</i>
Cultural Subgroup Assignments		55% (total)	
	1. <i>Proposal</i>	5%	<i>September 3 (early Week 3)</i>
	2. <i>Deep Description</i>	15%	<i>November 5 (early Week 12)</i>
	3. <i>Fieldwork and Fieldnotes (400 words weekly)</i>	10%	<i>December 12 (Week 17)</i>
	4. <i>Final Paper (10-12 pages)</i>	25%	<i>December 12</i>

Grade Distribution for 3-Unit Class

ASSIGNMENT		WEIGHT	DEADLINE
Participation		20%	<i>Every week in class</i>
Group Activity		5%	
Cultural Self-Analysis Assignments		20% (total)	
	1. <i>Interview About You</i>	7%	<i>September 29 (Week 6)</i>
	2. <i>Self-Analysis Essay</i>	13%	<i>October 16 (Week 9)</i>
Cultural Subgroup Assignments		55% (total)	
	1. <i>Proposal</i>	5%	<i>September 3 (early Week 3)</i>
	2. <i>Deep Description</i>	15%	<i>November 5 (early Week 12)</i>
	3. <i>Fieldworks and Fieldnotes (300 words weekly)</i>	10%	<i>December 12 (Week 17)</i>
	4. <i>Final Paper (8-10 pages)</i>	25%	<i>December 12</i>

Grading Scale

A+ (98-100)

A (93-97)

A- (90-92)

B+ (88-89)

B (83-87)

B- (80-82)

C+ (78-79)

C (73-77)

C- (70-72)

D+ (68-69)

D (63-67)

D- (60-62)

F (everything below 60)

Reading List and Semester Schedule

May be subject to changes. Please consult bCourses for the most updated version of the readings

Readings should be completed before the class in which they are assigned.

All readings are available on our bCourses site.

“My approach to public education is quite simple – we need a public that is informed and that shares a common commitment to some notion of the common good. A quality public education also aims to cultivate a knowledgeable public that holds fast to broader ethical principles of equity and fairness. But an educated public requires not just information, but also skills of critical thinking that enable its members to make informed decisions. A good public education equips people with skills of critical analysis so that they can tell the difference between so-called fake news and reputable professional journalism. This kind of educated public must cultivate a sense of self reflexivity so that it can assess how well public officials contribute to the public good.”

Patricia Hill Collins, 2019

Week 1: Thu August 24 – Introduction to the course

- Introduction: syllabus, policies, course details.

Week 2: Approaches to Studying Culture: Generalizations and Dimensions

August 29

- Carefully read the syllabus.
- Mills, C. Wright. 1959. *The Sociological Imagination* (excerpt, pp. 3-11).
- Miner, Horace. 1956. “Body Ritual among the Nacirema,” *American Anthropologist*, 58 (3): 549-561.

August 31

- Hofstede, Geert H. 2001. *Culture's Consequences*. Sage Publications (short excerpts).
- Hobsbawm, Eric. 1983. *The Invention of Tradition*. Canto Press (short excerpts).
- Harsha Walia. 2013. *Undoing Border Imperialism*. AK Press (short excerpts).
- Yunkaporta, Tyson. 2019. *Sand Talk: How Indigenous Thinking Can Save the World*. HarperOne Press (short excerpts).

Week 3: Orientation to Fieldwork: Ethnography and Subjectivity

September 5

- Carr, Deborah, et al. 2018. "Ethnography" in *The Art and Science of Social Research* (302-337). Norton & Company.

September 7

- Clifford, James. 1986. "Introduction: Partial Truths" in *Writing Culture. The Poetics and Politics of Ethnography*, 1-13. UC press.
- Emerson, Robert, Fretz, Rachel, and Shaw, Linda. 2011. "Fieldnotes in Ethnographic Research" in *Writing Ethnographic Fieldnotes* (Second Edition), 1-20. U Chicago Press.

Optional reading:

- Hurn, Brian J. and Tomalin, Barry. 2013. *Cross-Cultural Communication. Theory and Practice*. Palgrave (excerpts).

Week 4: Personality and Biography

September 12

- Kim, Uichol, Yang, Kuo-Shu, and Hwang, Kwang-Kuo. 2006. "Contributions to Indigenous and Cultural Psychology. Understanding People in Context" in *Indigenous and cultural psychology: Understanding people in context*, 3-25. Springer Science.
- Chiu, Chi-Yue, Kim, Young-Hoon, and Wan, Wendy W.N. 2008. "Personality: Cross-Cultural Perspectives" in *Personality theories and models*, 124-144. Sage Publications.

September 14

- NPR Throughline's episode "A Story of Us" with Tamim Ansary, Ramtin Arablouei and Rund Abdelfatah (podcast).
- Gray, Jan-Henry. 2019. "I'm a Good Person Because My Childhood Was" (poem)
<https://poets.org/poem/im-good-person-because-my-childhood-was>
- Excerpts on Paulo Freire's concept of critical consciousness.
- Discussion of "Interview About You" and "Cultural Self-Analysis Paper".

Week 5: September 19 and 21 – Race: Case Studies

- Review the timeline of Black Lives Matter events (2013 - 2020).
- Anderson, Carol. 2014. "Ferguson isn't about black rage against cops. It's white rage against progress." *The Washington Post*.
- Pai, Hsiao-Hung. 2020. "The refugee 'crisis' showed Europe's worst side to the world". *The Guardian*.
- Metzl, Jonathan. 2020. "How People Are 'Dying of Whiteness' Amid COVID-19" (video).

Optional:

- Arnold, Erik K. 2017. "The BLM Effect: Hashtags, History and Race". *Race, Poverty & the Environment*. 21(2):8-15.
- Man, Simeon. 2020. "Anti-Asian violence and US imperialism". *Race & Class*. 62(2):24-33.

Week 6: September 26 and 28 – Family and Childrearing

- Chao, Ruth K. 1994. "Beyond Parental Control and Authoritarian Parenting Style: Understanding Chinese Parenting through the Cultural Notion of Training." *Child Development*. (65): 1111-1119. (You can skip the "Results" section).
- Doepke, Matthias and Zilibotti, Fabrizio. 2019. "Parenting Styles around the Contemporary World" in *Love, Money, and Parenting: How Economics Explains the Way We Raise Our Kids* (Princeton UP), excerpts.

Optional:

- Gerson, Kathleen. 2020. "The Shaping of a New Generation" in *The Unfinished Revolution: How a New Generation is Reshaping Family, Work, and Gender in America* (Oxford UP, 2020), excerpts.
- Cooper, M. and Pugh, A. 2020. "Families Across the Income Spectrum: A Decade in Review". *Journal of Marriage and Family* 82: 272-299.

Week 7: October 3 and 5 – Education

- Broderick, Alicia A. and Leonardo, Zeus. 2016. "What a Good Boy. The Deployment and Distribution of "Goodness" as Ideological Property in Schools" in *DisCrit—Disability Studies and Critical Race Theory in Education*, edited by David J. Connor, Beth A. Ferri, and Subini A. Annamma (Columbia UP).
- Anderson, Melinda D., 2014. "Why the Myth of Meritocracy Hurts Kids of Color". *The Atlantic*.
- Brown, Video: Lydia X. Z. 2019. "Neurodiversity and Disability Justice" (video).

Optional:

- Khan, Shamus R. 2011. "Democratic Inequality" in *Privilege. The Making of an Adolescent Elite at St. Paul's School* (Princeton UP).

Week 8: October 10 and 12 – Gender and Culture

- National Center for Transgender Equality. "Supporting the Transgender People in Your Life: A Guide to Being a Good Ally"
- Johfre, Sasha Shen and Saperstein, Aliya. 2019. "Racial and Gender Identities". *The Poverty and Inequality Report 2019, Stanford Center on Poverty and Inequality*.
- Vaid-Menon, Alok. 2019. "Beyond the Gender Binary" (video).

Optional:

- Stryker, Susan. 2018. *Transgender History*. Chapter 1 ("Context, Concepts, and Terms") and Chapter 2 (A Hundred-Plus Years of Transgender History").

Week 9: October 17 and 19 – Politics: Case Studies

- "USA Today: They're not clichés. Who are Donald Trump's supporters? The USA TODAY NETWORK interviewed voters in every state to find out." Go to this website and listen to 5 different people talk about why they support Trump.
- Iyengar, Shanto et al. 2019. "The Origins and Consequences of Affective Polarization in the United States". *Annual Review of Political Science* 22, 7: 1-18.

Optional:

- DellaPosta, Daniel. 2020. "Pluralistic Collapse: The 'Oil Spill' Model of Mass Opinion Polarization," *American Sociological Review* 85, 3: 507-529.

Week 10: October 24 and 26 – Socio-economic Class

- Leondar-Wright, Betsy. 2005. "Are There Class Cultures?"
- Cohen, Patricia. 2010. "Culture of Poverty Makes a Comeback," *The New York Times*.
- Browse *The Annual Poverty and Inequality Report 2019*, especially the sections on Social Mobility and Income and Earnings.
- Stiglitz, Joseph. 2012. *The Price of Inequality: How Today's Divided Society Endangers Our Future*- Preface and Chapter 1 ("The One Percent's Problem"), excerpts.

Week 11: October 31 and November 2 – Ability/Disability

- Selection from Piepzna-Samarasinha, Leah Lakshmi. 2022. *The Future Is Disabled: Prophecies, Love Notes and Mourning Songs*. Arsenal Pulp Press.

Week 12: November 7 and 9 – Relationship with the Land

- Selection from journal issue edited by Henrike Rau & Ricca Edmondson. 2022. Responding to the Environmental Crisis: Culture, Power and Possibilities of Change, *European Journal of Cultural and Political Sociology*, 9:3.

Week 13: November 14 and 16 – Relationship with the Land

- Readings TBD

Week 14: November 21

- Review session for the whole class

Week 15: November 28 and 30 – Workshop

Final paper workshop
Reflections and sharing

RRR Week: December 4-8

No class

Finals Week: December 11-15

Course Requirements and Policies

Participation

This class is run like a seminar, which means that, while I do give short lectures, I expect you to actively engage with the readings and to be ready to share about how your experiences relate to the class material. The more you are able to share about your experiences, the more other students and yourself will benefit from our discussions, and the better you will do in the class. In this way, the class relies on participation and social learning.

Please come to class prepared to discuss the week's reading and/or topic. Your participation during class is crucial to learning, understanding, and growing in your cross-cultural communications. In this class especially, what you get from it is what you put into it, so participation is absolutely key.

“Participation” does not mean simply speaking out a lot. The content, quality, and depth of your participation are just as important as how many times a week you speak. I do take notes and keep a record of participation, including large group and small group discussions.

For those of you who may dislike participating in large groups or spontaneous participation, there are several options that I am happy to work out with you. If you are at all concerned about participation, please see me early in the semester in office hours to talk about this. Due to the nature of this course's subject matter and the focus on communication, sharing about your experiences in class is truly an important and critical part of the course, so I encourage you to put yourself out there.

Readings

All reading and viewing assignments need to be completed prior to the scheduled class. All materials are available on bCourses.

If you'd like to print your readings, you can print for no charge at [Open Computing Facility \(OCF\)](#) in the MLK Student Union. OCF is a volunteer-run computer lab where you can print your assignments and papers.

You can print for a fee at several UC Berkeley libraries:
<https://studenttech.berkeley.edu/campus-libraries>

<https://www.lib.berkeley.edu/visit/print-scan>

Group Activity

In small groups, you will be expected to prepare a creative and interactive group activity on one of the week's topics. The activity should last around 25 minutes. The week before your group's activity, I will meet with the group after class to briefly talk through the lecture and readings. I invite you to be very creative with these student-led times, from creating fun activities to presenting interesting examples/case studies and leading debates and discussions. The goal of all these group activities should be **discussion and interaction** in the classroom.

The groups will be created during the third week of class. These student-led times will receive a group grade and they will be graded based on 1) preparation, 2) discussion and interaction, and 3) meaningful activity. Don't worry—they will be graded in a rather low-stakes way to alleviate any concerns or tensions you have with group projects in general.

Cultural Self-Analysis Paper

This assignment is broken down into two parts: 1) an interview done with a family member or close friend, and 2) a final analytical and reflective paper.

1. The first part is an **interview about you** where you will conduct an interview/conversation with a close family member or close friend about how they perceive or see you. The family member should be someone close to you who has seen you grow up. This could be a mother, father, sibling, grandparent, chosen family member, or caregiver who helped raise you. The goal of this interview is to get a third person perspective on who you are. Questions will be provided for you to go through during the interview/conversation. You will submit a write-up of the conversation and a short reflective summary of what you learned during the conversation.
2. The final part is writing a **self-analysis essay**. This assignment is a 4-5-page double-spaced paper on how your personal culture(s) affects your current values, beliefs, and ways of communication. This paper is designed to allow you an opportunity to examine how your own cultural and social identities and history affect your identity. Your paper will be evaluated based on insightfulness, depth of reflection, detailed descriptions/examples, and your analytical approach.

Cultural Subgroup Paper (Final Project)

A cornerstone of this course is that you will be required to engage in a cultural subgroup throughout the semester. Starting from the very first week of class, you should begin to look for an appropriate cultural subgroup that would allow you to 1) engage relatively regularly with the same community or group of people, 2) provide you a space to interact with people who are different from you, and 3) give you some exposure to a real subculture community (even in a virtual setting).

You will be required to participate in this subgroup on a weekly basis (once or twice a week is the standard for the 4-unit class, whereas once every week is the standard for the 3-unit class). Alternative time structures can be worked out, but hours spent on this project must be relatively equivalent to 2-4 hours per week.

The paper is broken down into five assignments: 1) a **proposal** due early in the first month of the course, 2) **fieldwork and fieldnotes** to be recorded throughout the semester, 3) a **deep description** due towards the middle-end of the course, 4) a **final paper** due during finals week.

1. The **proposal** will help identify early in the semester a good subculture and community space (online or in-person) that you can access during this time. Whatever you choose, make sure that this will not put you at any health risk and be only what you are comfortable with.
2. **Fieldwork and fieldnotes**: the cultural subgroup project involves interaction with your chosen culture/group. This interaction, or fieldwork, may take several forms, including participation online and research. We will discuss in detail during the first weeks of class. You will begin fieldwork by week 4 at the latest and continue through the last week of instruction, except for Thanksgiving week. A total of 10 weeks of qualifying field notes is required for full credit. You will keep a journal of your experiences and observations. These fieldnotes are the foundation for your final paper and should be written immediately after your fieldwork each week. You will also submit all of your field notes at the end of the semester. Students taking the course for 3 units must write at least 300 words per week; students taking 4 units must write at least 400 words per week.
3. The **deep description** will function like writing an early draft of a portion of the final paper. In this assignment, you will describe key cultural characteristics, norms, or

values that you have noticed in the cultural subgroup you have been engaged with. You will submit a 4-5-page formal paper that provides descriptions and specific examples from your engagement. This will serve as the beginnings of your final paper.

4. The **final paper** will be a 10-12-page formal paper (8-10 pages for the 3-unit students) that includes three sections: a deep description of the cultural traits of the subgroup; what you learned from this experience; a self-reflection in terms of how you see their culture as different from yours in various ways and how cross-cultural communication can become important in engaging with the cultural subgroup.

Course Policies

Public Health Guidelines

We will follow UC Berkeley's public health measures related to the coronavirus pandemic and any other circumstances. You'll find the most current information here:

<https://uhs.berkeley.edu/coronavirus-covid-19-information>. Let's take care of each other and our communities.

Attendance

Attendance is mandatory in this class, and I will take attendance for each class meeting.

You get two unexcused absences; after your second unexcused absence, your overall grade will drop 5% for every subsequent unexcused absence.

Missing more than 4 classes will result in failing this course.

To get credit for attending a class, you must not be more than 10 minutes late and must stay to the very end of the class; otherwise it will be considered an absence.

If you can't attend because of a religious observance, emergency, sports schedule, or health issue, please talk to me as soon as possible (see the **Academic Accommodations** section below).

Grading Philosophy

I will provide you with extensive guidelines for each assignment during the semester. I will grade your work with the utmost care and respect, and in the most unbiased way possible. I believe that the grade you get is the grade you earn. I also believe that your final grade in the course should reflect an accurate assessment of the entire body of work you submit for the class. If something unexpected or tragic occurs with one assignment (e.g. you do much worse on an assignment due to personal circumstances, you were unable to turn it in on time and received a 0, etc.), I will still evaluate the rest of your coursework to see what grade you deserve for the entire course—in other words, focus on the other assignments and show you deserve an A in the course in spite of one major slip-up. You will never receive a grade *lower* than what you earned by sheer point calculation, but you may receive a grade *higher* if your work proves it (e.g. improvement during the semester, exceptional final paper, etc.).

I review every grade submitted at the end of the course and will handle things like borderline grades, rounding, etc. based on the performance of your work as a whole. I even sometimes re-read your already graded work to see if you should be bumped up from a B+ to an A- if you are on the borderline. These are done for *every student*, regardless of whether you email me or not (to ensure a fair playing field for all my students).

Late Assignments and Extensions

All deadlines are indicated in this syllabus: please put them on your calendar and make sure to turn in your work on time. It's your responsibility to carefully check to make sure that your work is uploaded correctly on bCourses.

Late work will be downgraded one third of a letter grade per day (e.g., A to A-, B+ to B, etc.). Work submitted more than 3 days after the deadline will not be graded and will receive a zero.

Extensions will only be given in extreme circumstances, with prior notification and appropriate documentation (such as a doctor's note) explaining the reason why the assignment cannot be turned in on time.

We are living in very difficult times, and many of us are struggling in lots of different ways. Let's check in with each other when necessary and take care of our community. I understand that life is messy and complicated, and unexpected circumstances may arise, but please reach out to me as soon as possible if this is the case. I really want to support

you and I want you to succeed, but in order to do that you need to keep open communication with me. Feel free to reach out!

Regrade Policy

If you want to ask for a re-grade, please follow the steps below. You have 10 days after receiving your grade to initiate this process. I do not do re-grades after this 10-day cut-off (to avoid people asking for re-grades at the end of the semester because their grades are borderline).

1. Write a detailed cover letter to me and to your grader in which you explain how you understand the grader's perspective and why you still have an issue with the grade (not in terms of effort, but what you thought was mis-graded in terms of content, structure, guidelines, rubric).
2. I will re-grade your work (the entire assignment) and whatever grade you get becomes the final grade (either higher or lower).

Please have sober judgment over your own work and really consider the grader's perspective. Regardless of how much time or effort you put into the assignment, if it simply did not meet the requirements or if you did not adequately communicate the content, you may still have gotten a lower grade.

Technology

Please don't hesitate to use a laptop or tablet to take notes in class. However, checking social media or messaging friends does not constitute "participation", and I will count you absent if I find you misusing your computer during class.

Technology use excludes phones – please keep your phones away during class.

Communication and Office Hours

Feel free to come into office hours for anything, course or life related! Come to introduce yourself, to talk about your academic interests, or if there are any circumstances that are making your semester harder. I'll always be happy to talk!

Please sign up at the link at the top of the syllabus if you know in advance that you'd like to come in. If you do not sign up, you are still welcome to drop in, but I do sometimes step out of the office/Zoom call when there is no appointment to run a quick errand.

If office hours are full or you cannot make the times, you may email me to set up another time. If you have a very short question, you can try to drop by and sneak in before/after a student for a quick question (as not every student will use the entire 20 minutes they signed up for) – but be prepared to wait patiently as well.

Please expect a 24 to 48 hour turnaround for emails – this means you should not put off questions until the last minute. While I am happy to respond to specific and minor questions over email, it is more helpful to discuss substantive issues in person during office hours. Make sure to check your berkeley.edu email address for all course-related correspondence throughout the semester.

Academic Accommodations

If you need support, I am happy to help you find the right campus resource who can help, without needing to disclose private personal information to me.

The purpose of academic accommodations is to ensure that all students have a fair chance at academic success. Disability, or hardships such as basic needs insecurity, uncertain documentation and immigration status, medical and mental health concerns, pregnancy and parenting, significant familial distress, and experiencing sexual violence or harassment, can affect a student's ability to satisfy particular course requirements. Students have the right to reasonable academic accommodations, without having to disclose personal information to instructors. For more information about accommodations, scheduling conflicts related to religious creed or extracurricular activities, please see the Academic Accommodations hub website: [Academic Accommodations Hub | Executive Vice Chancellor and Provost](#)

Feel free to come and talk to me any time about any issues regarding accommodations about assignments, deadlines, attendance, and anything related to our course.

Student Learning Center

The [Student Learning Center](#) offers academic support in different fields, including social sciences and writing: “The Student Learning Center supports a global community of learners as they navigate the cultural expectations and academic rigor of UC Berkeley.

Through service models that honor their diverse starting points and meet them where they are, we aim to empower all students to realize their full academic potential and aspirations.”

If you would like more support with your writing, there are resources on campus to help in writing your papers.

1. Check out the Student Learning Center and their programs: [Writing | Student Learning Center](#)
2. Look on the bCourses website for our class. I will post some resources in a folder labeled “Writing Resources.” These are some rather thorough guides written specifically by and for the Sociology department.

Mental Health, Wellness, and Care

All students — regardless of background or identity — may experience a range of issues that can become barriers to learning. These issues include, but are not limited to, strained relationships, anxiety, depression, alcohol and other drug problems, difficulties with concentration, sleep, and eating, and/or lack of motivation. Such mental health concerns can diminish both academic performance and the capacity to participate in daily activities. In the event that you need mental health support, or are concerned about a friend, UC Berkeley offers many services, such as free short-term counseling at University Health Services.

[CAPS](#) is an excellent resource on campus: “UHS Counseling and Psychological Services (CAPS) supports the emotional, psychological, educational, social and cultural development of all UC Berkeley students through a wide range of multiculturally based counseling, psychiatric, career, consultation, training and educational services.”

If you find you are struggling, please feel free to come talk to me. I’m not a mental health professional, but I can always listen to you and direct you to the resources available on campus, and support you as best as I can. Please do not wait until you are suffering to reach out, although you can certainly do so even at that point.

Another campus website which has links to many resources is [recalibrate](#). I will add more resources for mental health and wellbeing on bCourses over the course of the semester.

Remember that seeking help is a good and courageous thing to do — both for yourself and for those who care about you.

Disabled Students' Program

“The Disabled Students' Program promotes an inclusive environment for students with disabilities. We equip disabled students with appropriate accommodations and services to achieve their individual academic goals. We are dedicated to supporting disabled students and collaborating with the campus community to remove barriers to educational access and embrace the University's values of equity and inclusion. We believe that an accessible environment universally benefits everyone” (<https://dsp.berkeley.edu/>). If you have a diagnosis, DSP can help you document your needs and create an accommodation plan. By making a plan through DSP, you can ensure appropriate accommodations without disclosing your condition or diagnosis to course instructors.

If you are part of the DSP and require special accommodations, please try to make arrangements in advance—this will guarantee you access to your accommodations. If you do make arrangements last minute, we will try our best to still accommodate, but try to ask in advance, even if it's just in case.

To ask for an extension or accommodation using your DSP letter, you must first be sure that your DSP letter allows for the accommodation you are requesting. If you are asking for an extension, please suggest a reasonable due date (allowed by your letter) to turn in the assignment.

Sexual Harassment and Violence Support Services

To learn more about how to support survivors, or how to file a report and receive support services, start here: <http://survivorsupport.berkeley.edu>. Please note that I am not a confidential advocate; I am a Responsible Employee, which means that if you tell me about sexual violence or sexual harassment that you or another student experienced, I need to share that information with the [Office for the Prevention of Harassment and Discrimination](#). There are [confidential resources](#) I can connect you with.

Economic, Food, and Housing Support

If you are in need of economic, food, or housing support, you can find help at the [Basic Needs Center](#). You may be eligible for money to buy groceries via [CalFresh](#) or our [Food Assistance Program](#). If you are in need of food immediately, please contact our [UC Berkeley Food Pantry](#).

Undocumented Students Support

The [Undocumented Student Program](#) is a great resource here on campus: “UC Berkeley’s Undocumented Student Program (USP) – a component of the Centers for Educational Equity and Excellence – provides guidance and support to undocumented undergraduates at Cal. USP practices a holistic, multicultural and solution-focused approach that delivers individualized service for each student. The mental health support, academic counseling, legal support, financial aid resources and extensive campus referral network provided by USP helps students develop the unique gifts and talents they each bring to the university, while empowering a sense of belonging. The program’s mission is to support the advancement of undocumented students within higher education and promote pathways for engaged scholarship.”

Technology and Internet Support

Please check the [Student Technology Services](#) page for the latest information on university-provided support.

Academic Misconduct and Plagiarism

You are a member of an academic community at one of the world’s leading research universities. Universities like Berkeley create knowledge that has a lasting impact in the world of ideas and on the lives of others; such knowledge can come from an undergraduate paper as well as the lab of an internationally known professor. One of the most important values of an academic community is the balance between the free flow of ideas and the respect for the intellectual property of others. Researchers don’t use one another’s research without permission; scholars and students always use proper citations in papers; professors may not circulate or publish student papers without the writer’s permission; and students may not circulate or post materials (handouts, exams, syllabi – any class materials) from their classes without the written permission of the instructor.

Any test, paper or report submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from your instructor. In all of your assignments, including your homework or drafts of papers, you may use words or ideas written by other individuals in publications, web sites, or other sources, but only with proper attribution. If you are not clear about the expectations for completing an assignment or taking a test or examination, be sure to seek clarification from your instructor beforehand. Finally, you should keep in mind that as a member of the campus community, you are expected to demonstrate integrity in all of your academic endeavors

and will be evaluated on your own merits. According to each specific case, the consequences of cheating and academic dishonesty may include failing an assignment, failing a course, including a formal discipline file.

The [Code of Student Conduct](#) defines plagiarism as follows:

A. Cheating. Cheating includes fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

B. Plagiarism. Plagiarism includes use of intellectual material produced by another person without acknowledging its source. Plagiarism also includes self-plagiarism.

C. False Information and Representation and Fabrication or Alteration of Information. Furnishing false information, failing to identify oneself honestly, fabricating or altering information and presenting it as legitimate, or providing false or misleading information to an instructor or any other University official in an academic context.

D. Theft or Damage of Intellectual Property. Sabotaging or stealing another person's work, improper access to or electronically interfering with the property of another person or the University, or obtaining or distributing a copy of an exam or assignment without the permission of the instructor.

E. Alteration of University Documents. Forgery of an instructor's signature, submitting an altered transcript of grades to or from another institution or employer, putting one's name on another individual's work, or falsely altering a previously graded exam or assignment."

The [Center for Student Conduct](#) "contributes to the holistic development of students by administering the Code of Student Conduct through equitable practices that promote education, foster a sense of accountability, and encourage community responsibility and mutual respect."

Please familiarize yourself with what plagiarism is, with [the university policies on cheating and plagiarism](#), and their consequences. I encourage you to ask me questions — in class or in office hours — if you are not sure about what constitutes plagiarism.

Feedback

I value your feedback on our course and I aim to create a respectful, productive, and comfortable learning environment. If you'd like to share any feedback you might have about our course, feel free to come talk to me in office hours any time during the semester. Thank you!

Friendly Reminders

- ❖ **Complete and think thoughtfully about all readings prior to class.**
- ❖ **Submit your work on time.**
- ❖ **Ask questions when you do not understand.** Some of the texts we read are difficult. There will be things we each find confusing or perplexing every week. It is important that you take the initiative to work through that puzzlement. I'm happy to support you to better understand all the materials from our course!
- ❖ **Keep open communication.** If some problem is affecting your performance in the course, please get in touch with me. I am eager to help everyone do as well as possible in, and get to the most out of the course.

Remember: we are all responsible for creating a learning environment that is welcoming, inclusive, equitable, and respectful. The expectation in this class is that we all live up to this responsibility, even during vigorous debate or disagreement.