

**“Nothing in biology makes sense except in the light of evolution.”**  
– Theodosius Dobzhansky, Evolutionary Geneticist (1900-1975)

## Course Information

<b>Course Description</b>	This course deals with the living world at the level of whole organisms, populations, communities, biomes, ecosystems and the biosphere. It is designed to introduce you to the fields of evolution, systematics, ecology, environmental science, behavior and conservation biology. The major focus of the course will be on evolution, since an understanding of the evolutionary process enables us to grasp why there are so many different kinds of living things, how they interact with each other to produce complex ecosystems, the ways in which these interactions may lead to the evolution of complex behaviors, how evolution has often brought about large changes in body plan, and how species (including ourselves) are likely to continue to evolve. Such knowledge is essential for understanding biology in general, and provides the tools for our stewardship of the planet’s biota and the sustainability of the ecological services we take for granted.
<b>Credits</b>	4
<b>Instructor</b>	Prof. Keefe Reuther Email address: <a href="mailto:kdreuther@ucsd.edu">kdreuther@ucsd.edu</a> <b>(please put BILD 3 in the subject line)</b>
<b>Course Format</b>	This is a remote course with all elements conducted online via the course Canvas page ( <a href="https://canvas.ucsd.edu">canvas.ucsd.edu</a> ) and Zoom
<b>Synchronous Course Elements</b>	Lectures & Exams: MWF 3-3:50pm (all lectures will be recorded for later viewing) Discussion Sections: Your registered discussion time (see next table)
<b>Asynchronous Course Elements</b>	Problem Sets (posted each Friday and due Sunday 11:59pm on Canvas)

**INSTRUCTIONAL ASSISTANTS AND DISCUSSION SECTION TIMES::**

G01/H01/I01	W	9:00a-9:50a	Maryum	mhaidari@ucsd.edu
G02/H02/I02	W	10:00a-10:50a	Brandon	btsai@ucsd.edu
G03/H03/I03	W	11:00a-11:50a	Dev	dndesai@ucsd.edu
G04/H04/I04	W	12:00p-12:50p	Dev	dndesai@ucsd.edu
G05/H05/I05	W	1:00p-1:50p	Minh	m3le@ucsd.edu

<b>Typical Weekly Responsibilities – CHECK THE COURSE CANVAS HOME TAB! This table is NOT comprehensive</b>		
<b>WHAT?</b>	<b>WHERE?</b>	<b>WHEN?</b>
Going to lecture	Zoom (live) Weekly Canvas module (if you watch it later)	Shown live MWF 3-3:50pm for active participation. Can watch cloud recording later.
Problem Sets	Canvas quizzes in the weekly module	Due by Sunday @11:59pm; weekly; posted soon after Friday class. These are non-cumulative and cover material from the previous week.
Section/Discussion Meetings	Zoom LTI Pro app on Canvas	Your scheduled section time unless you have a conflict. Activities will require live discussion, active participation and small group work.
Topic Discussion	Discussions tab on Canvas	By Wed and Sun 11:59pm <b>weeks 2,4,7,10</b>
Major quizzes	Weekly Modules	You will have a 50 minute period to address a small number of conceptual short answer problems. These will be cumulative. <b>weeks 3,6,9, finals week</b>

**LEARNING OUTCOMES:** See posted documents on Canvas.

**CONTACT:** The best way to contact me is by email: [kdreuther@ucsd.edu](mailto:kdreuther@ucsd.edu). On all emails PLEASE put BILD 3 in the subject line to indicate that the email pertains to this course. If you email about anything regarding your status in the course, please include your UCSD username, and PID. If you have questions about course content, it is often faster to email your IA directly.

**TEXTBOOK:** BILD 3 Custom Campbell Biology, Volume 3, 11 Edition OR Campbell Biology, 11 Edition, available at the Price Center Bookstore. It is **OPTIONAL. I also have posted freely downloadable OpenStax textbooks on Canvas.**

**LECTURE 'NOTES':** A pdf of figures and pictures from the lecture PowerPoints will be posted on Canvas. Video recordings of both the core lecture video and the Zoom class presentations will be available in the Canvas weekly modules.

**WEBSITE:** Everything related to the class is kept on the Canvas site (<https://Canvas.ucsd.edu/webapps/login/>). **Announcements** of exam room changes and many other important matters will be posted on the Canvas site. Check the site often!  
**All grades will be posted on Canvas.**

**GRADING:**

Major Quiz 1	5%
Major Quiz 2 (cumulative)	10%
Major Quiz 3 (cumulative)	10%
Final Major Quiz (cumulative)	15%
Problem Sets (9x - lowest score dropped)	32%
Syllabus Quiz	1%
Section Activities (9x - lowest score dropped)	16%
Topic Discussions	11%
<b>TOTAL</b>	<b>100%</b>
<b>EXTRA CREDIT (CAPEs and surveys TBA)</b>	<b>1%</b>

These guidelines will be used to assign grades:

- > (85%) A (A-, A or A+)
- > (75%) B (B-, B or B+)
- > (65%) C (C-, C or C+)
- > (55%) D

If necessary, these cutoffs will be adjusted downward so that at least 50% of students in the class receives an A or a B, but they will not be adjusted upward for any reason. There is NO rounding of grades. The ONLY recourse to receive a higher grade is to successfully submit a regrade request on an exam.

### **LEARNING IN THIS COURSE**

This course is designed to be an environment for everyone to learn and construct a shared understanding of the material. **Active participation by engaging with the lecture material, asking and answering questions (e.g. on the discussion board), and contributing to breakout sessions during discussion time is expected.** Being able to communicate understanding, and confusion, is critical to success in any discipline, and is very useful for learning<sup>1</sup>. To encourage collaboration, lab discussions will be done in groups, and grades will not be assigned on a curve. Being proactive to ask questions during office hours and on the discussion board will be critical for success, especially given the online nature of the course.

Instead of memorization, we will focus on developing an understanding of fundamental concepts as they apply to different examples. Therefore, quizzes will include questions that are based on solving problems in new contexts.

1 Smith et al., 2009. <http://www.sciencemag.org/content/323/5910/122.short>

### **SECTIONS AND SECTION MEETINGS:**

Generally, you must join the Zoom meeting for the section you are registered for. In cases where that is not tenable due to a specific issue (e.g. time zone, childcare, etc.) then please contact me and we can arrange for you to Zoom in on another section.

The section meetings provide for academic review. Each week the IA will provide an opportunity to review the previous week's lectures and readings. This review may take the form of answering your specific and general questions, clarifying something important presented quickly in lectures, expanding on something important described in the textbook, or working through a numerical problem of the type found on the exams.

**PROBLEM SETS:** Course assignments will be administered through Canvas. You will have 45-60 minutes to answer 20 multiple choice questions. The quiz will cover the lecture material from the previous week. **Your lowest quiz grade will be dropped.** See the course calendar for due dates.

**MAJOR QUIZZES:** There will be three major quizzes, held during lecture time. **MAKE-UP EXAMS ARE NOT AVAILABLE.** It is your responsibility to email Dr. Reuther if you cannot make a particular quiz time. **Each exam will be cumulative, with a focus on material presented since the previous exams.**

**Topic Discussion:** During weeks 2, 4, 7, and 10, there will be a discussion prompt placed in the Discussions section of Canvas prior to Monday morning. You must make one substantive response to the prompt before Wednesday @11:59pm. You must respond to another student's reply by Sunday night at 11:59pm. For a response to count for credit, it must be original, substantive, and properly cited (if necessary). Generally, this means a small paragraph. Replies of "I agree" do not count as substantive. Your lowest of the four scores will be dropped.

**Professionalism: All problem sets, mini-papers and exams MUST be original and completed on your own, without the help of other students or from work posted illegally on websites specific to this course (i.e. contract cheating). Group work is only acceptable when explicitly noted. All problems sets/assignments/exam/etc. are otherwise open book/note/internet.**

Unprofessional interactions consume time yet have no meaningful benefits to you, your fellow students, and/or the teaching team. Analogously in the workplace, being unprofessional to your colleagues or supervisors will only discount you. When you are discounted, you will not be invited for new opportunities that you may or may not be aware of. Professionalism can be demonstrated through individually demonstrating maturity and professionalism, as well as contributing meaningfully to our online. By default, every student is assumed to be professionally mature. Hence, this component is awarded to every student at the beginning of the quarter. During the quarter, based on observations by the teaching team, which includes but is not limited to one-on-one interactions, electronic communication, following deadlines, and follow-up conversations on grades, your professionalism credit may be deducted.

Example interactions with meaningful benefits:

- Following the course and university rules of Academic Integrity
- Developing deeper insight into course material, concepts, biology, and/or society in general
- Working collaboratively to improve in skill building and future opportunities
- Contributing to an inclusive learning environment
- Learning conceptually and meaningfully why full credit was not awarded for an assignment
- Clarifying course material that facilitates deeper learning
- Reporting errors or problems in class, on assignments, or for other course material
- Completing the work expected of you by posted deadlines
- Keeping up with reading information distributed by the instructor and IA's

Example interactions that have no meaningful benefits and thus should be avoided:

- Harassing and/or bullying the instructional team or other students.
- Asking questions when the information is already available or will eventually be known
- Ignoring the directions or requests from the instructional team

LATE ASSIGNMENTS AND QUIZZES

Assignments must be submitted on time to be eligible for full credit. Except in the case of medical or family emergencies, late assignments will be subjected to a 20% deduction per day.

REGRADES

If a grading error has been made, you should submit a re-grade request to your Instructional Assistant or Dr. Reuther. Students who submit items for re-grading understand that we may re-grade the entire item and the score may go up or down.

**SUPPLEMENTAL INSTRUCTION:**

SUPPLEMENTAL INSTRUCTION (SI), STUDY GROUPS, CONTENT TUTORING, AND LEARNING STRATEGISTS ARE HIGHLY DEVELOPED PROGRAMS SUPPORTING YOUR COURSE DURING FALL 2020 BY THE ACADEMIC ACHIEVEMENT HUB OF THE TEACHING + LEARNING COMMONS. WE PROVIDE HERE INFORMATION FOR THE SUPPORT AND HOPE THAT YOU ALSO SHARE THE INFORMATION WITH YOUR COURSE TAs/IAs.

MONDAY, OCTOBER 5 ALL PROGRAMS BEGIN AND ARE REMOTE

· SI (INCLUDES STUDY GROUPS) IS AN INTERNATIONAL, UMKC ACCREDITED PROGRAM FACILITATED BY HIGHLY TRAINED PEER LEADERS. LEADERS WILL INTRODUCE THEMSELVES TO INSTRUCTORS.

· SESSIONS MEET EITHER:

○ 3 TIMES PER WEEK; 50 MINUTES EACH OR

○ 1 TIMES PER WEEK; 80 MINUTES

LEADER:

BILD 3: NORA LYANG      NLYANG@UCSD.EDU

SESSION SCHEDULE:

[HTTPS://UCSDCOMMONS.ADOBECONNECT.COM/BILD3\\_G00\\_SG](https://ucsdcommons.adobeconnect.com/bild3_g00_sg)  
TUESDAY 6-7:20PM

MONDAY, OCTOBER 5 ALL PROGRAMS BEGIN AND ARE REMOTE

NOTE: FOR DETAILED SCHEDULES AND PROGRAM DESCRIPTIONS, VISIT AAH.UCSD.EDU

FOR CANVAS USERS PLEASE READ ON:

ON THE COURSE NAVIGATION BAR (LEFT SIDE OF THE CANVAS PAGE), THERE IS AN ACADEMIC SUPPORT LINK THAT BRINGS YOU/STUDENTS TO THE COMMONS PAGE WITH OUR SERVICES/PROGRAMS LISTED.

ACADEMIC INTEGRITY

<https://students.ucsd.edu/academics/academic-integrity/index.html>

Students are expected to do their own work, as outlined in the UCSD Policy on Academic Integrity. Academic misconduct is broadly defined as any prohibited and dishonest means to receive course credit, a higher grade, or avoid a lower grade. Academic misconduct misrepresents your knowledge and abilities, which undermines the instructor's ability to determine how well you're doing in the course. Please do not risk your future by cheating.

Students suspected of AI violations on exams will be invited to Zoom follow-up meetings where they will be asked to (in real time, on video) justify their answers (before the graded exams or solutions are released). If the instructor isn't convinced during the meeting, or the student refuses to participate, they're submitted for AI violations.

**Integrity of scholarship** is essential for an academic community. The University expects that both students and faculty will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual(s) to whom it is assigned, without unauthorized aid of any kind. In this course, we need to establish a set of shared values. Following are values\* adopted from the [International Center for Academic Integrity](#), which serve as the foundation for academic integrity.

	As students we will.....	As the teaching team we will.....
<b>Honesty</b>	<ul style="list-style-type: none"> <li>Honestly demonstrate your knowledge and abilities according to expectations listed in the syllabus or in relation to specific assignments and exams</li> <li>Communicate openly without using deception, including citing appropriate sources</li> </ul>	<ul style="list-style-type: none"> <li>Give you honest feedback on your demonstration of knowledge and abilities on assignments and exams</li> <li>Communicate openly and honestly about the expectations and standards of the course through the syllabus and in relation to assignments and exams</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>Complete assignments on time and in full preparation for class</li> <li>Show up to class on time and be mentally and physically present</li> <li>Participate fully and contribute to team learning and activities</li> </ul>	<ul style="list-style-type: none"> <li>Give you timely feedback on your assignments and exams</li> <li>Show up to class on time and be mentally and physically present</li> <li>Create relevant assessments and class activities</li> </ul>
<b>Respect</b>	<ul style="list-style-type: none"> <li>Speak openly with one another while respecting diverse viewpoints and perspectives</li> <li>Provide sufficient space for others to voice their ideas</li> </ul>	<ul style="list-style-type: none"> <li>Respect your perspectives even while we challenge you to think more deeply and critically</li> <li>Help facilitate respectful exchange of ideas</li> </ul>

<b>Fairness</b>	<ul style="list-style-type: none"> <li>• Contribute fully and equally to collaborative work, so that we are not freeloading off of others on our teams</li> <li>• Not seek unfair advantage over fellow students in the course</li> </ul>	<ul style="list-style-type: none"> <li>• Create fair assignments and exams and grade them in a fair and timely manner</li> <li>• Treat all students and collaborative teams equally</li> </ul>
<b>Trustworthiness</b>	<ul style="list-style-type: none"> <li>• Not engage in personal affairs while on class time</li> <li>• Be open and transparent about what we are doing in class Not distribute course materials to others in an unauthorized fashion</li> </ul>	<ul style="list-style-type: none"> <li>• Be available to all students when we say we will be</li> <li>• Follow through on our promises</li> <li>• Not modify the expectations or standards without communicating with everyone in the course</li> </ul>
<b>Courage</b>	<ul style="list-style-type: none"> <li>• Say or do something when we see actions that undermine any of the above values</li> <li>• Accept the consequences of upholding and protecting the above values</li> </ul>	<ul style="list-style-type: none"> <li>• Say or do something when we see actions that undermine any of the above values</li> <li>• Accept the consequences of upholding and protecting the above values</li> </ul>

\* This class statement of values is adapted with permission from Tricia Bertram Gallant Ph.D.

All course materials are the property of the instructor, the course, and the University of California, San Diego and **may not** be posted online, submitted to private or public repositories, or distributed to unauthorized people outside of the course. Any suspected instances of a breach of academic integrity will be reported to the Academic Integrity Office for review and possibly given a score of 0.

### Student Resources for Support and Learning

#### ACADEMIC SUPPORT

<a href="#">Geisel Library</a>	Research tools and eReserves
<a href="#">Content Tutoring with the Teaching + Learning Commons</a>	Drop-in and online tutoring through the Academic Achievement Hub
<a href="#">Supplemental Instruction with the Teaching + Learning Commons</a>	Peer-assisted study sessions through the Academic Achievement Hub to improve success in historically challenging courses
<a href="#">Writing Hub Services in the Teaching + Learning Commons</a>	Improve writing skills and connect with a peer writing mentor
<a href="#">Learning Strategies Tutoring</a>	Address learning challenges with a metacognitive approach
<a href="#">OASIS</a>	Intellectual and personal development

	support
<a href="#">Student Success Coaching Program</a>	Peer mentor program that provides students with information, resources, and support in meeting their goals
<a href="#">Academic Integrity</a>	Policy on Academic Integrity of Scholarship and strategies to excel with integrity
<a href="#">Technical Support</a>	Assistance with accounts, network, and technical issues

**STUDENT RESOURCES**

<a href="#">Basic Needs</a>	Provides access to food, housing, and financial resources
<a href="#">Counseling and Psychological Services (CAPS)</a>	Provides services like confidential counseling and consultations for psychiatric services and mental health programming
<a href="#">Community Centers</a>	As part of the <a href="#">Office of Equity, Diversity, and Inclusion</a> the campus community centers provide programs and resources for students and contribute toward the evolution of a socially just campus
<a href="#">Counseling and Psychological Services</a>	Individual, group, couples, and family psychotherapy services for registered undergraduate and graduate students
<a href="#">Office for Students with Disabilities</a>	Documents students disabilities, provides accessibility resources, and reasonable accommodations
<a href="#">Triton Concern Line</a>	Report students of concern at (858) 246-1111

**DISCRIMINATION AND HARASSMENT**

The University of California, in accordance with applicable federal and state laws and university policies, does not discriminate on the basis of race, color, national origin, religion, sex, gender, gender identity, gender expression, pregnancy (including pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), physical or mental disability, medical condition, genetic information, ancestry, marital status, age, sexual orientation, citizenship, or service in

the uniformed services (including membership, application for membership, performance of service, application for service, or obligation for service in the uniformed services). The university also prohibits harassment based on these protected categories, including sexual harassment, as well as sexual assault, domestic violence, dating violence, and stalking. The nondiscrimination policy covers admission, access, and treatment in university programs and activities.

If students have questions about student-related nondiscrimination policies or concerns about possible discrimination or harassment, they should contact the Office for the Prevention of Harassment & Discrimination (OPHD) at (858) 534-8298, <https://ophd.ucsd.edu/>, or <http://ophd.ucsd.edu/report-bias/index.html>

Campus policies provide for a prompt and effective response to student complaints. This response may include alternative resolution procedures or formal investigation. Students will be informed about complaint resolution options. A student who chooses not to report may still contact CARE at the Sexual Assault Resource Center for more information, emotional support, individual and group counseling, and/or assistance with obtaining a medical exam. For off-campus support services, a student may contact the Center for Community Solutions. Other confidential resources on campus include Counseling and Psychological Services, Office of the Ombuds, and Student Health Services.

CARE at the Sexual Assault Resource Center: 858.534.5793 | [sarc@ucsd.edu](mailto:sarc@ucsd.edu) | <https://care.ucsd.edu>

Counseling and Psychological Services (CAPS): 858.534.3755 | <https://caps.ucsd.edu>

#### CHILDREN AND VIDEO SESSIONS

You are welcome to have children with you during video sessions as I fully understand that childcare situations may be complicated for many of us at this time. Do your best to participate and engage, but also please get in touch with me if you have any questions or concerns.

#### LETTERS OF RECOMMENDATION

If you think you may want me to write you a letter of recommendation (or any other instructor), please consider what a good letter would contain and how your actions in the course demonstrate the qualities you will want highlighted in a good letter. When students ask me for a letter of recommendation, I ask them to write to me about how they demonstrated critical thinking, leadership, collaboration, and professionalism. I will be specifically looking for examples of these qualities *that I could have noticed* during lab and office hours. Be sure to actively participate in the discussions, talk to me during the lab and my office hours: ask questions, offer your own ideas and interpretations of your results, bring interesting facts/papers that are connected to the material we are studying. If you don't actively show the qualities that are needed to write a good letter, it will be hard for me to write a letter that is meaningful and useful.

#### SUBJECT TO CHANGE POLICY

The information contained in the course syllabus, other than the grade and absence policies, may be – under certain circumstances (e.g. to enhance student learning) – subject to change with reasonable advance notice, as deemed appropriate by the instructor.

**TECHNICAL SUPPORT**

For help with accounts, network, and technical issues: <https://acms.ucsd.edu/contact/index.html>

For help connecting to electronic library resources such as eReserves and e-journals:

<https://library.ucsd.edu/computing-and-technology/connect-from-off-campus/>

**COURSE SCHEDULE**

Week	Lecture Topic
0	Introduction
1	Evolution: History & Evidence
2	Mechanisms of Evolution: Natural Selection
3	<b>MAJOR QUIZ 1 - Monday</b> Mechanisms of Evolution: Sexual Selection, Drift, Gene Flow and Mutation
4	Speciation Phylogenetic Systematics
5	History of Life Prokaryote & Protist & Plant Diversity
6	<b>MAJOR QUIZ 2 (Cumulative) - Monday</b> <b>WEDNESDAY - VETERAN'S DAY HOLIDAY</b> Fungal Diversity
7	Animal Diversity
8	Animal Diversity Cont.; Human Evolution <b>FRIDAY - THANKSGIVING HOLIDAY</b>
9	<b>MAJOR QUIZ 3 (Cumulative) - Monday</b> Intro to Ecology; Population Ecology
10	Community Ecology; Ecosystem Ecology
	<b>Final Exam: 12/18/20 Friday 3:00pm-6:00pm</b>

**DISCUSSION SECTION SCHEDULE**

Week	Section Topic
0	NO SECTION
1	Metacognition and Evolution in the News Activity ( <b>For Credit</b> )
2	Natural Selection Activity ( <b>For Credit</b> )
3	<b>Major Quiz 1 Debrief</b> ( <b>For Credit</b> )
4	Mechanisms of Evolution Activity ( <b>For Credit</b> )
5	Phylogeny Practice Activity ( <b>For Credit</b> )
6	<b>NO SECTION DUE TO HOLIDAY</b>
7	<b>Major Quiz 2 Debrief</b> ( <b>For Credit</b> )
8	Connecting Evolution/Diversity/Ecology Activity ( <b>For Credit</b> )
9	<b>Major Quiz 3 Debrief</b> ( <b>For Credit</b> )
10	<b>Final Exam Prep</b> ( <b>For Credit</b> )

### Student Resources

UCSD provides online academic support, such as tutoring and writing support, during remote instruction. Other resources such as mental health, technology, food insecurity, are also available for addressing student needs that may have increased due to the pandemic.

This document contains these and other links to support and resources students may be unsure how to access in the remote environment.

Virtual Campus, general links for students (and faculty) to resources:

<https://vcsa.ucsd.edu/student-success/virtual-resources.html>

### Technology

- Student in need of access to laptop? Students can request a loaner laptop:  
<https://eforms.ucsd.edu/view.php?id=490887>
- Some computer labs are open: <https://lablookup.ucsd.edu/>
- Guidance on technology for students, including Zoom and Canvas, trouble-shooting and

resources for internet access:

<https://digitallearning.ucsd.edu/learners/learning-remotely/tools.html>

### **Learning Support and Strategies**

- Student struggling finding strategies to learn remotely?  
<https://digitallearning.ucsd.edu/learners/learning-remotely/strategies.html#Stay-engaged>
- Students needing extra content support in specific courses?
  - o Content tutoring, for students needing extra support in specific course, including BIBC 102, BILD 1 and 3, BIMM 100.:  
<https://aah.ucsd.edu/content-tutoring/online-tutoring.html>
  - o Supplemental Instruction and Study Groups, including BILD 1, BILD 2, and BIMM 100:  
<https://aah.ucsd.edu/supplemental-instruction-study-group/index.html>
- Students struggling with writing? Writing Support for undergraduate students <https://writinghub.ucsd.edu/for-undergrads/index.html> and for graduate students <https://writinghub.ucsd.edu/for-grad-students/index.html>

### **Student Mental Health**

- Student counseling and mental health resources?  
<https://wellness.ucsd.edu/CAPS/Pages/default.aspx>
- Faculty concerned about the well-being of a student?  
<https://wellness.ucsd.edu/CAPS/crisis/Pages/default.aspx>

### **Financial Guidance**

- Student in need of financial guidance or have questions about their financial aid?  
<https://fas.ucsd.edu/>

Email questions to [finaid@ucsd.edu](mailto:finaid@ucsd.edu).

Virtual Counseling for students Monday through Friday 9AM TO 2PM, and Tuesday and Thursday 4:30PM to 6:30PM via Zoom at [UCSD.ZOOM.US/MY/FASZOOM1](https://ucsd.zoom.us/j/9123456789).

- Students in need of emergency loan?  
<https://basicneeds.ucsd.edu/financial-wellness/index.html>

### **Resources for Student Experiencing Housing and/or Food Insecurity**

- Students struggling meeting basic needs, such as food, hygiene products, or housing

insecurity? <https://basicneeds.ucsd.edu/>

- Application forms for Calfresh and Basic Needs Assistance: <https://basicneeds.ucsd.edu/forms/index.html>

**Other Resources, Including Community Centers (Online Offerings Differ)**

- Office for the Prevention of Harassment & Discrimination (OPHD): provides assistance to students with concerns about bias, harassment, and discrimination. UCSD is committed to upholding policies regarding nondiscrimination, sexual violence and sexual harassment. Students have options for reporting incidents of sexual violence (e.g. sexual assault, dating violence, domestic violence, and stalking) and sexual harassment. Information about reporting options may be obtained at OPHD at (858) 534-8298, [ophd@ucsd.edu](mailto:ophd@ucsd.edu), or <http://ophd.ucsd.edu>. Students may also receive confidential assistance at the Sexual Assault Resource Center at (858) 534-5793, [sarc@ucsd.edu](mailto:sarc@ucsd.edu), or <http://care.ucsd.edu>.

- Office for Students with Disabilities (OSD) works with students who have documented disabilities to provide reasonable accommodations. See <https://disabilities.ucsd.edu/about/index.html>; call 858.534.4382 and/or email [osd@ucsd.edu](mailto:osd@ucsd.edu). Students in need of disability accommodations for a UCSD course must provide their instructor with a current Authorization for Accommodation (AFA) letter issued by OSD.

- OASIS: Office of Academic Support and Instructional Services also offers tutoring, writing and mentoring – see <https://oasis.ucsd.edu/>

- Black Resource Center: a campus community center that serves everyone at UC San Diego while emphasizing the Black experience. Promotes scholarship, fosters leadership, and cultivates community through the committed, collaborative effort and support of faculty, staff, and the broader UC San Diego community. <http://brc.ucsd.edu/>

- Cross-Cultural Center: strives for meaningful dialogues and context across all cultures, particularly those of underrepresented or underprivileged backgrounds. Offers supportive and educational services through art, social and educational programs, workshops, and outreach. Welcomes creative venues for enhancing social consciousness and equity.

<http://ccc.ucsd.edu/>

- LGBT Resource Center: provides a visible presence on campus and enhances a sense of connection and community among LGBT faculty, staff, students, alumni and the UC San Diego Community. <http://lgbt.ucsd.edu/>

- Raza Resource Centro: a lively space where students study, meet, write, get tutoring, and most importantly are in community. It is a space where Latina/Chicano organizations hold meetings, events and where culture, arte, and academics interconnect. <http://raza.ucsd.edu/>

- Student Veterans Resource Center (SVRC): supports military-affiliated students in making the transition to campus life and facilitating their progress toward degree completion. The

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Center also provides opportunities for peer-to-peer support, mentoring and social networking. See <https://students.ucsd.edu/sponsor/veterans/>

- Women's Center: serves as a resource for the entire campus community while placing the experiences of diverse women at the center through the resources provided, the programming and learning opportunities facilitated, and the dynamic community space created. <https://women.ucsd.edu/>

**Note: Syllabus and lecture schedule are subject to modification at my discretion.**