

Current Debates in Economics

Term, *Year*, Instructor: Gagandeep Sachdeva

(POLICIES AND RESOURCES CONTEXTUALLY BUILT FOR UCSC, TO BE ADAPTED FOR DIFFERENT INSTITUTIONS)

Class

Room

Time

Instructor Email:

Office Hours

Location, Time

A key part of being a student and a scholar is asking questions and seeking help. I invite you to come to office hours each week to ask any questions, brainstorm ideas, and discuss the material. [Reach out early and often!](#) I love to talk about these issues and support your learning, and I enjoy getting to know you. I am happy to meet with you over Zoom as well if that reduces any experienced barriers on your end. Just email me to set something up!

Teaching Team

- ☐ Teaching Assistant 1, Email, Sections Times, Office Hour Times
- ☐ Teaching Assistant 2, Email, Sections Times, Office Hour Times

Required Readings

- ☐ Supplemental readings will be posted on Canvas.

Bring to Class

- ☐ Pre-lecture reading assignments in print or digital form
- ☐ Paper and writing implements for activities that you will turn in at the end of class
- ☐ Phone, tablet, or computer for "[Socrative](#)"

Important Notes

- ☐ In-person class attendance AND participation is required (various options for "participation" available)
- ☐ Class will not be recorded; if you have to miss a lecture, it is important that you review relevant materials, get notes from peers, and come to office hours to ask clarifying questions

Important Dates and Deadlines ([Full Schedule](#), subject to change)

(to be filled in)

Grading

Daily Class Participation	30% of grade	(3 dropped)
Concept Mastery Quizzes	10% of grade	(2x 24-hour extension granted)
Post Reflections & Peer Responses	10% of grade	(2x 24-hour extension granted)
Peer-Led Class Discussion	15% of grade	
Critical Reflection Paper	35% of grade	
• Outline	5% of grade	
• Pre-Final Presentation	10% of grade	
• Final Write-up	20% of grade	

Quick Links

[Intentional Course Design Statement](#)

[Positionality Statement](#)

[Course Summary & Learning Outcomes](#)

[Operational Logistics](#)

[Course Requirements](#)

[Course Topics](#)

[Coursework Hours](#)

[Policies](#)

[Extra Credit Opportunity](#)

[DRC Accommodations](#)

[Support Services](#)

[Grading Breakdown](#)

Course Elements	Design Intentions
Intentional Course Design Statement While this is my first time teaching this course, I have given a fair amount of thought to the practice of course design more generally, with a lot of help from the Teaching and Learning Center (TLC) at UCSC, creating and adapting very intentional activities, assignments, and assessments with a commitment to universal design, design justice, and anti-racist teaching in mind. I strive to continuously improve both my teaching and assessment practices and what we are doing in this course has already been refined thanks to a mindful process of trial, error, and feedback I have engaged in with former undergraduate students, faculty, and other graduate students. <i>Look to the right-hand column next to each course element in this syllabus to find out more about my intentions behind each aspect of the course. My hope is that we, as a group, can eventually reflect on the efficacy of these design decisions to help me improve as an instructor. :) →</i>	- Modeling transparency and intellectual humility - Highlighting instructional goals and motivations - Providing resources and background on guiding framework for course design choices

Positionality Statement



As a person, I identify as an able-bodied, South-Asian, international, cisgender, young, straight man (who happens to enjoy reading, playing blues guitar, and being out in nature).



As a researcher, I identify as a economist, with specific research interests at the intersection of education and discrimination, and a general inclination to think about economics as a mathematical and experimental social science (a MESS, if you will 😊).



As an instructor and mentor, I identify as somebody who is passionate about supporting learning and co-constructing environments that facilitate a sense of belonging, as well as excitement and curiosity about the material. I see this as an ongoing process that can and should continually be improved!

- We all have personal, cultural, and cognitive biases about how the world works
- **The identities we hold (both marginalized and privileged) and how they intersect shape not just our interactions with each other but also how we learn**
- Knowing more about me as a person hopefully helps you understand where I am coming from - I am very excited to get to know every one of you as well, not just as students, but as people!

Course Summary & Learning Outcomes

“Current debates in economics” is probably a misnomer. They are current (and sometimes long-standing) debates in the social sciences. Economists can provide a distinctive perspective in how we speak to said debates- not necessarily providing conclusive answers but aiming to approach these questions with careful framing, scientific rigor, epistemic humility, and awareness of our *assumptions-possibilities frontier*.

My intention for this course is for you to be able to *carefully frame* the debates into clearly defined causes and effects, or premises and conclusions, and think about what would count as evidence in these framings. I don’t expect you to take a conclusive stance on any particular side of any given debate, but to be able to deliberate upon what each side claims in a clear and scientifically rigorous way- in terms of cause and effect. To that extent, the learning outcomes for this course are listed below:

- Traditionally, learning outcomes are a part of the syllabus that is often “skipped” - maybe that is because we feel like they are not very relevant or maybe because they can be very abstract. There is also often a lack of alignment between the goals for learning and how learning is assessed in the class.
- The learning outcomes in this course are specifically **designed to be as relevant and applicable as possible for students in their own lives** -not just in terms of the topics we will apply them to, but the skills we will build in the process.
- They have been written with [Fink’s Taxonomy of](#)

- (1) **Explore** differing notions of justice and equality and **describe** how these concepts are framed using evidence within economic debates.
- (2) **Analyze** debates in the social sciences by **identifying** clear premises and conclusions.
- (3) **Summarize, synthesize, and critique** differing viewpoints and evidence in said debates.

(4) Connect theoretical frameworks (like ideas of equity and efficiency) to real-world applications (like policies on minimum wages or affirmative action). (5) Demonstrate an understanding of the complexity of economic debates by (a) reflecting on one's own assumptions and biases, (b) actively participating in discussions and (c) writing reflective essays that critically and charitably engage with competing points of view. (6) Locate and interpret accessible research relevant to course debates.	Significant Learning in mind - All assignments and assessments in this course directly support and/or assess these outcomes.
Operational Logistics Canvas All materials related to class are on Canvas (or will be added to Canvas throughout the course), including readings, lecture slides, class assignments, announcements, and grades. Strongly consider keeping the Announcement and Conversation Message notifications set to the default of “notify me right away.” Consider also downloading the Canvas application on your phone and enabling push notifications. These steps will allow you to keep track of your assignment due dates and me to reach you with class announcements or personalized messages in a timely manner. See the ITS Canvas FAQ for students. Physical Writing Implements & Paper Certain class activities, such as Entry and Exit Tickets, will require you to write on scratch paper, which you will turn in to me. I will do my best to bring spare paper and pencils to be able to provide these things for students who forget them occasionally, but I am not in a position to supply paper and pencils for every student during every class. Try your best to bring these things to every class. Socrative, Padlet, and Hypothesis There are a few digital, free resources we will use throughout the course to complement/support our learning from more traditional lecture practices and activities: We will sometimes use Socrative (no account required) in class for attendance and other learning activities. You will need to bring a phone, tablet, or laptop to class to use this online tool. A link/QR code will always be provided before the start of activities involving Socrative. We will periodically use Padlet (free accounts required) to work on collaborative concept maps in class and having a laptop or tablet to use it is	- Education-related expenses can impose a considerable burden on students, and I do not want the required materials/tools for this class to add to this. - If physically writing with pencil on paper is inaccessible to you, talk to me and we will come up with digital alternatives for you. - Similarly: let me know ASAP if using digital technology in class is not feasible for you. No worries—we'll make alternate arrangements!

going to be helpful. We will also use Hypothes.is (free account required) for collaborative reading and annotation exercises.	
Course Requirements A Note on Pre-Lecture Readings & Preparation Lectures in this class are going to be framed by and interleaved with active learning exercises and activities designed to engage you in co-creating, discussing, and critiquing concepts and materials. Therefore, it is essential that you come prepared, having completed the assigned reading(s) and bringing them to class for reference (print or digital). There will be small daily “Entry Tickets” (typically in the form of reading quizzes) for you to complete at the beginning of each class. These tickets will help you identify important ideas from reading assignments and make connections to your own experiences. These tickets using guiding questions help 1) incentivize you to come to class on time and prepared, having done the reading, 2) you continuously monitor and reflect on your understanding of course contents, and 3) give me feedback on what is still unclear. 1. Daily Class Participation 30% of your grade: In-person class attendance is required for this interactive discussion course. Class participation points will come from active engagement with in-class activities, such as reading quizzes, “entry” and “exit” tickets, Socrative questions/polling, small-group and whole-class discussions as well as activities, such as collaborative concept maps, and more (such as participation in Q&A/peer feedback in peer-led class discussions; see below). Daily participation will be assessed using a variety of in-class activities in different modalities so that everyone can demonstrate participation and engagement in a way that feels comfortable for them and conducive to their learning. Class participation will be graded on effortful completion; I want you to engage with me and the material and I do not want worrying about “making mistakes” and worrying about your grade to get in the way of that. 2. Discussion Posts & Responses/Social Annotation 10% of your grade: There will be brief, guided reflection posts (on Canvas) or social annotations (on Hypothesis) every two weeks. These assignments will help you synthesize what you read and what we discussed and will challenge you to extend and apply your	- All assignments are designed with evidence-based learning strategies in mind to improve your understanding of the content, help you remember it for a long time, and reward you for using good study habits (like reviewing content in multiple ways on multiple days, testing yourself, starting assignments early, and revising your work based on feedback). - Every student is allowed to miss 3 days of lecture, for which attendance/participation grades will automatically be dropped. It is still your responsibility to catch up on the material covered in class because it will be assessed in assignments throughout the quarter. - Every student is allowed 2 24-hour extensions on either a Canvas Discussion Post/Hypothesis post OR a Peer Response.

knowledge further. They will directly or indirectly contribute to your brainstorming for both Peer-Led Class Discussion, and the Final Critical Reflection paper. **Typically, no late Posts/Responses will be accepted since you will always have multiple days to think about, draft, and complete these (brief, informal) assignments.**

3. Concept Mastery Quizzes

10% of your grade: Throughout the course, you will complete **5 untimed 10-question multiple-choice quizzes via Canvas**. The questions will cover the contents of the readings and the lectures. The quizzes will be open for an entire week and you can take the quizzes as often as you want to get the grade that you want (only your best grade counts). You are allowed to use all course materials available to you (notes, slides, web sources, etc.) while taking the quizzes, but I ask that you take them alone. Be mindful that the questions may change slightly as you retake the quiz. **Typically, no late quizzes will be accepted since you will always have an entire week to take the quiz as often as you want and can use all the resources available to you.** The exact due dates and instructions for the quizzes will be posted on Canvas and in the linked full schedule.

4. Peer-Led Class Discussion

15% of your grade: Starting Week 4, 30 minutes of one lecture in each week will be dedicated to students (in **groups of 2-3**) leading a class discussion on any one specific debate relating to the sub-field corresponding to the subfield in that given week. Individuals in each group would be required to **summarize, entertain, and challenge** competing views within their chosen debates, with a Q&A/peer feedback session from other students. **Each student only needs to lead the group discussion once, and everyone will receive the same grade.**

5. Critical Reflection Paper

35% of your grade: After the first three weeks, I will provide an overview of several subfields where we will explore specific ongoing and long-standing debates. From one of these subfields, you will select a debate related to the ones covered in class and write a brief (10-12 pages, double-spaced, 12 pt font) final reflection paper. The goal of this paper is to elaborate on, and engage both **critically and charitably** with competing views in your chosen debate, both from the perspective of how they have been evaluated scientifically, and the broader historical/political/cultural context that these debates speak to. These are skills that you will be practicing through all assessments

- Both discussion/annotation posts, and quizzes are designed to space out and support your learning by giving you low-stakes opportunities to practice and retrieve course content and gain points toward your final grade. In fact, you are encouraged to take them often, even before you learn the relevant material that week (pre-testing).
- **Every student is also allowed 2 24-hour extensions on any of the Concept Mastery Quizzes.**
- Read more about deadlines and extensions under [course policies](#).
- Without TA support, I will not be able to give you extensive written feedback on every single assignment (although grading rubrics should always be clear and comprehensive), which is why **giving each other feedback (e.g., via Discussion Post Responses) is going to be crucial for supporting your learning**
- **If you want more specific feedback on ANY of the activities or assignments you complete for this class, please come see me in Office Hours and I**

in the course. The grade for this critical reflection paper will be split across three sub-assessments: • 1 page-outline describing your topic and your ideas, due by Week 7. (5%) • A 15 minute in-class presentation of your “first-draft,” due in Week 12-13. (10%) • Final paper submission, due in Week 15. (20%)	will be happy to chat with you in more depth.
Course Topics Part I: Broad Strokes (3 Weeks/ 6 Lecture Meetings) • Notions of justice, and how economists think about (and differ on) justice. (1 Week/ 2 lectures) • Inequality: History, trends, and the relationship between growth and inequality (1 Week/ 2 Lectures) • The Equity-Efficiency Tradeoff (or lack thereof) (1 Week/2 Lectures) Part II: Specific Topics/Debates (Weeks 4-15) • Overview of Topics (1 Lecture) • Education (1 Week/ 2 Lectures) ◦ To Test or Not To Test (Standardized Testing) • Labor Relations and Workers’ Rights (3 Weeks/ 6 Lectures) ◦ Minimum wages and (un)employment (1 week/2 lectures) ◦ The role of unions (1 week/2 lectures) ◦ Immigration (1 week/2 lectures) • Discrimination (4 Weeks / 8 Lectures) ◦ Theories of discrimination, and their critiques (1 week/2 lectures). ◦ Gender wage gap (1 week/2 lectures) ◦ Racial bias in algorithmic decisions (1 week/2 lectures) ◦ Affirmative Action in Admissions (1 week/2 lectures) • Environmental Justice (1 Week/ 2 Lectures) ◦ Should developing countries and developed countries follow the same timeline to reach net-zero emissions? An under-construction list of readings for each topic can be found here	• Link to google sheet with full (day-by-day) schedule, readings by class date, with assessment due-dates and suggested “do” dates comes here. (here is a tentative version) • Elements of schedule might change depending on classroom size (for instance, may not need two weeks for everyone’s reflection paper presentations).
Coursework Hours Understanding complex concepts, engaging critically and charitably with competing ideas, and summarizing and synthesizing your reflections takes lots of consistent practice. I want to be transparent about what I think it will take to thrive in this course. Outside of the 3 hours of class time each week (1.5/per lecture), you should plan to spend up to 10-12 additional hours on coursework. Here is an approximate breakdown of how that time will be spent each week:	- The Google Sheet of the full schedule doesn’t just contain “DUE” dates for assignments, but also “DO” dates; I list which days I think it would be best for you to do which tasks in order to both scaffold the workload and your learning in an

• Readings (2-3 hours) • Reorganizing and synthesizing notes and other materials (~ 1 hour) • Practicing with and taking Concept Mastery Quizzes OR working on Canvas/Hypothesis Discussions and Responses (1-2 hours) • Preparing for or actively working on “higher-stakes” assignments (e.g., Critical Reflection Paper, Peer-Led Class Discussion) down the line (3-5 hours) • Optional office hours (1 hour) Please email me and/or come to office hours ASAP if you are concerned about the workload or feel you’re struggling to keep up. I do not want you spending more than the upper end of hours on this class. It is really important to me that you have time to focus on your other coursework while also having fun and taking care of yourself. You can expect that I will help you, judgment-free, to make a plan to excel in this class.	optimal way. Doing a little bit every day will go a long way for both your learning and your overall health. - The Google Sheet also contains additional tabs with more information of a typical class structure and a recommended breakdown of the work for this class for any given week. (“DO” dates) - I will also do my best to remind you of upcoming deadlines and tasks both via Canvas announcements and at the end of each lecture
Policies Extensions: Extenuating Circumstances This course is universally designed, which, among other things, means that I recognize you as human beings, who have a lot going on, and accept that sometimes “things happen,” despite the best of intentions. Assignment structures, deadlines, and grading policies, take this into account already, which is why the deadlines in this course are firm and no additional extensions (besides the ones you already receive, automatically, no questions asked) will be granted under normal circumstances. In extenuating circumstances, please email me as early as possible in advance of a conflict or as soon as possible after an unforeseeable event to arrange an extension or make-up assignment. The make-up assignment may be a different format from the one used in class. I am here to support you and your learning when these bigger excused absences arise (e.g., serious illness, participation in collegiate sporting events, an important family event, religious holiday, etc.). Other Unofficial Circumstances Beyond excused extenuating circumstances, smaller things will inevitably come up in the semester. There may be a day you just don’t feel like going to class or a weekend you want to see a concert instead of doing your writing assignment. You may have an assignment in another class you need to prioritize. I totally support	- Students tend to skip this section of the syllabus. If you need any convincing that reading this part of the syllabus carefully is in your best interest, check out this research study that found students who read the syllabus achieve significantly higher grades (more than half a letter grade) than students who do not read the syllabus.

you taking time for yourself even if you don't have an "official" reason. These aren't extenuating circumstances that would permit an extension or make-up assignment, though. **Offering extensions or make-up assignments in these circumstances can be an equity issue because students who ask for these extensions may be more likely to be students who have been centered and privileged in our education system.** This is part of the reason why **everyone gets to miss 3 classes, be 1 day late on 2 of the quizzes, and 1 day late on 2 of the discussion posts - no questions asked.** I know your lives are busy with school, work, and other responsibilities. I want you to practice identifying what you need to prioritize and accepting that other commitments may suffer somewhat as a consequence. That's okay! Let me know if you need help prioritizing and scheduling your work in this class.

Grading

If you have questions about a grade you received, please email me. **I am happy to help you understand your performance. You may ask to have an assignment regraded** (I am acutely aware that, despite an instructor's best efforts, grading can be inconsistent due to a myriad of external factors, and I am always open to reassessing my own grading). Just keep in mind that the same assignment rubric will be used and your grade may be lower upon regrading. The grade that you earn on the regrade is final.

Academic Integrity

Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree. All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty to ensure that the integrity of scholarship is valued and preserved at UCSC. In the event a student is found in violation of the UCSC Academic Integrity policy, they may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of their college or the Academic Tribunal convened to hear the case. 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

- **My policies regarding grading and extensions might be different** from that of your other instructors and **knowing what to expect and how to communicate with me** about these things can help us both avoid and **work through any challenges** that come up for you throughout the course.
- **I want to acknowledge that academic integrity violations often arise from stressful situations.** Maybe you feel like you have too little time or too many other responsibilities or maybe you feel like you do not understand the material and experience embarrassment about that.
- **To avoid this situation, please reach out** when you find yourself contemplating plagiarizing or committing another kind

the Academic Integrity page at the Division of Undergraduate Education.

Generative AI

- An emerging question for students and educators is how to expand our notion of academic integrity with the advent of generative AI.
- Academic integrity isn't just about not cheating, it's about engaging in academic assignments in ways that allow you to develop and demonstrate your diverse skills and knowledge.
- My hope is that this course will give you enough agency over what you learn and how you present what you have learned that you will be invested in producing high-quality, creative work that reflects your own understanding and ideas.
- I want you to feel great ownership over what you create in this class. As noted above, this course will have you wrestle with genuine, (sometimes) thorny problems in the social sciences.
- Generative AI will primarily repeat what has already been written about these problems. You have the opportunity to advance both your and others' understandings of these debates, by developing and contributing your own original ideas.
- **I encourage you to use generative AI as a tool to improve your learning, not a short-cut to replace it.** Use generative AI as you see fit to better understand the complex course material and clearly convey your thoughts, critiques, and defenses of the issues we discuss.
- However, **you should note that the material generated by these programs may be inaccurate, incomplete, copied from other internet sources, biased, offensive, or otherwise problematic.**
- Ultimately, you are responsible for your own learning and I trust that you will use all of the resources at your disposal, including generative AI, to achieve your educational goals.

✓ **You are permitted to use Generative AI for class preparation, self-testing, to aid with discussion posts and responses, and for the Critical Reflection Paper, provided that your work follows the course policies below.** Below are the course policies and guidelines, violations of which will be treated as breaches of academic integrity and plagiarism. Don't hesitate to reach out with any questions about Generative AI, how to use it, and how to cite it.

of academic integrity violation.

- **I would rather have you turn in *no work* and meet with me to get to the bottom of what is preventing you from submitting your original work** (so we can help you find ways around that) than have you turn in work that is not your own
- Full disclosure, I have tried using generative AI to help me build some sections of this syllabus as well, and **it has cited sources that do not exist.** And I will fact-check everything you hand in to me.

Policies on Generative AI Use

✓ **Original thought and scholarship** - You are responsible for submitting high-quality, original work that reflects your own original critical thinking (e.g., your own original insight, synthesis, analysis, argument, etc.). Your ideas may incorporate information provided by Generative AI or other sources, but it is your responsibility to critically evaluate, combine, and expand on them.

✓ **Give proper citation** - As with other external sources, students must acknowledge the use of AI in any work they submit using [APA formatting](#). Include parenthetical citations in your writing assignments to indicate where you used generative AI for direct quotes, paraphrasing, ideas, or inspiration. Use quotation marks if you copy text directly. Finally, include the generative AI in your references section. Generally speaking, effective pieces of writing will only sparingly directly quote, paraphrase, or repeat ideas from other sources—AI or otherwise.

✓ **Include Generative AI Use Log** - If Generative AI is used in any way for an assignment, students must also submit a [Generative AI Use Log](#). The log must be included in the assignment, even if students do not end up citing the AI tool (e.g., there's no quoting, paraphrasing, or ideas from the output). For example, a student might not cite an AI tool in the text or references section, but should still include the log if they used generative AI to find sources, summarize papers for their own understanding, get feedback on writing, etc. You can paste the log directly to the end of your assignment or simply link to it (just make sure that I have access to it!)

Guidelines on Generative AI Use

⚠ **Don't give up the deep thinking-** Research has shown that explaining things in your own words is a powerful way to deepen your understanding of material and improve your retention of those concepts. Don't let Generative AI steal your opportunity to develop deep expertise in memory, metacognition, and learning.

✓ **Generate your own ideas and explanations first** - As a key step of the learning process, I strongly encourage you to first write your own ideas, summaries, explanations, arguments, etc. in your own words as clearly and accurately as possible. Then, use Generative AI if you'd like to help you refine your ideas and writing. You can repeat this cycle multiple times to create a high-quality finished product of your own original thought and scholarship.

Distribution of Course Materials Students may be disciplined for selling, preparing, or distributing course lecture materials for any commercial purpose, whether or not they were the person taking the notes. The unauthorized sale of lectures, notes, handouts, exam questions, review questions, or any other course materials, is a violation of campus policies, state law, and may also constitute copyright infringement subject to legal action. A Note on Classroom Etiquette In this class, 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. Despite our best intentions and efforts, sometimes we 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. Always, we need respect for others. Thus, an important aim of our classroom interactions will be for us to increase our facility with the sometimes difficult conversations that arise inside issues of social justice as we deepen our understanding of multiple perspectives – and make the most of being together with people of many backgrounds, experiences, and positions.	
DRC Accommodations I love this content so much—I am delighted to try and make learning accessible to you. 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 submit your Accommodation Authorization Letter from the Disability Resource Center via Accommodate preferably within the first week of this course. Please also send me an email to set up a meeting in the first week of the quarter if you would like to discuss your accommodations so we can set you up for success. It can be on Zoom if you'd like. In the meantime, here are some guidelines that may be helpful: Extensions/ Missed Work For students with accommodations for extensions and missed work <u>beyond the extensions and missed work accommodations that are already in place as part of the</u>	- The Universal Design of this class means that (hopefully) you will not need to take advantage of any additional accommodations: Extra time on exams? No need - the quizzes are “open” for an entire week at a time and you can - are even encouraged to - take them as often as you want to get the grade that you want; need an extension on an assignment? You get a “free” extension on different assignments, no questions asked already; Can't make it to class for whatever reason? 1 of

<u>universal design of this course</u>, please email me as soon as you know you will need the extension and before the deadline whenever possible. Except for extenuating disability-related circumstances, please provide 48 hours' notice that you will need an extension. Tell me a new realistic due date. Stay in touch via email if you are not sure how long of an extension you will need or if circumstances change and you are unable to meet your new due date. Class Attendance <u>For any students with accommodations for attendance beyond the 3 dropped attendances that everyone already receives, please email me as soon as you anticipate an issue may arise.</u> We will work as a team, potentially with your liaison at the DRC, to determine the attendance benchmark that works best for your learning and your needs.	your attendances is dropped automatically for everyone etc. - If there are additional barriers to your learning that I can help mitigate, reach out, and I will be more than happy to make sure you feel as supported as possible!
Support Services Writing & Studying Support Summer courses move quickly, and it can be challenging to keep up. Because of the fast pace, it is normal to feel overwhelmed. You are encouraged to explore the following tutoring services available to you: - Learning Support Services (LSS) - Academic Excellence Program (ACE) - Modified Supplemental Instruction (MSI) If you have any other questions about tutoring resources, don't hesitate to reach out 😊👍 Title IX The university has instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. Information about the Title IX Office, the online reporting link, applicable campus resources, reporting responsibilities, the UC Policy on Sexual Violence and Sexual Harassment, and the UC Santa Cruz Procedures for Reporting and Responding to Reports of Sexual Violence and Sexual Harassment can be found here. The Title IX Office is actively responding to reports and requests for consultation. If you are not currently working with someone in the office and want to make a report/request a consult, you can expect the fastest response by using their online reporting link.	- Writing isn't something anyone is inherently good or bad at. It's a skill that one can continuously improve. Even your most experienced professors are still working on their writing. Getting feedback and asking for help is part of the process; it's a sign that you're a scholar who is committed to developing. In addition to the peer- and instructor-feedback you'll receive on assignments and help in office hours, there are several other writing supports on campus. Reach out early and often! - There are a number of other writing supports available on campus. Sign up for 30 minute or 1 hour sessions for 1-on-1 support through the writing center. You also have options to sign up for help

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the Campus Advocacy Resources & Education (CARE) Office by calling (831) 502-2273. In addition, Counseling & Psychological Services (CAPS) can provide confidential counseling support, (831) 459-2628. You can also report gender discrimination directly to the University’s Title IX Office, (831) 459-2462. Reports to law enforcement can be made to UCPD, (831) 459-2231 ext. 1. For emergencies call 911. Basic Needs, Counseling, & Psychological Services Please do not sacrifice your health and well-being for this class or any other course, for that matter. Part of being successful means asking for the help you need. Any student experiencing difficulty affording or accessing nutritious food, or who does not have a safe, stable place to live, is urged to contact Slug Support at 831-459-4446 or deanofstudents@ucsc.edu. A comprehensive listing of food and housing resources on campus and in Santa Cruz is available at http://basicneeds.ucsc.edu. If you are feeling highly stressed, anxious, or depressed, please seek help from Counseling and Psychological Services (CAPS) at the Student Health Center (831-459-2628). The CAPS web page also provides information about seeing a therapist and lists various crisis numbers.	through Learning Support Services. You can work on writing assignments in a Writing Study Hall; a tutor will roam the study hall to answer quick questions that pop up. You may also sign up for 1-on-1 reading and writing support. - Feel free to email me if you are not sure who to contact to receive the assistance you need and I can direct you to them with compassion and without judgment.															
Grading Breakdown <table><tr><td>97 - 100 A+</td><td>87 - 89 B+</td><td>77 - 79 C+</td><td>67 - 69 D+</td><td>59 or below F</td></tr><tr><td>93 - 96 A</td><td>83 - 86 B</td><td>73 - 76 C</td><td>63 - 66 D</td><td></td></tr><tr><td>90 - 92 A-</td><td>80 - 82 B-</td><td>70 - 72 C-</td><td>60 - 62 D-</td><td></td></tr></table> <i>Congratulations on finishing the entire syllabus! If you have made it this far, make my day by sending me an email with a picture of your pet or another random animal you like :)</i>	97 - 100 A+	87 - 89 B+	77 - 79 C+	67 - 69 D+	59 or below F	93 - 96 A	83 - 86 B	73 - 76 C	63 - 66 D		90 - 92 A-	80 - 82 B-	70 - 72 C-	60 - 62 D-		- Grades first rounded up to nearest whole number
97 - 100 A+	87 - 89 B+	77 - 79 C+	67 - 69 D+	59 or below F												
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