ANBI 131. Biology and Culture of Race.
Fall 2023
Professor Amy L. Non

Contact Info:
Email: alnon@ucsd.edu
Meeting Times: Tues/Thurs, 9:30am-10:50am
Location: Franklin Antonio Hall (FAH)
Office Hours: Thurs 11:00-12:00 SSB 270 or by appointment
TA: Jose Reynoso-Zimmerer
TA Office Hours: Fridays 3pm or by appointment

Syllabus Change Policy: This syllabus is a guide for the course and is subject to change with advanced notice.

Course Description: This course examines conceptions of race from both evolutionary and socio-cultural perspectives. We will examine current patterns of human genetic variation and critically examine how these patterns map onto current conceptions of race. The second part of the course will focus on the history of the race concept in the US, the social construction of race, and the experiences and consequences of racism and discrimination on health. The final part of the course explores the ways in which biomedical researchers and physicians use racial categories today. Overall, this class will challenge the common worldview about the biological basis of race to undermine pervasive assumptions about race found everywhere in society – biomedical research and clinical practice, the courtroom, and the classroom.

Course Objectives: By the end of the course, students will be able to:

- Describe theory, data, and methods used by biological anthropologists to study human genetic variation
- Understand, discuss, and critique biological and social concepts of human race and their implications
- Compare the current American racial worldview to other society's (and times') views of human diversity.
- Analyze and critique the role of race in modern biomedical research and in the media
- Understand, discuss, and critique primary scientific literature.

Course design/format:

This seminar course is designed for upper level undergraduate students and graduate students who are interested in understanding and critiquing biological and sociocultural perspectives of race. The course format will be a combination of lecture, discussion, and in class activities. Graduate students will have additional reading assignments and longer length papers.

Course Requirements

Participation
Participation: Students will be expected to participate actively in all class discussions. Participation will be based on each student's contribution of original comments, questions, etc to the class -

either live or in discussion boards or on Perusall. This includes comments to the whole class, as well as small group discussions and **asynchronous discussion posts**. Students are not graded on the brilliance of their statements, but on their willingness to talk, a demonstration that the assigned material was read, and the originality of their comments. Simply showing up for class does not constitute participation. ***Remaining silent in class (or on discussion boards or Perusall) means that the highest grade a student can receive is a C.*** To facilitate discussion, all students must come prepared with **at least 1 question and/or comment about each assigned reading to each class**. These will be entered in Perusall before the start of class. Participation grades will be calculated based on a combination of in class participation (live and on discussion boards), and Perusall comments/questions.

Additional note on discussion boards:
Questions will be posted on the CANVAS discussion board on *some* days either during or after class. Some discussions must be answered in class as part of participation grade. Others you will have a week to write, and will require reflection on the week's readings. For these, students will be expected to write a 150-200-word response to the question posed for the week prior to the start of the next class. In these posts, you should not summarize the readings but rather provide your perspective, drawing on the readings as evidence or support. Some discussion boards will be used as extra credit.

Homework Exercises:
2 Homework projects will be assigned (20% of total grade). The first is a health disparities assignment – answering questions about a set of assigned articles related to a particular disease that shows large health disparities. **The second hw is optional** (to be averaged with the grade on the first if you choose to do it), and will be a video that you record tackling a persistent myth about race, and dismantling the myth with solid evidence to create a convincing argument.

Midterm Exam: At the midpoint in the semester, an exam will be administered assessing knowledge gained in the first half of the course. It will be a mix of multiple choice, True/False, and Short Answer questions, based primarily on lecture material. This exam is worth 25% of your grade.

Final Paper: The final paper will take the format of a letter to the editor written in response to a biomedical research paper of your choosing that deals with a racial disparity in health. Please select a paper from a set provided that claims a racial difference in a disease or health outcome. The paper will **either explicitly or implicitly attribute the disparity to genetic or biological differences between races.** Explain (politely) in **your ~1000 word (max)** letter to the editor any critiques you have about the study design and/or interpretations. Be sure to clarify whether you think they adequately controlled for all necessary social factors that may alternatively explain the disparity, and what you think could be done to their paper, or papers in general, to improve on future studies of racial disparities in health. Your final paper (30%) is due on **Dec 12th**. The best letters will be considered for submitting to the journal if you'd like to continue working on it beyond the end of the quarter. (e.g. One student summer 2020 published her letter with me in a highly ranked medical journal - https://www.atsjournals.org/doi/full/10.1164/rccm.202009-3636LE)

Grading: Final grades will be determined by the following five categories:
1) Class Participation (includes questions/comments on Perusall (15%) and CANVAS discussion posts (15%) (30% total)
2) Homework Exercises (20%)

3) Midterm Exam (25%)
4) Final Paper (25%)

In converting your numerical average to a letter grade, fractions will be rounded to the nearest whole number and the following scale will apply:
97-100%=A+, 94-96%=A, 90-93=A-, 87-89%=B+, 83-86%=B, 80-82=B-, 77-79%=C+, 73-76=C, 70-72%=C-, 67-69%=D+, 63-66=D, 60-62%=D-, < 60%=F.

Reading Material:
Reading assignments will be drawn from the following books: (see pdfs for some on CANVAS)

1. Barbara A. Koenig, Sarah S. Richardson, Sandra S. Lee. *Revisiting Race in a Genomic Age,* Edition: 08. New Jersey: Rutgers University Press.

2. Alan Goodman, Yolanda Moses, Joseph Jones. Race: Are we so different. Edition 12. Wiley, John and Sons, Inc.

3. Graves and Goodman. Racism, Not Race. 2022. Columbia University Press.

Additionally, scientific articles will be assigned and posted online some weeks. If students know of additional articles or topics that they would like to discuss, please contact me.

Recording/Podcasting: Power point lectures will be provided on CANVAS before class most days, and students can take notes on them. Class discussions/lectures cannot be recorded in any manner without special permission. I have set up audio podcasting for our class.

Strategies for success:
It is important to complete all the readings on time and it is best to do the readings throughout the week. In this way, you have time to think about and process the information during the week and in between different readings. It is expected that you will **re-read anything you do not understand** the first time. During your reading, you should **take copious notes**.

Ask for help in taking notes, comprehending the material, or preparing any of the assignments – I am available during office hours, you can schedule an appointment outside of office hours, and I am always available by email.

Late assignment policy:
Assignments are due on the assigned day. If extraordinary circumstances (such as illness or family emergency) prevent you from completing an assignment on time, please communicate with the instructor or TA about the delay, ideally before the due date. Otherwise, assignments will be accepted late, but with a penalty. **For each academic calendar day that a major assignment is late, it will receive 10% off the final mark**; no papers accepted after 5 academic calendar days late; extended delays must be discussed with the professor in advance.

Incomplete Policy

If you are falling behind at any point in the course, please talk with me about your situation as soon as possible. My door (and inbox) are always open to this conversation; an appeal for help is always preferred over not communicating ("radio silence") or half-hearted attempts to complete the assigned work. If some extraordinary circumstance makes it impossible to complete on time, limited extensions may be granted through an incomplete grade at the instructor's sole discretion.

Students requesting an incomplete must provide a timetable for completion of the course requirements before the incomplete is approved.

Accommodations for students with disabilities: If you require accommodation due to a disability, please make an appointment during my office hours so that we may discuss your needs. Students requesting classroom accommodation must first apply for services through the Office for Students with Disabilities (OSD). https://disabilities.ucsd.edu/students/index.html

Academic Integrity
All UCSD students are required to adhere to the Policy on Integrity of Scholarship. Please take the time to read the Policy found here: http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2. The policy applies to all work done in this class. Your questions/summaries, writing, and homework should be your own work. **Plagiarism or cheating will result in an "F" for the assignment and may be reported to the Academic Integrity Office for further action.**

The following definitions are designed to clarify the meaning of these words:

Cheating is the attempted or unauthorized use of materials, information, notes, study aids, devices or communication during an academic exercise. Examples include but are not limited to:

1. Copying from another student during an examination or allowing another to copy your work
2. Unauthorized collaborating on a take home assignment or examination
3. Using unauthorized notes during a closed book examination
4. Using unauthorized electronic devices during an examination
5. Changing a corrected assignment and returning it for more credit
6. Submitting substantial portions of the same paper to two classes without consulting the second instructor
7. Allowing others to research and write assigned papers, including the use of commercial term paper services

While collaboration in working out the meaning of course readings is encouraged, you should not work with other students on any *individual* assignment. Invest the necessary time to be able to provide your own answers. While you are encouraged to use one another as resources for finding resources and references, *your words and thoughts must be your own, based on your own reading of the materials*.

Plagiarism is the act of presenting another person's ideas, research or writing as your own, such as:

- Copying another person's actual words without the use of quotation marks and footnotes (a functional limit is *four or more words* taken from the work of another)
- Closely paraphrasing another person's presentation of an issue without crediting them
- Presenting another person's ideas or theories in your own words without acknowledging them
- Failure to acknowledge collaborators on homework assignments

Note that common or readily verifiable facts, proverbs, and other familiar expressions can be stated without quotation or attribution, unless the wording is taken verbatim from another source.

AI Policy (borrowed from Katy Pearce, see http://www.katypearce.net/ai-llm-policy-statements)
- It is **okay** for you to use artificial intelligence text generators in this course, BUT:

- You must use them in a way that helps you learn, not hampers learning.
- Remember that these are tools to assist you, not a replacement for your own learning of the material, critical thinking ability, and writing skills.
- The only acceptable use of AI on assignments (hw, final paper, etc.) is for **proofreading** (like Grammarly). This should only be for simple grammar checks, not extensive rewriting. And in this class you are not being evaluated on your grammar, so I discourage this use.
- It is acceptable to use AI to provide you with other explanations of concepts or organize your notes and there is no need to disclose these. However, if the AI gives you incorrect information and you use that incorrect information on an assignment, you will be held accountable for it.
- Be transparent: If you used an AI tool for proofreading, I **ask that you include a short paragraph at the end of the assignment that explains what you used the artificial intelligence tool for and why.** (For example: "I used Grammarly to give me feedback on my sentence structure on question 6. English is my 3rd language and I like using AI as a proofreading tool." It is not required to disclose using AI for studying, but you can if you want to: "I read the book and listened to the lecture on x, and I didn't fully understand it, so I asked ChatGPT to give me other examples which helped my understanding." Or "I did not understand a term in the textbook and I asked ChatGPT to explain it to me.")
- If you are using artificial intelligence tools to help you in this class and you're not doing well on assignments, I expect that you will reflect upon the role that the tool may play in your class performance and consider changing your use.
- If artificial intelligence tools are used in ways that are nefarious or unacknowledged, you may be subject to the academic misconduct policies detailed earlier in the syllabus.

Lastly, and most importantly, every assignment in this course has its purpose to encourage you to reach your own synthesis of the ideas involved and to formulate and express your own opinions and perspectives. The value of your writing for this class—and for yourself—ultimately depends on cultivating this ability, for which no amount of well-cited facts and wise opinions of others can be a substitute.

Please also note: Counseling and Psychological Services (CAPS) are still available through "televisits" at (858) 534-3755; CAPS regular hours- M-F from 8:00AM to 4:30PM. Remember that all matters of distress or mental health are fundamental human processes, and, that under highly stressful/adverse conditions, it is *expectable* (i.e. 'normal') to experience such (and that this is widely shared)."
- Daily streams and recordings of mindfulness and compassion [sessions](#)