

DOC 3: Imagination + Action

Lecture	Instructor	Day/Time	Office Hours
DOC 3-A	Dr. Megan C. Strom m1strom@ucsd.edu	Given the remote learning context, there will only be two lectures each week this quarter. Each week's lectures will be available for podcasting on Canvas. The first will be available by 11:59pm PST on Mondays and the second will be available by 11:59pm PST on Wednesdays.	Via ZOOM on Wednesdays 2-4pm PST or by appointment
DOC 3-B	Dr. Megan C. Strom m1strom@ucsd.edu		
DOC 3-C	Dr. Amanda Solomon Amorao alsolomon@ucsd.edu		Via ZOOM on Wednesdays 2-3pm PST or by appointment
DOC 3-D	Dr. Emily R. Johnston e2johnston@ucsd.edu		Via ZOOM on Fridays 3-4pm PST or by appointment

Dear DOC 3 Students,

We live in challenging times. Amidst COVID-19, the entire UCSD community is functioning in an unprecedented remote learning context. We are operating in different time zones, in different locations, and with varying degrees of access to digital technology, stable Internet, housing, food, and other basic needs—to say nothing of our deeper needs for safety, security, and connection as human beings. While we remain connected remotely, none of us is experiencing this pandemic in the same way. Our intersectional differences and positionalities are becoming more rapidly visible than perhaps any of us has witnessed on such scale in our lifetimes. To enact the very intersectional foundations and principles of DOC, your DOC lecturers have redesigned the Spring 2020 DOC 3 course to be almost entirely asynchronous—occurring outside of real time. We have also adjusted the course expectations and curriculum to be as flexible as possible. While your lecturers and teaching assistants will hold weekly real-time office hours, all lectures, discussion sections, and other course activities will be podcasted or otherwise posted to Canvas for 24/7 access. If at any time you have concerns about meeting deadlines, completing assignments, or otherwise engaging in the course, please reach out to your lecturer and TA so that we can support you in succeeding in the course.



Sincerely,

Dr. Emily, Dr. Solomon, and Dr. Strom

Course Description

As the culmination of the lower-division sequence, DOC 3 has as its objective the development of students' research processes. As students in the course, you will use your critical reading and

argumentative writing skills to produce a final research project that analyzes how the UCSD campus should change in the wake of COVID-19 to address the larger structural inequities and questions of justice related to the pandemic. You will not only analyze the topic or issue of your choice as it relates to a post-COVID-19 campus, but also propose an action, solution, or intervention supported by your research for your future DOC peers to take when campus fully reopens. DOC 3 thus takes seriously the call to imagine institutions differently; it asks you to propose rigorously researched plans of action that could potentially impact our campus and cause both structural and representational change. Ultimately, DOC 3 asks you to imagine a post-COVID-19 university and what actions your future peers should take to bring that university into reality.

By the end of this class, you will be able to:

- Develop an independent research project and practice key research steps such as design of research question, presentation of literature review (and annotated bibliography), project proposal process, and final paper revision;
- Present a persuasive argument (i.e. thesis statement) and support it with carefully analyzed evidence from rigorous sources;
- Organize papers to support thesis statements and guide the reader through a persuasively scaffolded progression of argument;
- Practice proper academic citation and documentation of sources.

Course Format

Each week, you will engage in modified versions of lecture and section in order to maximize the amount of time needed to develop independent research projects in this remote learning context.

- **Lectures** will be delivered weekly via two recorded podcasts. You can access them after 11:59pm every Monday and 11:59pm every Wednesday on Canvas in the Podcasts Module, with the exception of Week 9 (due to Monday holiday, lecture 1 will post on Tuesday 11:59pm PST instead). We expect you to listen to them in a timely manner, and to draw on lecture content in your weekly discussion board posts (see DOC 3 Research Project assignment document for details) and final reflection assignment.
- **Sections** will be facilitated via Canvas discussion boards. You'll be expected to post to the discussion board every Friday and respond to a peer every Monday (see DOC 3 Research Project assignment document for details).

Required Texts

- DOC 3 Course E-Reader (Available for purchase at <https://store.cognella.com/60300-2a-001>)
- All other readings + assigned films available through links on Canvas

Grading Breakdown

All of your work in DOC 3 will be assessed according to the following grading scheme, as posted on Canvas (NOTE: e-grades does not accept A+ as a legitimate grade).

A	94% - 100%
A-	90% - 93%
B+	87% - 89%

B	84% - 86%
B-	80% - 83%
C+	77% - 80%
C	74% - 76%
C-	70% - 73%
D	60% - 70%
F	59% and below

Course Requirements

- 30% Research Discussion Board
Each DOC 3 section will have its own Research Discussion Board on Canvas, which your teaching assistants will moderate. The discussion board will prepare you to successfully complete the final research project, and track your attendance and participation in the asynchronous, remote learning environment of DOC 3 this Spring. To that end, each of you will post every Friday on the discussion board and respond to one of your peer's posts every Monday. Your TA's will provide feedback on your posts at least once during the quarter. Please see the DOC 3 Research Project assignment document for full assignment details, deadlines, and a description of how your discussion board grade will be assessed.
- 30% Midterm Research Project Proposal
Using the preliminary work done in the Research Discussion Board, write a 1000-1200-word project proposal for your TA's and lecturer's approval. Please see the DOC 3 Research Project assignment document for full assignment details and deadlines. A separate rubric for the midterm proposal will be posted to Canvas.
- 30% Final Research Project
During finals week (by Tuesday, June 9 by 12Noon PST), each of you will submit your carefully-revised final research paper and a completed Google Consent Form regarding the sharing of your research project with campus stakeholders beyond our class. Your final research project grade will also include completion of the library research modules. Please see the DOC 3 Research Project assignment document for full assignment details and deadlines. A separate rubric for the final research project will be posted to Canvas.
- 10% Positionality Narrative
The asynchronous design of DOC 3 this quarter poses a unique challenge for demonstrating your engagement with the course, particularly in the weekly lectures. Moreover, the different physical spaces we are each inhabiting for the remainder of the 2019-20 academic year pose compounded challenges for IRL (In Real Life) learning. However, this situation also presents an opportunity for you to reflect on your positionality and remote learning experience. Your final assignment in DOC 3 is a 500-700-word reflection that describes how your positionality has affected your participation and engagement with the course and your instructors throughout the quarter. These narratives will be due with your final research project on Tuesday, June 9 by 12Noon PST. A separate rubric for the positionality narrative will be posted to Canvas.

Program Policies

Note: Remaining in this course means that you understand and accept course and university policies.

- Academic Integrity

Integrity of scholarship is essential for an academic community. This does not change amidst a remote learning experience. The University expects that both faculty and students will honor this principle of integrity and in so doing protect the validity of University intellectual work. For you as students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. It is your responsibility as a student to understand what the university defines as violations of academic integrity. More information is available at: <http://academicintegrity.ucsd.edu>. You must submit the Midterm, Final Project, and all other specified writing assignments through the Canvas website to turnitin.com to screen for plagiarism. Additionally, you are expected to uphold all standards of academic integrity on the Canvas Discussion Boards. Violation of academic integrity may result in failure of the assignment, failure of the course, and/or further disciplinary action.

- Course Copyright

All DOC lectures and course materials, including PowerPoint presentations and similar materials, are protected by U.S. copyright law and by University policy. The Dimensions of Culture Program is the exclusive owner of the copyright in those materials we create. You may take notes and make copies of course materials for your own use. You may also share those materials with another student who is enrolled in or auditing this course. You may not reproduce, distribute or display (post/upload) lecture notes or recordings or course materials in any other way—whether or not a fee is charged—without express prior written consent from DOC. You also may not allow others to do so. If you do so, you may be subject to student conduct proceedings under the UC San Diego Student Code of Conduct. Similarly, you own the copyright in your original papers and written work. If DOC is interested in posting your papers on our course pages (NOT including your discussion board posts), your lecturers will ask for your written permission.

- Assignment Submission

If you do not submit a rough draft, an assignment may receive an F. If you do not participate in every phase of the development of a major assignment (e.g., peer review), the final grade for the assignment may be lowered by $\frac{1}{3}$ (i.e. from an A to an A-). If a final draft, plus required addenda, is not submitted on the date due, it will be considered late and may lose $\frac{1}{3}$ of a letter grade for each day or part of a day past due (A to A-, etc.). Any late submissions must be approved by your TA and/or instructor well in advance of the due date. A grade will not be assigned to an assignment until it is submitted to Canvas. Failure to submit an assignment to Canvas is grounds for failure of the assignment. FAILURE TO COMPLETE ALL OF THE COURSE REQUIREMENTS IS GROUNDS FOR FAILURE OF THE ENTIRE COURSE.

- Student Code of Conduct

By the very nature of the course topic, there will likely be a wide range of opinions. A productive learning environment should stimulate you to think for yourself, challenge paradigms, and raise critical questions. Please keep in mind, however, that we must engage each other in a respectful and considerate manner. We are all expected to adhere to the UCSD Principles of Community (<https://ucsd.edu/about/principles.html>). Free speech is valued but hate speech will not be tolerated. Abusive and harsh language, intimidation, and personal attacks will not be allowed.

- Students with Disabilities

Students with disabilities should submit their letters of accommodations to the DOC Administrative Coordinator, Sue Hawkinson via email (schawkinson@ucsd.edu) and CC your lecturer and TA, by the end of week 2 to make accommodations for the quarter. Please visit the Office for Students with Disabilities website (<http://disabilities.ucsd.edu>) for more information on registering for accommodations.

NOTE ON LECTURERS:

Over 40% of classes at UCSD are taught by Lecturers. Lecturers are faculty dedicated solely to teaching and to student success. We are currently working to secure a labor contract with fair, living wages, better benefits (such as healthcare and expanded paid parental leave for all), smaller class sizes, and better working conditions so we can better serve our students and secure a better future for you, too!

Despite substantial efforts by the Lecturer's Union (UC-AFT), our contract expired on January 31, 2020. We are now working without a labor contract while the bargaining process with UC continues. If you are interested in learning more about the bargaining process or Lecturers in general, please reach out to your instructor. With widespread support we can show the UC administrators that we have the support of our faculty and staff colleagues as well as the student body across the UC system. Join us in demanding #facultyequity to support #studentsuccess.

Course Schedule

NOTE: Instructors reserve the right to alter the course schedule as necessary and will always give notice to students in advance.

Week 1: Welcome to Virtual UCSD

Spend Week 1 familiarizing yourself with Canvas! By 11:59pm PST on Friday, April 3, be sure to:

- Read the Syllabus and DOC 3 Research Project assignment document
- Select "Mark Page As Done" on both documents
- View your lecturer's introduction video
- Post an introduction to the DOC 3 Introductions discussion board
- Read the DOC 3 introductory readings:
 - Ballenger, B. (2018). "Introduction" and "The First Week."
 - [UCOP. \(2009\). Summary of the CA Master Plan for Higher Education.](#)
 - [UC Regents. \(2020\). UC San Diego Principles of Community.](#)
 - [Chancellor Khosla, P. K. \(2014\). UCSD Strategic Plan Report.](#)

- Winant, H., and M. Omi. (1994). Racial formation. (FOR YOUR REFERENCE)

Week 2: The University House Burials

In preparation for the week's lecture podcasts, read:

- May, V. (2015). The case for intersectionality and the question of intersectionality backlash.
- Mayes, A. T. (2010). These bones are read.

By 11:59pm PST on Friday, April 10: Discussion Board Post 1 DUE

Week 3: Cultural Climate Change

By 11:59pm PST on Monday, April 13: Peer Response 1 DUE

In preparation for the week's lecture podcasts, read:

- Wildcat, D. R. (2009). The climate is changing—and, well, it should.
- Wildcat, D. R. (2009). The truth is not inconvenient—it is deadly.
- Wildcat, D. R. (2009). Indigenous knowledges: Where we touch the earth.

By 11:59pm PST on Friday, April 17: Discussion Board Post 2 DUE

Week 4: Community Beyond Capitalism

By 11:59pm PST on Monday, April 20: Peer Response 2 DUE

In preparation for the week's lecture podcasts, read:

- Ballenger, B. (2018). Living sources + Three ways in. (FOR YOUR REFERENCE)
- Madrid, N. (2012). Introduction: *What keeps us here is the love we have for our students: Solidarity among low wage immigrant workers and students at the University of California.*
- Madrid, N. (2012). People of color, community members, and our friends.

By 11:59pm PST on Friday, April 24: Discussion Board Post 3 DUE

By 11:59pm PST on Friday, April 24: Complete Library Database Search Tutorial Module

By 11:59pm PST on Friday, April 24: Complete Topic Mapping & Creating A Research Question Module

Week 5: Write it out!

There are no assigned readings for Week 5. DOC lectures will still be posted by 11:59pm PST on Monday, April 27 and 11:59pm PST Wednesday, April 29.

By 11:59pm PST on Monday, April 27: Peer Response 3 DUE

By 11:59pm PST on Tuesday, April 28: Peer Review Draft of Midterm Research Project Proposal DUE

By 11:59pm PST on Wednesday, April 29: Peer reviews of assigned drafts DUE

By 11:59pm PST on Friday, May 1: Final Draft of Midterm Research Proposal DUE

Week 6: Healing Gendered Violence

In preparation for the week's lecture podcasts, read:

- hooks, b. (2014). Feminism: A transformational politic.
- [Crenshaw, K. \(1994\). Mapping the margins: Intersectionality, identity politics, and violence against women of color.](#)
- [CARA \(Communities Against Rape and Abuse\). \(2016\). Taking risks: Implementing grassroots community accountability strategies.](#)
- Koyama, E. (2006). Whose feminism is it anyway? The unspoken racism of the trans inclusion debate.

By 11:59pm PST on Friday, May 8: Discussion Board Post 4 DUE

Week 7: Self Care As Resistance

By 11:59pm PST on Monday, May 11: Peer Response 4 DUE

In preparation for the week's lecture podcasts, read:

- [UC Regents. \(2018\). UC Undergraduate Experience Survey \(UCUES\) data tables.](#)
- [Sontag-Padilla, L., et. al. \(2018\). Strengthening college students' mental health knowledge, awareness, and helping behaviors: The impact of Active Minds, a peer mental health organization.](#)

By 11:59pm PST on Friday, May 15: Discussion Board Post 5 DUE

By 11:59pm PST on Friday, May 15: TA Feedback on Midterm Proposal RETURNED

Week 8: Student Solidarities

By 11:59pm PST on Monday, May 18: Peer Response 5 DUE

In preparation for Monday lecture podcasts, read:

- Kong, A. (2014). The racial politics of Asian Americans.
- Kong, A. (2014). Voices of Asian American students and the politics of diversity policy.
- [Jones, H. \(2018\). Chicano legacy: Students empowering students.](#)

By 11:59pm PST on Friday, May 22: Discussion Board Post 6 DUE

Week 9: Transnational Connections

UNIVERSITY HOLIDAY – MEMORIAL DAY – Monday, May 25 → LECTURE 1 POSTED BY TUES, MAY 26

By 11:59pm PST on Tuesday, May 26: Peer Response 6 DUE

In preparation for the week's lecture podcasts, read:

- Omatsu, G. (2007). The 'Four Prisons' and the movements of liberation.
- Fraiberg, S., et. al. (2017). Friction in the educational marketplace.
- [Harvey, J. \(2020\). Asian people are being targeted by racist attacks. Here's how you can be an ally.](#)

By 11:59pm PST on Friday, May 29: Discussion Board Post 7 DUE

Week 10: Course Wrap-Up

There are no assigned readings for Week 10. DOC lectures will still be posted by 11:59pm PST on Monday, June 1 and Wednesday, June 3.

By 11:59pm PST on Monday, June 1: Peer Response 7 DUE

By 11:59pm PST on Friday, June 5: Discussion Board Post 8 DUE

Exam Week

By 11:59pm PST on Monday, June 8: Peer Response Reflection DUE

Tuesday, June 9 (12:00pm Noon PST)

- Final Research Project DUE
- Research Project Consent Form DUE
- Positionality Narrative DUE