

Spring 2024  
SOC 180C

## Comparative Perspectives on US and European Societies: Culture

**Class:** Monday, Wednesday, Friday 2 - 3pm in Morgan 101

**Instructor:** Marina Romani (she/they)

**Email:** [marinaromani@berkeley.edu](mailto:marinaromani@berkeley.edu)

**Office:** SSB 498

**Office hours:** Tue 2:30-3:30 and Wed 3:30-4:30

**Sign up for office hours:** [marinaromani.youcanbook.me](https://marinaromani.youcanbook.me)

(in person in SSB 498 or on zoom at <https://berkeley.zoom.us/my/marinaromani>)

### **Readers:**

Tatiana Mey De Leon [tatiana\\_deleon@berkeley.edu](mailto:tatiana_deleon@berkeley.edu)

William Rathje [wraithje@berkeley.edu](mailto:wraithje@berkeley.edu)

### Course Description

This survey course explores some of the features and complexities of contemporary US and European societies. Specifically, we will focus on cultural phenomena such as the construction of a national identity, diasporic identities, othering and belonging, consumerism, and the notion of cultural capital.

We'll start by examining the concept of "imagined community" (Anderson 1983), a historical and sociological critical framework for understanding identity formation within and beyond national borders. We will then analyze and challenge two key concepts: the notion of American exceptionalism and the myth of a European identity. We will delve into crucial topics such as migration, US cultural hegemony and challenges to it, the dangers of populism, and community-based approaches to mental health and to socio-political and historical trauma..

The course will be taught through a multidisciplinary, multimedia, and intersectional approach, and American and European cultures will be explored in a wide range of

expressions – from poetry to TV series, from social media to music, and more. Together with our case studies, we will focus on different sociological theories (Bourdieu, Gramsci, Hall, Collins) that will guide and inform our understanding of the materials.

## Objectives

By the end of the course, students will:

- Develop comparative and intercultural analytical skills.
- Be able to critically analyze cultural phenomena in the US and European societies while also taking into consideration the global and cross-cultural implications of such phenomena.
- Understand the sociological impact of colonialism and imperialism, populism, and cultural hegemony.
- Apply sociological theories and methods to contemporary cultural issues.
- Reflect on their own positionality and how cultural constructs have impacted their own experiences.
- Develop the ability to articulate their thoughts and analyses effectively through class discussions and written assignments.

## Readings

All readings and course materials will be available on bCourses. Please check bCourses 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.**

## Grade Breakdown, Assignments, and Deadlines

ASSIGNMENT	WEIGHT	DUE DATE
<b>Participation</b>	20%	- Beginning-of-semester questionnaire - One weekly response due every Friday between Week 2 and Week 13
<b>Midterm 1</b>	25%	February 24
<b>Midterm 2</b>	25%	April 15
<b>Final Exam 3</b>	30%	May 8

### Participation

Participation is crucial to the learning experience in our course. You are responsible for studying all the materials we cover during class, including on days when you are absent. I will not take attendance every day, but your participation and engagement with the materials will be evaluated by each student posting weekly responses on bCourses (see below).

Participation includes:

1. **Bringing your annotated readings to class** (electronic version is fine – that’s what I’ll be using as well).
2. **Every Friday between Week 2 and Week 13, submitting one comment or reflection (between 350 and 400 words each) related to the weekly readings. Some weeks I might require you to write longer responses or work on specific prompts, therefore make sure to check the guidelines on bCourses.**

Your responses may refer to: major arguments or propositions in the readings, specific details or passages that you’d like to consider together, extra materials or topics related to the readings, how the readings relate to current events.

This assignment will be graded for completion (credit/no credit) and you will receive full credit only if you:

- submit all required questions. You are allowed one excused response (a total of 10 entries is required to receive full credit).
- write responses that are reflective, not simply a summary of course content;
- respond to the week's prompt, when one is assigned.

3. **Engaging in in-class discussion, activities, and active listening.** This means taking part in small-group discussions, engaging with other students' comments, and sharing your group's comments and reflections with the whole class.

**While this is a large class and I will give several lectures, I welcome you all to participate by sharing with the class or during office hours any particular reflections or examples relevant to our course.**

## Readings

In this course, readings and assignments will take a substantial amount of time, and you should plan accordingly. Annotating your readings and note-taking are crucial in order to keep up with the class materials.

All reading and viewing assignments need to be completed prior to the scheduled class. All materials are available on bCourses, and you are expected to bring the assigned readings to every class (paper or electronic copy).

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>

## Exams

The three exams for this course will be timed, take-home, open-book, examinations that consist of short essays that assess students' mastery of the course materials. Exams will be cumulative (covering material from the entirety of the semester) and will be geared towards asking students to synthesize the scholarship and case studies covered in the course.

Students who keep up with the course materials and lectures will be well prepared to successfully complete the exams.

Grade distribution and due dates for the reading responses are indicated on this syllabus. Before deciding to remain in this course, make sure you check all the deadlines and make sure you are able to meet them.

## **Grading Scale**

A+ (100)

A (93-99)

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:

**Wed Jan 17**

- Introduction to the course.

**By January 21, complete the [beginning-of-semester questionnaire on bCourses](#).** This questionnaire is required if you'd like to stay enrolled in this course and is part of your participation grade.

*Note:* If you are not yet enrolled in this course when classes start, you will have time to submit the questionnaire until January 31.

**Fri Jan 19**

- Carefully read the syllabus.

- Trinh T. Minh-Ha, 2010, “Far Away, From Home (The Comma Between)” (pp. 10-13) in *Elsewhere, Within Here*.
- Ocean Vuong, 2019, *On Earth We’re Briefly Gorgeous*, excerpt.
- Yesenia Montilla, 2017, “[Maps](#)”.
- Naomi Shihab Nye, 2008, [Gate A-4](#).

## Week 2: Imagined Communities

### Mon Jan 22

- Benedict Anderson, 1983, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Read pp. 4-12 and pp. 37-46 (as indicated on the pdf).
- Alan Finlayson, 2012, “Imagined Communities” from *The Wiley-Blackwell Companion to Political Sociology*. Read pp. 275-282 (“Nationalism”, “Political Legitimacy and Imagined Community”, “Imagined Community after the Nation”, and “Conclusion”).

### Wed Jan 24

- Almas Khan, 2022, “Multilingualism and Racial (Re-)formation in the Contemporary U.S. Campus Novel”, *Parallax* 28:1, pp. 74-90.
- *Optional*: Jesse van Amelsvoort & Nicoletta Pireddu, 2022, “Introduction: Imagining Communities, Multilingually”, *Parallax*, 28:1, pp. 1-12.

### Fri Jan 26

- Analysis and review of the texts from Week 1 and Week 2, and in-class discussion. Bring your reflections to class.

## Week 3: Europe between Myth and Critical History

### Mon Jan 29

- Stuart Hall, (2021 [2002]), “In But Not of Europe: Europe and Its Myths” (pp. 374-383) in *Selected Writings on Race and Difference*, ed. Paul Gilroy and Ruth Wilson Gilmore.

### Wed Jan 31

- Sandra Ponzanesi and Bolette Blaagaard, 2012, “In the Name of Europe” in *Deconstructing Europe. Postcolonial Perspectives*.

### Fri Feb 2

- Igiaba Scego, 2018, “[Italy is my country – but it must face its racist history](#)”, *The Guardian*.

- Igiaba Scego, 2020, "[Igiaba Scego on Writing between History and Literature](#)", [Public Books](#).

## Week 4: American Exceptionalism

### Mon Feb 5

Read and watch in the following order. While you're reading, make some notes to identify the most important concepts, especially if they are in contrast with each other.

1. Read: Encyclopaedia Britannica, 2023, "American Exceptionalism".
2. Read: Stephen M. Walt, 2011, "The Myth of American Exceptionalism", *Foreign Policy*.
3. Watch: [Opening sequence](#) of *The Newsroom*, HBO (Season 1, Episode 1, 2012).
4. Read: [Sarah E. Ruble, 2012, "The Newsroom and American Exceptionalism"](#), *The University of North Carolina Press Blog*.
5. Nikole Hannah-Jones, 2019, "[America Wasn't a Democracy, Until Black Americans Made It One](#)", *The New York Times*.

### Wed Feb 7

By today, complete the following exercise and bring it to class (no need to submit anything on bCourses yet). We will discuss your findings in class and you will post your reflections on bCourses in the weekly comments (February 9).

#### **Investigation on American Exceptionalism**

The concept of American exceptionalism, often woven into socio-political and cultural narratives, shapes discussions and viewpoints both within the United States and globally.

At home, look for news articles, political speeches, media (movies, series...) or online debates (in newspapers, social media, etc.) where the concept of American exceptionalism is evoked – defined, advocated, challenged, or anything in between.

Focus on diverse sources, including both US and international perspectives (they don't have to be American or European – feel free to explore beyond, including sources in languages other than English). Once you've identified at least two examples, reflect on the following:

- Identify the context in which American exceptionalism is mentioned. What is the nature of the event, discussion, or issue being debated?



- Are the speakers defining, promoting, criticizing the concept?
- Write some notes about your thoughts on how the concept of American exceptionalism is being used in contemporary discourse. Do these examples reinforce or challenge your understanding of the concept?
- Consider the wider impact of invoking American exceptionalism in public discourse. How does it influence political, social, and cultural narratives?

### **Fri Feb 9**

- Peter Slevin, 2019, "[The Many, Tangled American Definitions of Socialism](#)", *The New Yorker*.
- Robert Kuttner, 2021, "[Book Review: 'Time for Socialism,' by Thomas Piketty](#)", *The New York Times*.
- Eric Blanc, 2022, "[Comrade Thomas Piketty, Welcome to the Socialist Movement](#)", *Jacobin*.

## Week 5: Othering and Belonging

### **Mon Feb 12**

- Pankaj Mishra, 2021, "[The Reorientations of Edward Said](#)", *The New Yorker*.
- Edward Said, 1978, *Orientalism*, excerpts (pp. 414-421).

### **Wed Feb 14**

- Vivek Bald, 2015, "American Orientalism", *Dissent* 62:2, pp. 23-34.

### **Fri Feb 16**

- Chitra Ramaswamy, 2021, "[We Are Lady Parts – Review](#)", *The Guardian*.
- Watch this interview: "['We Are Lady Parts' showrunner Nida Manzoor: Combating 'one-dimensional' stereotypes of Muslim women](#)", 2022.

In-class short screening.

**Exam 1 distributed**

## Week 6: Review

### **Mon Feb 19**

**Holiday – no class.**

**Wed Feb 21**

Review session.

**Fri Feb 23**

**No class: exam 1 due.**

**Week 7: Hegemony: Power of Language****Mon Feb 26**

- Stanford Encyclopedia of Philosophy, 2023, "Antonio Gramsci", excerpts.
- Antonio Gramsci, 1971, "Hegemony" in *Selections from Prison Notebooks*, excerpts.

**Wed Feb 28**

- Rosemary Salomone, 2021, "The English Divide" (pp. 3-18) in *The Rise of English: Global Politics and the Power of Language*.

**Fri Mar 1**

- Qwo-Li Driskill, 2016, "D4Y D8C (Asegi Ayetl). Cherokee Two-Spirit People Reimagining Nation" (pp. 154-165) in *Asegi Stories: Cherokee Queer and Two-Spirit Memory*.

**Week 8: Hegemony: Consumerism and Cultural Capital****Mon Mar 4**

- Bourdieu, excerpts on class and cultural capital.
- David Grazian, 2017, "Living in the Material World: Cultural Consumption and Social Class in America" in *Mix It up: Popular Culture, Mass Media, and Society* (pp. 144-181).

**Wed Mar 6**

- Readings TBD.

**Fri Mar 8**

- Rebecca Rosen, 2015, "Can There Be a Less Materialistic American Dream?, *The Atlantic*.

**Week 9: Challenging Cultural Hegemony****Mon Mar 11**

- Alessandro Portelli, 2020, "We Are Not Going Back: Migrant Music as the New Folk Music of Italy", *Wrocławski Rocznik Historii Mówionej Rocznik 10* (pp. 106-120).

Listen:

- Claudio Villa, "[Roma Forestiera](#)" (1975) (*Rome the stranger, Rome the foreigner*).
- [Va' Pensiero – Orchestra di Piazza Vittorio](#) (2020).
- Roullah Tahavi, "[Mosaferi Ajayeb](#)" (2016) (start at 0'45") from *We are not going back. Musiche migranti di resistenza, orgoglio e memoria* ("Migrant Music of Resistance, Pride, and Memory", curated by Alessandro Portelli, 2016).

### **Wed Mar 13**

- Miye Nadya Tom, 2016, "Contesting History and Pursuing "Other" Knowledge. A Study of Hip-Hop and Non-Formal Education Among Native American Youth in San Francisco and Black Portuguese Youth in Lisbon", *International Review of Education* 62 (6) (pp. 711-731).
- KQED, 2020, [Albuquerque's Native American Dancers Unite Hip Hop and Pow Wow Culture | If Cities Could Dances](#).
- KQED, 2020, [Native American Hoop Dance and Hip Hop, from Minneapolis to Albuquerque | If Cities Could Dance](#).

### **Fri Mar 15**

In-class discussion

## Week 10: Mental Health and Trauma

### **Mon Mar 18**

- Judith Butler, 2004, *Precarious Lives*, excerpts
- Gulnaz Anjum, Mudassar Aziz, and Hadar Khasrow Hamid, 2023, "Life and Mental Health in Limbo of the Ukraine War: How Can Helpers Assist Civilians, Asylum Seekers and Refugees Affected by the War?" [Frontiers in psychology](#) 14.
- Addie Esposito, 2022, "[The Limitations of Humanity: Differential Refugee Treatment in the EU](#)", *Harvard International Review*.

### **Wed Mar 20**

- Karla Cornejo Villavicencio, 2021, "[Waking Up from the American Dream](#)", *The New Yorker*.
- Short in-class screenings and discussion.

### **Fri Mar 22**

No class: I hope you can get some rest!

## Spring Break!

March 25 - 29

## Week 11: Mental Health, Community, and Care

### Mon Apr 1

- Mariame Kaba, 2023, "Care is Fundamental" in *Let This Radicalize You. Organizing and the Revolution of Reciprocal Care* by Kelly E. Hayes and Mariame Kaba.

### Wed Apr 3

- Alice Wong, 2020, "Introduction" in *Disability Visibility. First-Person Stories from the Twenty-First Century*.

### Fri Apr 5

- Reading TBD

**Exam 2 Distributed**

## Week 12: Populisms

### Mon Apr 8

- Peter C. Baker, 2019, "['We the people': the battle to define populism](#)", *The Guardian*.
- Patricia Rodi, Lazaros Karavasilis & Leonardo Puleo, 2023, "When nationalism meets populism: examining right-wing populist & nationalist discourses in the 2014 & 2019 European parliamentary elections", *European Politics and Society* 24:2, pp. 284-302.

### Wed Apr 10

Review session

### Fri Apr 12

**No class - exam 2 due**

## Week 13: Urban Spaces

### Mon Apr 15: LONDON

- Stuart Hall, (2021 [2006]), "Cosmopolitan Promises, Multicultural Realities" (pp. 386-407) in *Selected Writings on Race and Difference*, ed. Paul Gilroy and Ruth Wilson Gilmore.

**Wed Apr 17: NEW ORLEANS**

- In-class screening and discussion

**Fri Apr 19: BAY AREA**

- Lisa Hix, 2020, "Oakland: Once-Bustling Jazz And Blues Scene Was Known As 'Harlem Of The West'", [Bay City News Foundation](#).
- Lewis Watts and Elizabeth Pepin, 2006, *Harlem of the west: The San Francisco Fillmore Jazz Era*, excerpts.

Week 14 - Review Sessions

**Mon Apr 22**

Review

**Wed Apr 24**

Review

**Fri Apr 26**

Review

RRR Week

April 29 - May 3

Finals Week

**(May 6-10) Exam 3 distributed on April 27, due on May 8.**

# 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://coronavirus.berkeley.edu/>. Let's take care of each other and our communities.

## Attendance

Students are expected to attend all lectures, which is crucial for understanding course content and performing well in the class. In class, I will cover the most important topics from the readings, as well as complement the readings with extra materials with which students will be expected to be familiar.

**I will not take attendance every class meeting, but being present and actively participating in class is central to the learning process.**

Class begins promptly at 10 minutes after the scheduled hour. Please be present on time as late arrivals disrupt the class.

If you miss more than five classes, please come talk to me in office hours to discuss your situation.

If you can't attend because of a religious observance, emergency, sports schedule, or health issue, please talk to me as soon as possible.

If you are feeling sick, or experiencing symptoms, please err on the side of caution and don't come to class. Given the current public health situation, I understand if, at times, we'll need to find creative ways to make sure that everybody is able to participate and meet the course requirements. For example, if you get sick, we'll discuss your situation together, and we will find appropriate ways to make up any missed classes.

## Grading Philosophy

I will provide you with extensive guidelines for each assignment during the semester. The graders 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 two weeks after receiving your grade to initiate this process. I do not do re-grades after this two-week 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 that explains how you understand the instructor'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).
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 instructor'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 your argument, 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: [Berkeley Support Portal](#).

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

If you have a disability, or think you may have a disability, you can work with the Disabled Students' Program (DSP) to request an official accommodation. DSP is the campus office responsible for authorizing disability-related academic accommodations, in cooperation with the students themselves and their instructors. You can find more information about

DSP, including contact information and the application process at [dsp.berkeley.edu](https://dsp.berkeley.edu). If you have already been approved for accommodations through DSP, please meet with me so we can develop an implementation plan together.

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: <https://svsh.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](#). 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. 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, or 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.**

## Chat GPT and Generative AI Software

The use of these generative AI tools for brainstorming ideas, exploring possible responses to questions or problems, and creative engagement with the materials may be useful for you as you craft responses to class assignments. While there is no substitute for working directly with your instructor and with your classmates, the potential for generative AI tools to provide feedback, assistive technology, and language assistance is clearly developing.

For the use of AI tools, please refer to the following guidelines: **the use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) is permitted in this course for the following activities:**

- Brainstorming and refining your ideas
- Fine tuning your research questions
- Finding information on a specific topic or theory
- Drafting an outline to organize your thoughts
- Checking grammar and style.

**The use of generative AI tools is NOT permitted in this course for the following activities:**

- Writing a draft of a writing assignment (including weekly comments and responses)
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content).

Any assignment that is found to have used generative AI tools in unauthorized ways will be treated as plagiarism.

Please feel free to reach out to me well in advance of the due date of assignments for which you may be using generative AI tools and I will be happy to discuss what is acceptable.

Guidelines adapted from the [Center for Teaching and Learning](#), UT Austin, and the [Center for the Advancement of Teaching](#), Temple University.

## 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.**