Welcome to BILD 87!

Racism is a serious problem in the United States and around the world. Genetics concepts are often misused in public discourse to justify racism. In this seminar, we will examine evidence from research on human variation that exposes the scientific flaws in biological justifications of racism.

Course meetings:	Thursday 10:00–10:50 am
Instructor:	Stanley Lo I smlo@ucsd.edu I Zoom I 858-246-1087
Office hours:	By appointment
Website:	https://canvas.ucsd.edu

Learning in this course

Our course is designed to be a collaborative environment for everyone to learn together. Active contribution is essential because many ideas that will be developed in discussions cannot be easily captured otherwise. We will meet synchronously for collaborative activities. In most weeks, there will be pre-class assignments that help prepare us for meaningful discussions in class. If you are in a time zone that would preclude you from joining us in real time, we will work together to identify reasonable alternatives.

Class community norms

In this course, we hope to foster open, respectful, and productive dialogue. We agree to:
- Participate to the fullest of our ability
- Be willing to grapple with challenging ideas
- Listen to understand rather than to respond
- Share responsibility in providing space for one another's voices
- Honor one another's experiences and histories
- Take shared ownership of discussions and work to build trust
- Be conscious of our own word choices and help each other recognize harmful language
- Keep sensitive information in the room to create a space for vulnerable discussions

Grading philosophy

This course employs a mastery framework whereby the course requirements are given a grade of unacceptable or target. Course requirements may be redone, whenever possible, until the target standard is achieved. Each student will prepare and contribute to weekly discussions. Preparation will involve written reflections and will be in the form of discussion posts. Target standards include thoughtful completion of all assignments and meaningful contribution to all in-class discussions, which are required for a pass (P) grade.

In general, we are unable to accept late or missing assignments. However, we acknowledge that emergencies do occur. For missed assignments and in-class contributions due to documented short-term illness or serious family emergency, please contact the course instructor as soon as possible or reasonable to do so. We are here to help you succeed in the course!

Academic integrity | Website: https://academicintegrity.ucsd.edu/

Integrity of scholarship is essential for an academic learning community. In this course and at the university, we expect that both students and the instructional team will honor this principle and in so doing protect the validity of our intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. The instructional team will exercise care in planning and collaborating with students on academic work.

When people collaborate to work toward a common goal, shared values must be established so that everyone understands the acceptable ways for working together. In this course, we are using a statement of values to describe the behaviors for maintaining and protecting these values. The statement is open to discussions and possible alterations based on mutual agreements among all students and the instructional team. In collaborative work, each team should discuss these values and agree on mutual expectations.

The following course statement of values is adapted from the Academic Integrity Office:

	As students, we will …	As the instructional team, we will …
Honesty	• Honestly demonstrate knowledge and abilities according to expectations • Communicate without using deception, e.g. citing appropriate sources	• Give honest feedback • Communicate honestly about expectations and standards through the syllabus and course materials
Responsibility	• Complete assignments on time • Be on time and fully contribute to team learning and activities	• Give timely feedback • Be on time and mentally present • Create relevant activities for learning
Respect	• Speak openly with one another while respecting diverse perspectives • Provide sufficient space for others	• Respect different perspectives • Help facilitate respectful exchanges
Fairness	• Contribute fully and equally to collaborative work • Not seek unfair advantage	• Create fair assignments and exams and grade them in a fair and timely manner • Treat all students and teams equally
Trustworthiness	• Focus on relevant work while in class • Not distribute course materials to others in an unauthorized fashion	• Be available to all students when we say we will be • Follow through on our promises
Courage	• Say or do something when we see actions that undermine these values • Accept consequences for upholding and protecting the above values	• Say or do something when we see actions that undermine these values • Accept consequences for upholding and protecting the above values

All course materials are the property of the instructor, the course, and 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.

Principles of community | Website: https://ucsd.edu/about/principles.html
Our campus is dedicated to learning, teaching, and serving society through education, research, and public service. Our international reputation for excellence is due in large part to the cooperative and entrepreneurial nature of the UC San Diego community. Faculty, staff, and students are encouraged to be creative and are rewarded for individual as well as collaborative achievements.

To foster the best possible working and learning environment, we strive to maintain a climate of fairness, cooperation, and professionalism. These principles of community are vital to the success of the University and the well-being of its constituents. Faculty, staff, and students are expected to practice these basic principles as individuals and in groups.

Accessibility and inclusion | Website: http://disabilities.ucsd.edu | Contact: osd@ucsd.edu
Any student with a disability is welcome to contact us early in the quarter to work out reasonable accommodations to support their academic success. Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD). Students are required to discuss accommodation arrangements with the instructor and OSD liaisons in the program in advance of any exams or assignments.

Whenever possible, we will use universal designs that are inclusive. For example, colors used in this syllabus are distinguishable by most colorblind and non-colorblind people, and this font is designed to be dyslexic friendly. If you have feedback on how to make the course more accessible and inclusive, please get in touch!

Discrimination and harassment | Website: http://ophd.ucsd.edu | Contact: ophd@ucsd.edu
The Office for the Prevention of Harassment & Discrimination (OPHD) provides assistance to students, faculty, and staff regarding reports of bias, harassment, and discrimination. The mission of OPHD is to educate the entire UC San Diego community about these issues and to assist with the prevention and resolution of these issues in a fair and responsible manner. In collaboration with other UC San Diego resources, OPHD promotes an environment in which all members of the UC San Diego community can work, learn and live in an atmosphere free from all forms of bias, harassment and discrimination.

Students may feel more comfortable discussing their particular concern with a trusted employee, such as a student affairs staff member, faculty member, department chair, or other university official. These individuals have an obligation to report incidents of sexual violence and sexual harassment to OPHD. This does not necessarily mean that a formal complaint will be filed. If you find yourself in an uncomfortable situation, ask for help. Our campus is committed to upholding policies regarding discrimination and harassment.

Remote Learning

In this course, we want to expand on a few principles and values given this unprecedented global situation. The following course statement of values are adapted from Dr. Brandon Bayne at the University of North Carolina — Chapel Hill.

1. Nobody signed up for this, and we are all in this together
   - Not for social distancing, not for the sudden end of our collective lives on campus
   - Not for a remote course, not for learning from home, not for teaching online
   - Not for mastering new technologies, not for varied access to learning materials

2. The humane option is the best option
   - We are going to prioritize supporting each other as humans
   - We are going to prioritize simple solutions that make sense for the most
   - We are going to prioritize sharing resources and communicating clearly

3. We cannot just do the same thing online
   - Some expectations are no longer reasonable
   - Some assignments are no longer possible
   - But we will continue to engage intellectually in ways that make sense given the circumstances

4. We will foster intellectual nourishment, social connection, and personal accommodation
   - Accessible asynchronous content for diverse access, time zones, and contexts
   - Highly encouraged synchronous classes and sections to learn together and combat isolation
   - Discussions on Canvas to create a collaborative learning community

5. We will remain flexible and adjust to the situation
   - Nobody knows where this is going and what we will need to adapt
   - We will adjust along the way with everyone's best interests in mind
   - Everybody needs support and understanding in this unprecedented moment

Return to Learn | Website: https://returntolearn.ucsd.edu/return-to-campus/fall-2020-plan/index.html

Campus will continue to monitor the spread of COVID-19, working closely with local, state, and national officials. For the latest updates to the campus community, visit the Current Campus Status page: https://returntolearn.ucsd.edu/news-and-updates/status/index.html

Virtual Campus | Website: https://vcsa.ucsd.edu/student-success/virtual-resources.html
- In need of access to laptop? Students may be able to 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 Canvas and Zoom, trouble-shooting, and resources for internet access: https://digitallearning.ucsd.edu/learners/learning-remotely/tools.html

General Resources

Check out the New Triton page: https://newtriton.ucsd.edu/

Academic Support	
Academic integrity	Policy and strategies to excel with integrity
Geisel Library	Research tools and eReserves
Learning strategies	Metacognitive support to address learning challenges
Library guide	Starting point for navigating campus library resources
REAL Portal	Internships and other hands-on experiential learning opportunities
Student Success Coaching	Peer mentor program with information, resources, and support
Technical support	Assistance with accounts, network, and technical issues
Writing Hub	Peer writing mentors and support to improve writing skills

Student resources	
Basic needs	Access to food, housing, and financial resources
Counseling and Psychological Services (CAPS)	Confidential counseling, consultations for psychiatric services, and mental health programming
Community centers	Programs for students and resources toward a socially just campus
Equity, diversity, and inclusion	Toward a campus climate of respect, fairness, and cooperation
Office for Students with Disabilities (OSD)	Support for students with disabilities, including accessibility resources and reasonable accommodations
Triton Concern Line	Support for students of concern at (858) 246-1111