

CAT 124: Making Space—Radical Literary Movements and Community-Making through 'zines and Lit Mags

Tuesday/Thursday 11:00 a.m.-12:50 p.m.

Location: CLT B108

Becca Rose: Associate Instructor, CAT

Office Hours:

Time—Tuesday/Thursday 10-11 am

Location: Terrace above the Mosaic building

Office Hours [Sign-up sheet here](#)

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COURSE DESCRIPTION:

What experiences have you longed to see represented in books, magazines, journals, comics? In what ways do you think art and literature can influence identity, can forge community, can change a life? In this experiential learning course, we will explore these questions both by learning about literature and creating our own. In the classroom, we will engage with readings, lecture, and discussion that will focus on learning about the systemic and structural inequalities of the publishing industry that has and continues to favor white, male, cis, heteronormative, neurotypical, and able-bodied people, but more particularly we will devote ourselves to learning about the community-centered movements, presses, and projects (such as Kitchen Table Press, the Riot Grrrl zine movement, present-day Rowhouse Publishing, and more) that have and continue to challenge those industry norms and create space for more voices in literature (while also critiquing any further failings of representation within some movements). For the experiential component of the course, we will put this space-making into practice ourselves: we will make literature and form community within and outside of the classroom through the creation and sharing of the collective final project—a literary arts magazine (or 'zine). As such, this course isn't just about histories—this course is about what kind of literature *you* want in the world.

Please note that "community-making" is in the title with intention. This course has a significant group work component that will require both in class and out of class collaboration.

COURSE LEARNING OUTCOMES

1. **Identify** publishing movements, presses, zines, and projects that have emerged to challenge structural inequalities in the publishing industry from the 80s to present.
2. **Explain** why these movements were needed and what change they enacted in the publishing industry
3. **Reflect** on and evaluate individual relationships to mainstream publishing: in what ways have you been represented in publishing? In what ways have you felt unrepresented/underrepresented in publishing? I.e. what books, magazines, etc. have made you feel seen, understood, and/or connected to community?
4. **Assess** what kind of publishing project the class community needs to **create**: what literature have you lacked while in university? What would you have liked to have access to? What kind of literary project can this group create in the next 5 weeks in response?

5. **Create** a literary magazine or ‘zine and **present** this project to one or some of your communities by planning and holding an event (could be a reading, a performance, a video, a virtual release, etc)

COURSE MATERIALS

- ❖ In the DIY spirit, all readings and viewings for this class are free and accessible online.
- ❖ All course documents can be found in [this Google doc folder](#).

ASSIGNMENTS & GRADING:

- ❖ Grading Scale

A = 90-100% **B** = 80-89% **C** = 70-79% **D** = 60-69% **F** = 59%-below

INDIVIDUAL ASSIGNMENTS:

- ❖ Weekly journal entries:

- 1 journal entry per week for 3 weeks and 1 revised/further developed journal entry turned in week 4 as your contribution to the publication
- [Full assignment description here](#).
- Each of the first three entries is 10% of your grade, and the revision is worth 10% of your grade, **equaling 40% of your total grade**

- ❖ Presentation:

- Each student will be required to research and find an example of radical or alternative literature or mode of publishing that is not on the syllabus to present to the class in a 4-5 minute visual presentation between weeks 2 and 4.
- [Full assignment description here](#).
- **10% of total grade**

- ❖ Participation

- Separate from your peers’ evaluation of your collaboration in the publication you will also receive a regular participation grade based on attendance, active engagement during class discussion and in-class work time, and participation in your small groups and overall publication.
- Because this is an experiential learning class that requires more collaboration than most courses, participation will be weighted slightly higher than average: **15% of total grade**

GROUP ASSIGNMENTS: This is a collaborative assignments and thus will be a collaborative grade

- ❖ Complete and perform and/or distribute a collaborative publication (such as a ‘zine’)
 - [Full assignment description here.](#)
 - Execution of both a completed publication and the performance and/or distribution of that publication will be **30% of everyone’s grade**
 - [Publication how-to checklist here.](#)
- ❖ Complete group peer evaluation:
 - Evaluate how you worked with others and how they worked with you. Your peers’ evaluation of your collaboration will determine whether you receive a complete for the final publication project. In other words, if your peers’ assessment says you did not participate in creating the publication, then you will not receive credit for the publication.
 - Part of ‘zine grade

LATE POLICY

- ❖ I am always understanding and lenient on late submissions IF that submission is only affecting me and my grading—but, the nature of this class is that a lot of the work you will do will be in collaboration with others, so some deadlines will need to be firm in order to make sure that we stay on deadline for the publication. As we get further into making the publication, late submissions of work or deadlines will need to be communicated with your small groups and with the class at large, but the first three journal entries are more flexible since you’ll just be turning them into me. If you ever need extra time on those assignments, just email me (beforehand the due date if possible, but if after that’s ok too!) and we’ll figure it out together.

EDITORIAL MEETINGS:

- ❖ Every Thursday starting in week 2, the last 20-30 minutes of our class time will be used for an editorial meeting. While you will have 30 minutes of group work prior to editorial meeting to check in with your small group and complete any tasks, I recommend having some coordination before class as well in order to make sure you have an organized update ready at the end of class. This ensures that each team has a chance to connect with the other teams and coordinate their work as needed and will be crucial to our success in completing a collaborative publication.
- ❖ Questions to answer in your update:
 - What did you complete last week? What do you need to complete this week? What is your plan to get that done? What questions do you have for the other teams? What

information do you need to share with them? What questions do you have for the whole group to weigh in on?

- ❖ If you have questions or run into any issues, come to my Tuesday/Thursday morning office hours from 10-11 am! I would love to discuss and troubleshoot with you.

COVID POLICY

- ❖ If you are exposed to or contract COVID, please follow [CDC](#) and [UCSD guidelines](#) closely. If you have to miss a class for COVID reasons, don't fret—your health and the health of our class community is always priority. If you are not well enough to get in touch, wait and rest and reach out when you can. If you are well enough to do so, please do the following:
 - Email me to let me know you'll be missing class and to get a zoom link to follow along virtually (participation in a hybrid format will be difficult but we will do our best!). Please only use this option when necessary. It is very important that you attend every class if/when you are healthy and able.
 - Check in with your small group to update them on what you can still accomplish and what responsibilities you'll need help with or to pass off to make sure we stay on deadlines. When you are well enough, you can take on more responsibilities again—we will aim to cultivate a community of care where responsibilities can ebb and flow based on ability and circumstances.
- ❖ Masks are mandatory in class and strongly encouraged for any small group meetings you have outside of class as well.
- ❖ If I get COVID—we will move our meetings to zoom for the time being until I am able to come back to class based on CDC and UCSD guidelines. Because this is always a possibility and can often be sudden, please try to always check your email the morning of class to double check if there are any updates.

ACCOMMODATIONS

- ❖ I am committed to providing you with any and all accommodations for documented reasons provided through [UCSD's Office for Students with Disabilities](#) and any accommodations for undocumented reasons as I acknowledge that this office and system still fails many students. This includes but is not limited to disabilities, neurodivergence, mental health needs, immunocompromisation, and caretaking for others. You are welcome to but never required to share details of your circumstances with me. I will trust & honor your expertise on your needs and will provide necessary accommodations that you request whether through official or unofficial means.

ATTENDANCE

- ❖ Because of the fast nature of Summer Sessions and the amount of collaboration and group work that will take place during our class meetings, you will be allowed only one unexcused absence before it will affect your grade. A second unexcused absence will take 5%/half a letter grade off your grade (out of participation), and a third unexcused absence is grounds for failing the course. I know this sounds strict, but it is meant to encourage accountability not to me but to each other and to your group project. Of course, I will always take into account COVID-related and other extenuating circumstances!

PARTICIPATION

- ❖ This course is an experiential learning course, meaning it requires a lot of participation, collaboration, and self-guidance—there will be no option to coast through this course. Before you continue in this course, please take the time to thoughtfully consider if you are able to give it your all based on both interest and circumstances, in order to respect and honor and build the community of this classroom. For this to work, we need everyone to be committed and willing—and I promise the reward of creating something tangible and important together will be worth it.
- ❖ Participation is more than just attendance! You will be graded on your engagement in class discussions, clear engagement with the assigned readings, your collaboration with your team, and willingness to do the necessary work outside of class.

TECHNOLOGY

- ❖ Out of respect for me and your classmates, please keep phones and other devices away during class unless specified for you to use them for an activity. I will ask you directly to put your phone away if it is being used at an unspecified time. This is not meant as a disciplinary approach, but as an approach guided by community-mindedness—please give us your presence and attention during the short time we have together each week.

EMAIL POLICY

- ❖ Please feel free to email me with questions anytime (if it can be answered in the syllabus or assignment descriptions, please check there first) but know I am most likely to respond between the hours of 9 am and 5 pm Mon-Fri, and I can often take 24 hours to respond. **If you do not receive a response within 24 hours, feel free to send a follow-up email to give me a little nudge!** Please include a subject line.

OFFICE HOURS

- ❖ Sign-up sheet and guidelines here

SUBJECT TO CHANGE POLICY

- ❖ *Please note that I may make small changes to the syllabus as I see fit to give us all the chance to be most successful in this course. As a new course, I'll be constantly reassessing as we go, and will always alert you with as much warning as possible if I make changes.*

CAMPUS POLICIES

- ❖ **UC San Diego Principles of Community**
- ❖ **UC San Diego Policy on Integrity of Scholarship**
- ❖ **Religious Accommodation**
- ❖ **Nondiscrimination and Harassment**
- ❖ **UC San Diego Student Conduct Code**

TEACHING PHILOSOPHY & INCLUSION STATEMENT

- ❖ You are all so much more than students—you are siblings, employees, friends, partners, children, and more. I honor and make space for your life outside the classroom in this course.
- ❖ While so often in academia it feels we are supposed to compartmentalize the classroom from the “outside” world, I will not abide by this “business-as-usual” approach. This means that you are not expected to pretend both personal and collective hardships are not happening in order to function in this class. While this is true of every class I will ever teach no matter the topic, we are uniquely positioned in *this* class to make our fears and our frustrations our subject. This is a course about using your voice in community, about using art and writing as a way to push back against the powers that harm us. Let’s use this as a space to cultivate dissent, to cultivate community, and to cultivate hope.
- ❖ As a white, cis-woman, I do not think it is enough to include a broad or vague diversity and inclusion statement copied and pasted from the university. Rather, I think it is my responsibility to directly acknowledge my positionality and the particular fraught history white women have as teachers, often perpetuating white saviorism and/or lacking an awareness of how our identities as white women privilege us in the world, thus perpetuating the harms of white supremacy and how it has and continues to function within education. I am committed to an anti-racist pedagogy and as your instructor, I promise to always thoughtfully consider my positionality in my interactions with the course content, in discussion, and with each of you, in order to challenge the historical norm of white supremacy within the institution and the world. If you ever feel that I or one of your classmates says something or behaves in a way that does not uphold an inclusive and

anti-racist classroom, please know that in this space you are encouraged and safe to challenge or inform me and I will always receive that as a generosity that you are extending me.

- ❖ I ask that you also consider your positionality thoughtfully when engaging with your peers. In this space, we will hold preferred names, name pronunciation, and pronouns with utmost respect. Positionality is also particularly important to consider in our project of creating a publication together—as we will talk about, the publishing industry is fraught with many of the same structural inequities as education and other industries, and it’s going to be imperative that we reflect not only on what identities and experiences we each hold that have lacked representation and that we want to make space for, but also, and perhaps more importantly, that we acknowledge the many identities and experiences held by those in our community and thoughtfully consider which have been given less space and therefore who and what we will prioritize in making space for in our publication. We are all a complex mix of identities that hold different amounts of power, and you will each be asked to reflect on this not only as individuals but as members of this community of people.
- ❖ Links to university statements and resources
 - [Office for Equity, Diversity and Inclusion](#)
 - [COVID-19 and Equity, Diversity and Inclusion](#)
 - [Anti-racism resources](#)

TYPICAL WEEK:

- ❖ Tuesdays:
 - 20 min for presentations during weeks 2-4
 - 1 hr 30 min for lecture & discussion of the readings and how they relate to/inform our project
- ❖ Thursdays:
 - 1 hr of lesson & discussion on different elements and steps of creating a publication
 - 30 min group work with small groups to work on publication—consult publication checklist and make plan for what needs to get done over the weekend
 - 20 min for Editorial Meeting: this is when each editorial group updates the class on their progress for the week, what they need to get done before the following Monday to stay on deadlines, what they need from other groups to get their tasks done, and ask any questions
- ❖ Fridays:
 - Journal entries due 11:59 weeks 1-4
- ❖ Over the weekend:

- Meet with/check-in with your small groups & communicate with other groups to make sure all necessary steps completed by the end of the day on Monday

COURSE CALENDAR

WEEK 1: What is <i>radical literature</i> ? How do we make space?	
<p>Tues 6/28:</p> <p>Introductions & Course Overview</p>	<p>Read:</p> <ul style="list-style-type: none"> • Cultivating dissent: Queer Zines and the Active Subject by Angela Connie Asbell (2006)—read Ch. 1 The Aesthetics and Ethics of Zines pgs 1-31 <p>Class objectives:</p> <ul style="list-style-type: none"> • Free-write & introductions • Identify the scope and central questions of the course • Analyze the meaning of <i>radical literature</i> and the role of dissent • Go over syllabus, assignments, and course schedule
<p>Thurs 6/30:</p> <p>Publication—Mission</p>	<p>Read:</p> <ul style="list-style-type: none"> • ‘The Unbearable Whiteness of Publishing’ Revisited By Shelly Romero and Adriana M. Martínez Figueroa (~6 pages) • Each of the following is only about a paragraph: <ul style="list-style-type: none"> ○ Manifesto of Transvestia ‘zine ○ Manifesto of riot grrrl ‘zine ○ Ethos statement of KALEIDOSCOPED MAG ○ About statement of Other People Literary Magazine ○ Mission statement of Honey Literary

	<p>Class objectives:</p> <ul style="list-style-type: none"> ● Identify editorial roles & decide on which role you'll serve ● Analyze an existing publication and identify if/how it cultivates dissent ● Assess individual and community needs for what kind of publication we want to create and possible formats for our publication ● Create our theme & scope <ul style="list-style-type: none"> ○ Meet with your editorial group ● Review Journal & Presentation assignments
Fri 7/1	Due 11:59 pm: Journal Entry #1
WEEK 2: Kitchen Table Press	
<p>Tues 7/5:</p> <p>Kitchen Table Press</p>	<p>Presentations: 1. _____, 2. _____, 3. _____</p> <p>Read:</p> <ul style="list-style-type: none"> ● This Bridge Called My Back: Writings by Radical Women of Color, Fourth Edition (2015), Introductions pgs xix-xxi & xxvii-xxviii (~ 20 pages) <ul style="list-style-type: none"> ○ I recommend downloading the PDF file so you can flip the pages for easier readability ● “Speaking in Tongues: A Letter to Third World Women Writers” by Gloria Anzaldúa—from This Bridge Called My Back (9 pgs) ● “A Press of Our Own” by Barabara Smith—from Frontiers: A Journal of Women Studies (3 pgs) <p>Related readings (not required):</p> <ul style="list-style-type: none"> ● “From Inside the First World: Foreword, 2001” by Cherrie L. Moraga, pg. xv-xxxiii & “Foreword 2001” by Gloria E. Anzaldúa, pg. xxxiv-xl—from This Bridge Called My Back, Third Edition (2002) ● A Black Feminist Statement—The Combahee River Collective—from Women’s Studies Quarterly (10 pgs) <p>Class objectives:</p> <ul style="list-style-type: none"> ● Identify Kitchen Table Press publications, founders, and background ● Identify social and political catalysts for creating this press ● Analyze the relationship between the press’s mission, the press’s publication of

	<p><i>Bridge</i>, and the anthology’s specific contents</p> <ul style="list-style-type: none"> ● Assess how KTP might inform our own publication
<p>Thurs 7/7:</p> <p>Publication— Format/Medium & Audience</p>	<p><u>Presentations</u>: 1. _____, 2. _____, 3. _____</p> <p>Read:</p> <ul style="list-style-type: none"> ● A Brief History of ‘zines by Chloe Arnold—from <i>Mental Floss</i> (2016) ● How to make this very zine ● No specific pages, just browse through some issues from some of these Lit Mags <ul style="list-style-type: none"> ○ KALEIDOSCOPED MAG—UCSD’s Creative Writing MFA program’s new lit mag (I’m an editor on this!) ○ Other People Literary Magazine—UCSD’s first undergrad lit mag ○ Honey Literary—a BIPOC-focused literary journal built by women of color ○ post journal—a digital space dedicated to uplifting, amplifying, and sharing the voices of queer creators. ○ Peach Mag ○ Calyx Press ○ Chapter House Journal <p>Watch:</p> <ul style="list-style-type: none"> ● Print ‘zine-making how-to <p>Publication prep:</p> <ul style="list-style-type: none"> ● Discuss & decide on medium: lit mag vs ‘zine vs book ● Online vs print ● Write manifesto/mission statement ● Marketing/outreach ● Hold Editorial Meeting 1
<p>Fri 7/8</p>	<p>Due 11:59 pm: Journal Entry #2</p>
<p>WEEK 3: riot grrrl</p>	
<p>Tues 7/12:</p> <p>riot grrrl: what they accomplished and who they left out</p>	<p><u>Presentations</u>: 1. _____, 2. _____, 3. _____</p> <p>Read:</p> <ul style="list-style-type: none"> ● “The Riot Grrrl Manifesto”—from <i>Bikini Kill Zine Issue 2 (1991)</i> (1 page) ● “The art and politics of riot grrrl—in pictures” by Olivia Laing—from <i>The Guardian</i> (2013) (~3 pages, mostly visuals) ● Riot Grrrl Zine by Melissa Klein (1991) (15 small pages)

	<ul style="list-style-type: none"> ● “Race and Riot Grrrl: A Retrospective” by Diana Le and Samantha Abrev (~25 pages text & image) ● “Alternatives to Alternatives: Thee Black Grrrls Riot Ignored” by Gabby Bess—from <i>Vice</i> (2015) (~7-8 pages) ● GUNK Zine Issue #4 by Ramdasha Bikceem (1 page) <p>Watch</p> <ul style="list-style-type: none"> ● The Punk Singer (2014) (81 minutes) <p>Related Readings (not required)</p> <ul style="list-style-type: none"> ● A History of Riot Grrrls by Kristin Schilt—from <i>The Feminist eZine</i> (published late 90s/early 2000s) (~8 pages) ● Riot Grrrl, Race, and Revival by Mimi Thi Nguyen—from <i>Women & Performance</i> (2012) ● “Why I Was Never a Riot Grrrl” by Laina Dawes—from Bitch Media (2013) ● “Trans Grrrl Riot, part 1: Was riot grrrl transphobic?” by Dr. Ruth Pearce (2012) <p>Class objectives:</p> <ul style="list-style-type: none"> ● Identify the social and political contexts that catalyzed the riot grrrl zine movement ● Discuss the relationship between music, venues/physical spaces, and literature ● Discuss the effects of this movement and most importantly critique its exclusions ● Discuss the DIY ‘zine format vs. other publishing formats in the context of industry, capitalism, and rebellion/dissent
<p>Thurs 7/14:</p> <p>Publication— Working with contributors</p>	<p>NO CLASS: Asynchronous group work</p> <p>Publication prep:</p> <ul style="list-style-type: none"> ● Read all submissions and decide on contributors ● Edit contributor work ● Design website and/or print ● Plan release event and/or distribution of publication ● Hold Editorial Meeting 2 virtually via Canvas discussion board
<p>Friday 7/15</p>	<p>Due 11:59 pm: Journal Entry #3</p>
<p>WEEK 4: Queer zines</p>	

<p>Tues 7/19:</p> <p>Queer zines & resistance of erasure</p>	<p><u>Presentations:</u> 1. _____, 2. _____, 3. _____</p> <p>Read:</p> <ul style="list-style-type: none"> ● Cultivating dissent: Queer Zines and the Active Subject by Angela Connie Asbell (2006)—read Ch. 2 Zines and Radical Subjectivity—Grrrl Empowerment pgs. 55-62, Ch. 3: Embodied Theory and Language Practices pgs. 71- ● “In zines, LGBTQ creators find a place to tell their own stories” by Dorothy Hastings—from PBS (2020) (12 pages w/ images) ● OBSIDIAN zine by Black Queer & Intersectional Columbus (BQIC) (2017) (24 small pages) ● Two queer zine archives: (no specific requirements, just peruse and look at a few zines!) <ul style="list-style-type: none"> ○ GRRRL, LADY, QUEER and TRANS FOLK ZINES ○ Queer Zine Archive Project <p>Related Readings (not required)</p> <ul style="list-style-type: none"> ● “Still Here, Still Queer: The Rise (and Rise) of LGBTQ Zine Culture” by Adam Maidment—<i>HORNET</i> (2021) <p>Class objectives:</p> <ul style="list-style-type: none"> ● Discuss the role of zines in queer identity formation, agency, & community-making ● Analyze the relationship between zines, marginalized identities, history as narrative, and power ● Analyze the politics of the DIY ethic
<p>Thurs 7/21:</p> <p>Publication: Design & Distribution</p>	<p><u>Presentations:</u> 1. _____, 2. _____, 3. _____</p> <p>Publication prep:</p> <ul style="list-style-type: none"> ● Complete peer assessment form ● Send final works to design ● Format and/or print & assemble ● Finalize distribution and/or performance plan ● Market ^ ● Hold Editorial Meeting 3
<p>Fri 7/22</p>	<p>Due:</p> <ul style="list-style-type: none"> ● Journal Entry 4: Revision/Development—Due 11:59 pm

	<ul style="list-style-type: none"> Peer group evaluation due 11:59 pm
WEEK 5: Modern movements for equitable publishing—#PublishingPaidMe and Rowhouse Publishing	
Tues 7/26	<p>Read:</p> <ul style="list-style-type: none"> ‘The Unbearable Whiteness of Publishing’ Revisited By Shelly Romero and Adriana M. Martínez Figueroa (~6 pages) “Black authors are on all the bestseller lists right now. But publishing doesn’t pay them enough” by Constance Grady—from Vox (2020), on the #PublishingPaidMe movement Rowhouse Publishing: Read “About” page and watch video <p>Class objectives:</p> <ul style="list-style-type: none"> Identify inequities in modern publishing industry: who is employed and who is published Analyze contemporary example of a press challenging these inequities Assess how our publication can or does cultivate dissent from inequities in publishing
Thurs 7/28	No readings
Publication— Finalizing & Distribution	<p>Class objectives:</p> <ul style="list-style-type: none"> Finalize print or website! Review plan for performance and/or distribution Group work Full class meeting at end of class to check in on any last needs before final publication Editorial Meeting 4
Fri 7/29	<p>Due:</p> <ul style="list-style-type: none"> Final publication due 11:59 pm
Sat 7/30	<p>Due:</p> <ul style="list-style-type: none"> Distribution and/or performance of publication due 11:59 pm

RESOURCES FOR SUPPORT AND LEARNING

Learning and Academic Support

Ask a Librarian: Library Support

Chat or make an appointment with a librarian to focus on your research needs

Course Reserves, Connecting from Off-Campus and Research Support

Find supplemental course materials

First Gen Student Success Coaching Program

Peer mentor program that provides students with information, resources, and support in meeting their goals

Office of Academic Support & Instructional Services (OASIS)

Intellectual and personal development support

Writing Hub Services in the Teaching + Learning Commons

One-on-one online writing tutoring and workshops on key writing topics

Supplemental Instruction

Peer-assisted study sessions through the Academic Achievement Hub to improve success in historically challenging courses

Tutoring – Content

Drop-in and online tutoring through the Academic Achievement Hub

Tutoring – Learning Strategies

Address learning challenges with a metacognitive approach

Support for Well-being and Inclusion

Basic Needs at UCSD

Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live is encouraged to

Community and Resource Centers

Office of Equity, Diversity, and Inclusion

contact: foodpantry@ucsd.edu | basicneeds@ucsd.edu | (858) 246-2632

Counseling and Psychological Services

Confidential counseling and consultations for psychiatric service and mental health programming

Triton Concern Line

Report students of concern: (858) 246-1111

Office for Students with Disabilities (OSD)

Supports students with disabilities and accessibility across campus

*As part of the Office of Equity, Diversity, and Inclusion the campus community centers provide programs and resources for students and contribute toward the evolution of a socially just campus
(858).822-.3542 | diversity@ucsd.edu*

Get Involved

Student organizations, clubs, service opportunities, and many other ways to connect with others on campus

Undocumented Student Services

Programs and services are designed to help students overcome obstacles that arise from their immigration status and support them through personal and academic excellence