Graduate Division 202
Racism in Science

Section A: 10:00-12:00 Thursday
Section B: 9:00-11:00 Friday

Course Overview:
This introductory course provides the historical background of systemic racism in scientific research. It explores the relationship between notions of race and science and how scientific research has been informed by and perpetuates anti-Black racism. This course also examines the impact of bias and a lack of diversity in science and ways in which to address these deficiencies. Students will learn the principles of social justice-oriented scientific research and its potential.

Course Objectives:
• Execute the principles of social justice-oriented scientific research.
• Analyze how scientific research can naturalize racial inequalities.
• Identify specific historical examples of anti-black racism in scientific research.
• Describe how implicit bias and lack of diversity undermine science.

Instruction Team
Aimee Medeiros, PhD, Faculty
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Remote Office Hour: Th 1:00-2:00 pm PT or by appointment
Zoom: Meeting ID: 991 7540 2310, Password: 376657

Antoine Johnson, GSI
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Remote Learning Protocol:
Mute: Everyone will be muted at the beginning of the class. At times we will pose questions or ask for feedback from students—you will need to raise your zoom hand and unmute yourself. You can also type an answer in the chat.

Camera: You may turn on the cameras during discussion. Keep in mind that the lectures are being recorded and by turning on your camera you give permission to having your zoom image recorded.
Chat: You can only use the chat to ask questions or answer questions. We might not get to answer all your questions during lecture but we will get to them at the end of the class or the beginning of the next. The private chat function will be disabled during class. If you need tech support during class, please email either Erin or Jeff.

Content Warning and Language Usage: Some of the primary sources use language that we consider offensive today. Some terms were offensive even back then. Many are considered racist slurs. Please be advised to use these terms only when directly quoting from the text in writing.

Student Learning Services: UCSF is committed to providing equal access to students with documented disabilities. To ensure your access to this course and to the program, students with disabilities may contact Student Disability Services (SDS). There you can engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical settings. Accommodations are not provided retroactively. Students are encouraged to register with SDS as soon as they begin the program. More information can be found online at sds.ucsf.edu or by contacting SDS at 415-502-6595, studentdisability@ucsf.edu.

Attendance and participation (25%): You are strongly encouraged to attend lectures on zoom during their scheduled time slot, participate in breakout rooms and in class discussions. This will help you structure your week and create a community of learning with other classmates. If you cannot attend a session, listen to the recording and take notes within the following two weeks, after which the lecture will be removed from the CLE page (PowerPoint presentations will remain). Attendance will be taken weekly. Habitual absenteeism can result in a failing grade (NP/US).

Course Assignments: All information, readings, links and assignments can be found on the course’s Collaborative Learning Environment (CLE) page. Please refer to it weekly as material will be added to it throughout the quarter.

In preparation: Each week, students will be asked to complete work in preparation for the session. Please refer to CLE as to what is required. Make sure to complete all in preparation material prior to our weekly meeting. Weekly assignments are based on the in preparation material.

Weekly Assignment (40%): Twice this quarter, students will be asked to submit a response paper (50-100 words). Assignments are due the Tuesday before our weekly meeting. Response papers specifically addresses the weekly meeting’s in preparation material (readings, podcasts, video, etc.). Assignments will be graded P/F.

Week 2 – Group 1, Last name begins with A-C
Week 3 – Group 2, Last name begins with D-K
Week 4 – Group 3, Last name begins with L-R
Week 5 – Group 4, Last name begins with S-Z
Week 6 – Group 1
Week 7 – Group 2
Week 8 – Group 3
Week 9 – Group 4

**Final Essay (35%)**: A 500-word essay is due December 11, 2020, 12:00 p.m. Instructions and details will be posted on CLE.

**Grading: P/NP:**
- Attendance and participation 25%
- Weekly Assignment 40%
- Final Essay 35%

**SCHEDULE**

**Week 1 - Introduction: Does Science have a racism problem?**


**Week 2 - What does it mean to be an anti-racist scientist?**

*In preparation:*
Watch interview of Dr. Ibram X. Kendi by Jemele Hill, [How to be an Antiracist](#), June 26, 2019.

**Week 3 - Black STEM**

*In preparation:*
[Recordings from Experiences of Black STEM in the Ivory: A Call to Disruptive Action](#)
- Empowering Students 1:45:33 – 3:17:00 (Groups 1 & 2)
- Faculty Raw & Live 3:30:00 – 5:30:57 (Groups 3 & 4)

*In preparation:*
[Empowering Students](#)
- Empowering Students 1:45:33 – 3:17:00 (Groups 1 & 2)
- Faculty Raw & Live 3:30:00 – 5:30:57 (Groups 3 & 4)

**Week 4 - The History of Racial Theories**

*In preparation:*


**Week 5 – Technology**

*In preparation:*


**Week 6 – Medicine**

*In preparation:*


Watch, Orientation Event for Medical Reparations, The REPAIR Project, October 30, 2:00-3:30.

**Week 7 – Genetics**

*In preparation:*

Montoya, Michael J. “Biological or Social.” Making the Mexican Diabetic (Berkeley: University of California Press, 2011), 40-68.


**Week 8 – Health Activism and Scientific Research**

*In preparation:*


**Journal of History of Medicine and Allied Sciences**, edited by Kathleen Jones and Nancy Tomes January 2019 (74:1) 57-84.

**Week 9 – Afrofuturism, Abolitionism, and Critical Race Theory**

*In preparation:*
Drumming, Neil, and Azie Dungey. “We are the Future” *This American Life* 623 (August 18, 2017).


**Week 10 – Closing session**