

Welcome

Welcome to BILD 87! In this course we will learn about the role of bias and structural racism in reinforcing ideas about race, and how hierarchical and biological ideas about race originated from science. Throughout the course, we will examine why race is not genetically meaningful but how it impacts biology due to inequities in healthcare and other areas.

Health statement

This has been a challenging couple of years for many reasons! **As your professors, we value your health, wellbeing, and learning.** This quarter we will challenge you in this course to deepen your understanding and to grow as students. However, this is not at the expense of your wellbeing. This is an in-person course and we will follow UCSD's guidelines for everyone's health during this time. We have built in flexibility into the course should you need to complete any coursework or assignments asynchronously. Beyond physical health, we will encourage you throughout the quarter to make time for yourselves to recharge, relax, and rejuvenate yourselves with productive or healthy ways to find joy. Taking time to do so will help you with your studying – we learn best when we are in better states of mind! Additionally, you will see in our grading policies that we drop at least one of each type of assignment, with the goal of your having bandwidth for days when you need them. Finally, while we imagine this quarter may have unique challenges, we will consistently encourage you to celebrate the victories you will have (both large and small!) and to enjoy these moments of college together.

Course Information


Course meetings: Wednesdays 11:00-11:50, Muir Bio 1138

Instructors: Claire Meaders (cmeaders@ucsd.edu) and Lisa McDonnell (lmcdonnell@ucsd.edu)

Office hours: By appointment

Website: <https://canvas.ucsd.edu/courses/42127>

Class materials will be posted on canvas



Our role is to help you in this course, and we encourage you to make an appointment! Office hours are a time when we can chat about course content, UCSD, careers in STEM, anything you want! If you prefer email, we'll try our best to reply within 24 hours - but please write to us from your UCSD email account or through canvas, and make sure the subject is "BILD87". Thanks!

Learning in this course

Our course is designed to be a collaborative and respectful environment. Each class will include a pre-class activity, and in class discussions. Your active contribution is essential to the course.

Learning Objectives

Students will know:

- The role of bias and structural racism in reinforcing ideas about race.
- How and why hierarchical and biological ideas of race originated, and how science can help disrupt the idea of race as genetically meaningful.
- That race does not necessarily reflect shared ancestry or genetics.
- That most human genetic variation is within, not between "race" groups.
- Issues arise when race is used as a surrogate/proxy for shared genes and/or ancestry
- That racism and ideas of race contribute to inequity in healthcare and other areas.

Class community norms

- **Approach this work with sincerity.** In addition to stressing the importance of this work, failure to take this seriously can be traumatic, particularly for our Black, Indigenous, and other POC colleagues.
- **Move Up, Move Back.** We encourage full participation by all present. Take note of who is speaking and participating and who is not. If you tend to participate verbally often, consider 'moving back' to make space for others, and vice versa.

- **Right to Pass.** You have every right to your boundaries, and may pass if you wish
- **Share from the “I”.** Attend to, and speak about your own experiences and responses. Do not speak for a whole group or express assumptions about the experience of others. For example, “In my experience as a [identities], I...”
- **Recognize Intent but Speak to Impact.** Try to understand and acknowledge impact. Denying the impact of something said by focusing on intent is often more destructive than the initial interaction.
If you are upset by a comment this phrasing is helpful: “**I recognize your intent was to say/do _____, however the impact was I felt _____ because _____.**” (Shared by May Beasley at NSTA Engage session, 2020)
- **Risk-taking and courage are needed.** Risk-taking and courage are needed to achieve sustainable change since systems of power perpetuate themselves.
- **Learn from your mistakes and practice the gift of grace.** We are all on a path of learning and are striving to do the best we can. Anti-racism work is a process.
- **Confidentiality.** Take home learnings, but don’t identify anyone other than yourself, now or later. If you want to follow up with anyone regarding something they said during a session, ask first and respect their wishes.
- **This is a small step.** These efforts are meant to encourage further conversation and action beyond today. Recognize that constructs of race and systems of power are deeply entrenched in society and will take time to be uprooted. Acknowledge that consistent, dedicated small steps towards progress are important, and that there is much more to be done.

Grading philosophy

This course is graded P/NP. Each assignment is given a grade of pass or not pass. Below is a description of the course components. **In order to receive a passing grade** students must complete at least 80% of each of the pre-class assignments, in-class sessions, and after-class reflection assignments, as well as the final education campaign assignment.

Pre-class work: Most weeks there will be a pre-class assignment posted on Canvas that will ask you to read an article or watch a short video (or a combination of the two) and answer a couple of questions about the material. The purpose is to start exploring concepts that we will expand upon in class. Pre-class work is typically due Tuesdays @ 11:59pm. We recommend setting aside about 1 hour to complete the work.

In-class participation: Each week we will elaborate on concepts you have begun exploring in the pre-class work. Most classes will involve group discussion. We encourage you to engage to the best of your ability, and regularly reflect on our class community norms (see above).

Post-class reflections: Most weeks there will be a post-class reflection assignment posted on Canvas. These assignments will ask you a series of questions to guide reflection on the topics and ideas discussed. Reflections will be due Tuesdays following the class @ 11:59pm. We recommend setting aside about 1 hour to complete the work.

Final Education Campaign Assignment: During the final weeks of class we will assign an education campaign assignment to help you consolidate some key ideas you learned in the seminar. There will be time in class to work on the assignment, and guidelines and information will be posted on Canvas. Everyone will present their work during the final class session.

Course Expectations

What we expect from you	What you can expect from us
Be informed. Read this syllabus carefully and completely so you understand the course structure and expectations.	Enthusiasm. To be prepared for each class and to bring our enthusiasm for teaching to each lecture, lab, and office hour meeting.
Be attuned. Attend class and keep up with the readings, as each one builds on the previous one.	Responsiveness. To respond to emails within 24 hours. For those that know us, you know we usually respond faster than this. Emails received on weekends may take longer.
Ethical. A good attitude and maintenance of honest and ethical principles towards me, your classmates, and the execution of the course. Please read UC San Diego's Principles of Community and Conduct Code .	Timely feedback. To make every effort to return graded assignments within one week of the submission dates.
Integrity. An honest, fair, responsible, respectful, trustworthy, and courageous effort on all academic work and collaboration. Please read UC San Diego's Policy on Integrity of Scholarship . Then, take the integrity pledge !	Integrity. To uphold integrity standards and create an atmosphere that fosters active learning, creativity, critical thinking, and honest collaboration.
Be flexible. Sometimes our schedules get affected by unavoidable events (in particular during the time of COVID-19), necessitating some office hour rescheduling at the last minute, or a remote class period. We will give as much notice as possible should this arise.	Reasonable accommodation and understanding for student situations that arise; however, we will not make exceptions for one person that are not available to every other person in the course.

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

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 serves as the foundation for academic integrity.

	As students we will...	As the teaching team we will...
Honesty	<ul style="list-style-type: none"> Honestly demonstrate your knowledge and abilities according to expectations listed in the syllabus or in relation to specific assignments Communicate openly without using deception, including citing appropriate sources 	<ul style="list-style-type: none"> Give you honest feedback on your demonstration of knowledge and abilities on assignments Communicate openly and honestly about the expectations and standards of the course through the syllabus and in relation to assignments
Responsibility	<ul style="list-style-type: none"> Complete assignments on time and in full preparation for class Show up to class on time and be mentally and physically present Participate fully and contribute to team learning and activities 	<ul style="list-style-type: none"> Give you timely feedback on your assignments Show up to class on time and be mentally and physically present Create relevant assessments and class activities

Respect	<ul style="list-style-type: none"> ● Speak openly with one another while respecting diverse viewpoints and perspectives ● Provide sufficient space for others to voice their ideas 	<ul style="list-style-type: none"> ● Respect your perspectives even while we challenge you to think more deeply and critically ● Help facilitate respectful exchange of ideas
Fairness	<ul style="list-style-type: none"> ● Contribute fully and equally to collaborative work, so that we are not freeloading off of others ● Not seek unfair advantage over fellow students in the course 	<ul style="list-style-type: none"> ● Create fair assignments and grade them in a fair and timely manner ● Treat all students equally
Trust-worthiness	<ul style="list-style-type: none"> ● Not engage in personal affairs while on class time ● Be open and transparent about what we are doing in class <p>Not distribute course materials to others in an unauthorized fashion</p>	<ul style="list-style-type: none"> ● Be available to all students when we say we will be ● Follow through on our promises ● Not modify the expectations or standards without communicating with everyone in the course
Courage	<ul style="list-style-type: none"> ● Say or do something when we see actions that undermine any of the above values ● Accept the consequences of upholding and protecting the above values 	<ul style="list-style-type: none"> ● Say or do something when we see actions that undermine any of the above values ● Accept the consequences of upholding and protecting the above values

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

All course materials **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

Geisel Library	Research tools and eReserves
Content Tutoring with the Teaching + Learning Commons	Drop-in and online tutoring through the Academic Achievement Hub
Supplemental Instruction with the Teaching + Learning Commons	Peer-assisted study sessions through the Academic Achievement Hub to improve success in historically challenging courses
Writing Hub Services in the Teaching + Learning Commons	Improve writing skills and connect with a peer writing mentor
Learning Strategies Tutoring	Address learning challenges with a metacognitive approach
OASIS	Intellectual and personal development support
Student Success Coaching Program	Peer mentor program that provides students with information, resources, and support in meeting their goals
Academic Integrity	Policy on Academic Integrity of Scholarship and strategies to excel with integrity
Technical Support	Assistance with accounts, network, and technical issues

Student resources

Basic Needs	Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their academic performance, is encouraged to contact: foodpantry@ucsd.edu , basicneeds@ucsd.edu , or call 858-246-2632.
Triton Food Pantry	Emergency food relief program to provide food for students and fight food insecurity. You can get canned food, pasta, beans, and rice as well as fruit and vegetables at the pantry. foodpantry@ucsd.edu
Counseling & Psychological Services (CAPS)	Provides services like confidential counseling and consultations for psychiatric services and mental health programming. Free for all registered undergraduate and graduate students.
Community Centers	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
Office for Students with Disabilities	Documents students disabilities, provides accessibility resources, and reasonable accommodations
Triton Concern Line	Report students of concern at (858) 246-1111
Blackline	Call and text support, focused on support for Black, Black LGBTQI, Brown, Native and Muslim communities for those in crisis and for reporting anti-Black encounters with police and vigilantes.
<p>It is also helpful to find support and resources for your specific needs. Some of the resources here at UCSD include: APIMEDA programs and services (apimeda.ucsd.edu), the Black Resource Center (brc.ucsd.edu), the Cross-Cultural Center (ccc.ucsd.edu), the LGBT Resource Center (lgbt.ucsd.edu), the Raza Resource Centro(raza.ucsd.edu), the Student-Parents Resource page (students.ucsd.edu/well-being/wellness-resources/student-parents), the Student Veterans Resource Center (students.ucsd.edu/sponsor/veterans), the Undocumented Student Services Center (uss.ucsd.edu), the Women’s Center (women.ucsd.edu), and the Triton Transfer Hub (transferstudents.ucsd.edu/transfer-hub/index.html)</p>	

Accessibility

<http://disabilities.ucsd.edu> | osd@ucsd.edu | 858-534-4382

Any student with a disability is welcome to contact us early in the quarter to work out accommodations to support their success in this course. Students requesting accommodations for this course due to a disability should work through the Office for Students with Disabilities (OSD). Instructors will receive Authorization for Accommodations Letters from the OSD online portal. Students are required to discuss accommodation arrangements with instructors and OSD liaisons in the department in advance of any assignments. Whenever possible, we will use universal designs that are inclusive. If you have feedback on how to make the class more accessible, please get in touch!

Inclusion

<https://diversity.ucsd.edu/> | diversity@ucsd.edu | 858.822.3542

<https://students.ucsd.edu/student-life/diversity/index.html>

<https://regents.universityofcalifornia.edu/governance/policies/4400.html>

It is our goal to create a learning environment that supports diversity of thought, perspective, experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). To help accomplish this:

- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with us during office hours (by appointment). We want to be a resource for you.
- If you prefer to speak with someone outside of the course, the Office of Equity, Diversity and Inclusion (diversity@ucsd.edu) is an excellent resource.

We (like many people) are still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to us about it.

We encourage all of you to participate in discussion and contribute from your perspectives. As a participant in course discussions, you should also strive to honor the diversity of your classmates. If you have feedback on how to make the class more inclusive, please get in touch!

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

Letters of recommendation

If you think you may want us 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, we ask them to write to us about how they demonstrated critical thinking, leadership, collaboration, and professionalism. We will be specifically looking for examples of these qualities that I could have noticed during discussions. Be sure to actively participate in the discussions, talk to us during class: ask questions, offer your own ideas 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 us 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/>

Campus Safety Requirements and Expectations

Keeping our campus healthy takes all of us. You are expected to follow the [campus safety requirements](#) and pursue personal protection practices to protect yourself and the others around you.

Elements of this syllabus were adapted from the UCSD Teaching and Learning Commons, and from the Science Education Partnership from the Fred Hutchinson Cancer Research Center