

**PHG 200: Implications of Public Health Genomics for the Modern World (3 credits)**

- **Lectures:** Tuesdays/Thursdays 2:30-3:20pm, Health Sciences Building T-wing 6<sup>th</sup> floor, room 625.
  - Note: for those who are unable to attend in-person lecture *for any reason*, last year's recordings (which contain the same testable material) are available asynchronously via Panopto on Canvas, without penalty.
- **Discussion:** Friday afternoons
  - 1:30-2:20 pm
    - Section AC in South Campus Center room 303 (Miranda)
    - Section AD in South Campus Center room 308 (Hanley)
  - 2:30-3:20pm
    - Section AA in Health Sciences T-wing room 639 (Hanley)
    - Section AB in Health Sciences E-wing room 216 (Miranda)

<b>Course Session Schedule:</b>				
<b>Week</b>	<b>Lecture 1</b>	<b>Lecture 2</b>	<b>Friday discussion</b>	<b>Assignments due on the following week (Monday at midnight)</b>
0	--	Sept 30- Introduction to course mechanics	Oct 1- peer introductions and TA-led discussion of: <ul style="list-style-type: none"> <li>· discussion guidelines and rubric</li> <li>· <a href="#">Implicit Attitude Test</a></li> </ul>	IAT (ideally before discussion Friday)  Quiz 1
1	Oct 5- A brief history of genetics	Oct 7- Human genome project and public health	Oct 8- student-led discussion of: <ul style="list-style-type: none"> <li>· <a href="https://www.statnews.com/2018/10/19/genome-sequencing-sick-infants-nicu/">https://www.statnews.com/2018/10/19/genome-sequencing-sick-infants-nicu/</a></li> <li>· <a href="https://www.kqed.org/pop/104710/how-dna-tests-like-23andme-are-exposing-family-secrets">https://www.kqed.org/pop/104710/how-dna-tests-like-23andme-are-exposing-family-secrets</a></li> <li>· <a href="https://www.opendemocracy.net/en/can-europe-make-it/genomic-sequencing-brave-new-world/">https://www.opendemocracy.net/en/can-europe-make-it/genomic-sequencing-brave-new-world/</a></li> </ul>	Blog 1  Quiz 2
2	Oct 12- Sex determination	Oct 14- Assisted Reproductive Technology	Oct 15- student-led discussion of: <ul style="list-style-type: none"> <li>· <a href="https://www.cnn.com/2019/04/13/health/intersex-child-parenting-epprise/index.html">https://www.cnn.com/2019/04/13/health/intersex-child-parenting-epprise/index.html</a></li> <li>· <a href="https://www.nytimes.com/2020/09/08/sports/olympics/caster-semenya-court-ruling.html">https://www.nytimes.com/2020/09/08/sports/olympics/caster-semenya-court-ruling.html</a></li> <li>· <a href="https://www.dailymail.co.uk/health/article-6175167/Ban-parents-using-early-gender-test-says-Labour.html">https://www.dailymail.co.uk/health/article-6175167/Ban-parents-using-early-gender-test-says-Labour.html</a></li> </ul>	Blog 2  Quiz 3
3	Oct 19- Third party reproduction	Oct 21- Genetic testing	Oct 22- student-led discussion of: <ul style="list-style-type: none"> <li>· <a href="https://nationalpost.com/health/posthumous-parenthood-parents-to-use-sperm-from-deceased-son">https://nationalpost.com/health/posthumous-parenthood-parents-to-use-sperm-from-deceased-son</a></li> <li>· <a href="https://www.cbsnews.com/news/woman-finds-sperm-donor-after-using-dna-test-raising-questions-about-donor-anonymity/">https://www.cbsnews.com/news/woman-finds-sperm-donor-after-using-dna-test-raising-questions-about-donor-anonymity/</a></li> <li>· <a href="https://www.theatlantic.com/science/archive/2019/07/ivf-embryo-mix-up-parenthood/593725/">https://www.theatlantic.com/science/archive/2019/07/ivf-embryo-mix-up-parenthood/593725/</a></li> </ul>	Blog 3  Quiz 4
4	Oct 26- Gene-environment interactions and importance of not overselling genetics	Oct 28- Eugenics history	Oct 29- student-led discussion of: <ul style="list-style-type: none"> <li>· <a href="https://www.scientificamerican.com/article/why-some-people-get-terribly-sick-from-covid-19/">https://www.scientificamerican.com/article/why-some-people-get-terribly-sick-from-covid-19/</a></li> <li>· <a href="https://blogs.scientificamerican.com/voices/racism-not-genetics-explains-why-black-americans-are-dying-of-covid-19">https://blogs.scientificamerican.com/voices/racism-not-genetics-explains-why-black-americans-are-dying-of-covid-19</a></li> <li>· <a href="https://www.telegraph.co.uk/health-fitness/body/entering-new-era-eugenics-people-like-will-edited-population/">https://www.telegraph.co.uk/health-fitness/body/entering-new-era-eugenics-people-like-will-edited-population/</a></li> <li>· <a href="https://genestogenomes.org/understanding-our-eugenic-past-to-take-steps-towards-scientific-accountability/">https://genestogenomes.org/understanding-our-eugenic-past-to-take-steps-towards-scientific-accountability/</a></li> </ul>	Blog 4  Quiz 5
5	Nov 2- Disability rights and genetics	Nov 4- Genetic modification of humans	Nov 5- student-led discussion of: <ul style="list-style-type: none"> <li>· <a href="https://www.washingtonpost.com/health/the-children-of-donor-h898/2019/09/14/dcc191d8-86da-11e9-a491-25df61c78dc4_story.html">https://www.washingtonpost.com/health/the-children-of-donor-h898/2019/09/14/dcc191d8-86da-11e9-a491-25df61c78dc4_story.html</a></li> <li>· <a href="https://www.nytimes.com/2016/04/18/world/americas/sperm-donors-profile-hid-mental-illness-and-crime-lawsuits-say.html">https://www.nytimes.com/2016/04/18/world/americas/sperm-donors-profile-hid-mental-illness-and-crime-lawsuits-say.html</a></li> <li>· <a href="https://www.sciencenews.org/article/nobel-prize-winner-david-baltimore-crispr-babies-ban">https://www.sciencenews.org/article/nobel-prize-winner-david-baltimore-crispr-babies-ban</a></li> <li>· <a href="https://www.nature.com/articles/d41586-019-03018-0">https://www.nature.com/articles/d41586-019-03018-0</a></li> </ul>	Blog 5  Quiz 6
6	Nov 10- Genetics of behavior	Nov 12- Genetics of mate choice	Nov 12- student-led discussion of: <ul style="list-style-type: none"> <li>· <a href="https://www.geneticliteracyproject.org/2016/07/29/does-the-human-warrior-gene-make-violent-criminals-and-what-should-society-do/">https://www.geneticliteracyproject.org/2016/07/29/does-the-human-warrior-gene-make-violent-criminals-and-what-should-society-do/</a></li> <li>· <a href="https://time.com/3596014/attraction-sex-birth-control/">https://time.com/3596014/attraction-sex-birth-control/</a></li> <li>· <a href="https://theconversation.com/dating-over-zoom-dont-be-surprised-if-those-online-sparks-fizzle-in-person-138899">https://theconversation.com/dating-over-zoom-dont-be-surprised-if-those-online-sparks-fizzle-in-person-138899</a></li> <li>· <a href="https://www.racked.com/2016/5/13/11529506/smell-dating">https://www.racked.com/2016/5/13/11529506/smell-dating</a></li> </ul>	Blog 6  Quiz 7

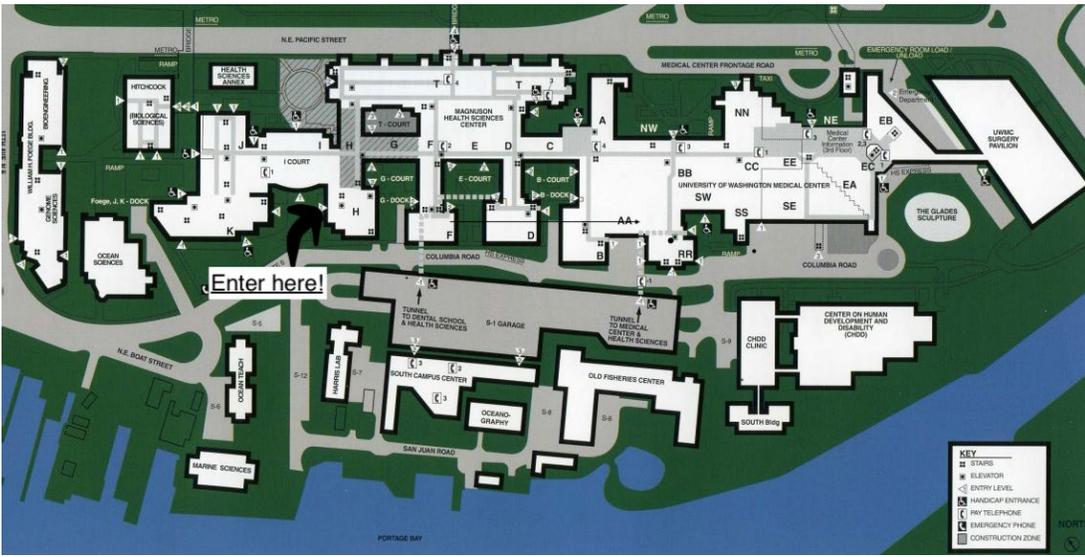
7	Nov 16- G(ay)WAS	Nov 18- Who owns the genes/cells/DNA?	Nov 19- student-led discussion of: <ul style="list-style-type: none"> <li><a href="https://www.washingtonpost.com/news/retropolis/wp/2018/06/25/can-the-immortal-cells-of-henrietta-lacks-sue-for-their-own-rights/">https://www.washingtonpost.com/news/retropolis/wp/2018/06/25/can-the-immortal-cells-of-henrietta-lacks-sue-for-their-own-rights/</a></li> <li><a href="https://www.nytimes.com/2018/10/17/us/white-supremacists-science-dna.html">https://www.nytimes.com/2018/10/17/us/white-supremacists-science-dna.html</a></li> <li><a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3199231/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3199231/</a></li> </ul>	Blog 7 Quiz 8
8	Nov 23- Phylogenetics of viral evolution	Nov 25- No lecture: <b>Thanksgiving break</b>	Nov 26- no discussion, <b>Native American Heritage Day</b>	Blog 8
		If you're looking for watch parties with your far-flung and physically-distanced family, consider the classic film <i>Gattaca</i> (1997) or the new television show <i>Unnatural Selection</i> – both will stimulate a lot of discussion!		Quiz 9
9	Nov 30- Forensic DNA overview	Dec 2- Use of DNA databases in forensics	Dec 3- student-led discussion of: <ul style="list-style-type: none"> <li><a href="https://www.nature.com/articles/d41586-018-06997-8">https://www.nature.com/articles/d41586-018-06997-8</a></li> <li><a href="https://www.nytimes.com/2019/11/05/business/dna-database-search-warrant.html">https://www.nytimes.com/2019/11/05/business/dna-database-search-warrant.html</a></li> <li><a href="https://leapsmag.com/should-police-detectives-have-total-access-to-public-genetic-databases/">https://leapsmag.com/should-police-detectives-have-total-access-to-public-genetic-databases/</a></li> </ul>	Blog 9 Quiz 10
10	Dec 7- DNA testing at borders	Dec 9- Genetic modification of animals	Dec 10- student-led discussion of: <ul style="list-style-type: none"> <li><a href="https://www.nytimes.com/2019/10/02/us/dna-testing-immigrants.html">https://www.nytimes.com/2019/10/02/us/dna-testing-immigrants.html</a></li> <li><a href="https://www.vice.com/en_ca/article/wjxmy/canada-is-using-ancestry-dna-websites-to-help-it-deport-people">https://www.vice.com/en_ca/article/wjxmy/canada-is-using-ancestry-dna-websites-to-help-it-deport-people</a></li> <li><a href="https://www.forbes.com/sites/jennysplitter/2018/09/09/are-consumers-ready-for-genetically-engineered-animals-depends-how-you-ask/">https://www.forbes.com/sites/jennysplitter/2018/09/09/are-consumers-ready-for-genetically-engineered-animals-depends-how-you-ask/</a></li> <li><a href="https://onezero.medium.com/surgeons-transplanted-pig-skin-onto-humans-for-the-first-time-607fc519eb56">https://onezero.medium.com/surgeons-transplanted-pig-skin-onto-humans-for-the-first-time-607fc519eb56</a></li> </ul>	Quiz 11 Blog 10
Finals week	<b>Discussion self-evaluation (no final)</b>			

**Disclaimer:** This schedule is preliminary, and it (and the rest of this syllabus) may be revised as the quarter unfolds. Such changes will be announced in class, and an updated version of this document will be posted on the course website on canvas.

**Instructor:**

Jennifer Morris Gogarten, M.Sc. (pronouns: she/her)  
 Lecturer in Public Health Genetics, Department of Biostatistics  
 Email: [gogarten@uw.edu](mailto:gogarten@uw.edu)  
 Phone: 206-795-3996; 9 am-9 pm only, no texts please.  
 Office hours: Tuesdays/Thursdays 10:30-11:30am (in person in office and if no one is there, also zoom link on canvas) and 3:20-3:45 or other times by appointment.  
 Office: Health Science Building H690E (H wing, 6<sup>th</sup> floor)

Note the best place to enter the building to find my office is to stand at the Rotunda I-Court south entrance, enter the H wing (see arrow) and take the elevator up to the 6<sup>th</sup> floor.



## Teaching Assistants:

Miranda Lainie Reed (pronouns: she/her) – sections AB and AC  
MSGE Student, First Year

Email: [mlainie@uw.edu](mailto:mlainie@uw.edu)

Office hours (for all sections): Mondays and Fridays 10:30-11:30am held in H-690 common space (also a zoom link on canvas)... or other times by appointment.

Hanley Kingston (pronouns: they/them or she/her) – sections AA and AD  
Public Health Genetics PhD, program second/third year

Email: [hkings@uw.edu](mailto:hkings@uw.edu)

Office hours (for all sections): Wednesdays 1:30-3:30 pm, held in H-690 common space (also a zoom link on canvas) or other times by appointment.

## Course catalog description:

Introduces the field of public health genomics through examples of genetic, ethical, political, and social issues emerging in the wake of the Human Genome Project. Students develop the skills to analyze and critique public health, clinical, personal, and social implications resulting from emerging genomic technologies. *Prerequisites:* none.

Genetics has long fascinated, connected and divided society. This field has exploded with the advent of genomics, which "describes the study of *all* of a person's genes (the genome), including interactions of those genes with each other and with the person's environment" (National Human Genome Research Institute). Recent advances in genomics are actively changing the world around us, and give us a way to better understand how genetic and environmental factors affect individual and population health. This course gives undergraduate students tools to evaluate new technologies being developed in the marketplace from scientific, cultural, legal and policy contexts.

## Learning objectives:

By the end of the course each student will be able to:

- Define and interpret the fundamental underpinnings of genetics and genomics
- Describe the relationship and impacts of genomics on public health
- Identify risks and benefits of genomic innovations
- Evaluate the public health, clinical, and social utility of genomic innovations
- Critically analyze media presentations that present genetic science and its applications

## Required materials:

- Note taking device of your choice
- Internet access with backup to phone network
- a computer, laptop, tablet or other device with an integrated microphone and ideally camera for participating in office hours in case of quarantine

→ **The course is being operated from the hub of canvas, so be sure to send notifications to a device you check often.**

- Required readings are listed above, and additional supplemental readings and electronic are posted on canvas. If you do not have subscription to a newspaper, please **make use of UW library resources** which will allow you to secure access without buying a personal subscription. (The New York Times is available for the text only, not pictures.) For the required readings to be discussed during quiz section, you should have either a printout OR an electronic copy loaded at the beginning of the discussion so you can easily reference, ideally marked up with your notes (without getting distracted by other features of your electronic device).

## Grading:

Your course grade will be based upon the following activities:

- Discussion participation = 30%.  
Discussion sections are the only part of the class that you need to be there for a particular time. We understand that this quarter is a difficult time for everyone, so we're cutting everyone slack and dropping three sections grades without any questions asked, on the assumption that there will be a lot of situations that arise this quarter where it is not appropriate to come to section in person. The sessions will be **student led**, by students selected randomly at the start of the period (one student covers each article). This means you should have done the reading and come prepared to lead a discussion, with a few prepared questions and a desire to keep the conversation going for the 15 minutes that each article is being discussed. (You are allowed one pass, in which you are allowed to observe rather than lead because you have not prepared for class, but you will need to declare that you are using your pass before the TA assigns leaders are picked.) Detailed guidelines for how to prepare for leading discussion are found on the course website under files. Discussion section participation will be assessed by:
  - *TA evaluation*: based on arriving on time to participate in the leadership lotto (or letting your TA know in advance of a legitimate absence) and your actually leading a discussion when you are selected. Rubrics are posted on in the files section of canvas.
    - Note that if a UW-approved absence or an unforeseeable medical/family crisis requires missing discussion section, your participation will be pro-rated, but you must discuss this absence at the earliest opportunity with the TA.
  - *Self-evaluation*: based on your own assessment about whether you are contributing to discussions in a thoughtful, considerate way reflecting your preparation even when you are not called upon to lead. Instructors reserve the right to adjust this score up or down if they disagree with your assessment. The rubric is also posted on the website in the files section; you may wish to look at it at the beginning of the quarter to inform your participation.
- In-class exercises = 10%  
Participation in-lecture questions, assessed by Polleverywhere, for in-person lecture attendance, and participation in surveys. If you watched a lecture remotely, you can get the points for this for sending your TA a message containing a question that you have that was unanswered by the lecture recording, within a week of that lecture.
- Weekly homework blogs = 30%  
Your *best 9 blogs* will be used to calculate your grade (meaning the lowest score, including a zero, will automatically be dropped). The blogs will be a short, informal, personal response to some of the ethical issues raised in lecture or discussion section that week, posted on the discussion board on canvas. The blog should reference some outside experiences or readings beyond what was assigned for discussion, which may be taken from the supplemental readings list on canvas (under pages). You will be graded for posting your own entry and for making three thoughtful comments on the writings of others. For detailed guidelines see discussion board entitled "Instructions for Writing Weekly Class Blogs".
- Exams = 30%, consisting of weekly, open notes quizzes.  
These exams will assess your comprehension of the material from lectures. They will be largely multiple choice, matching and true/false questions, including some problem-solving and critical thinking as well. There may also be some short-answer questions. This year they are being conducted as weekly quizzes, *the lowest of which will be dropped*.

## Grading mistakes:

Though we try to record scores accurately, mistakes could happen. It is your responsibility to check your scores on Canvas and to keep your graded materials as proof of your true scores. If there's an error in grade recording, please let the teaching team know before finals week. You should also check your final course grade, which will be calculated using the formula below.

## Criteria for grading:

Your final grade will be calculated as a percentage of the total possible points (300 points) that you earn. This percentage will be converted to a final decimal grade according to the attached grade schedule. This class will thus *not* be graded on a curve; grading will instead be to criteria, as follows.

- Did you complete all parts of the assignment and answer all questions fully?
- Are your answers comprehensible? If we can't understand what you are trying to say, we have to assume you don't, either. This isn't a writing class, but being able to clearly communicate ideas is very important, because we can only grade your understanding based on your answer as written.
- Are your methods logical? We cannot provide assessment based on your thinking process unless you accurately record it on paper. A big part of this is showing your work and explaining your reasoning on paper, so that even if your final answer is wrong, we can still provide partial credit.
- Did you understand the main point of the assignment? Did you correctly incorporate previously learned information from lectures and readings? Is your answer fully in your own words?
- Does the content of your final answers make sense? Are facts stated in your assignment correct?
- Is your work on time? **Late assignments will be 10% off each day if an extension has not been obtained.**

The following scale maps this percentage to a numerical grade on the 4.0 scale.

Letter grade	Cutoff %	Decimal grade
A	98	4.0
	96	3.9
A-	94	3.8
	92	3.7
	91	3.6
	90	3.5
B+	89	3.4
	88	3.3
	87	3.2
B	86	3.1
	85	3.0
	84	2.9
B-	83	2.8
	82	2.7
	81	2.6
	80	2.5
C+	79	2.4

Letter grade	Cutoff %	Decimal grade
C+	78	2.3
	77	2.2
C	76	2.1
<b>S↑</b>	<b>75</b>	<b>2.0 = S</b>
<b>NS↓</b>	<b>74</b>	<b>1.9 = NS</b>
C-	72	1.8
	70	1.7
	68	1.6
	66	1.5
D+	64	1.4
	62	1.3
	60	1.2
D	58	1.1
	56	1.0
	54	0.9
D-	52	0.8
	50	0.7

The following list (from Faculty Resource on Grading) characterizes the numeric grades in words:

- 3.9 - 4.0 Superior performance in all aspects of the course with work exemplifying the highest quality. Unquestionably prepared for subsequent courses in field.
- 3.5 - 3.8 Superior performance in most aspects of the course; high quality work in the remainder. Unquestionably prepared for subsequent courses in field.<sup>91</sup>
- 3.2 - 3.4 High quality performance in all or most aspects of the course. Very good chance of success in subsequent courses in field.
- 2.9 - 3.1 High quality performance in some of the course; satisfactory performance in the remainder. Good chance of success in subsequent courses in field.
- 2.5 - 2.8 Satisfactory performance in the course. Evidence of sufficient learning to succeed in subsequent courses in field.
- 2.2 - 2.4 Satisfactory performance in most of the course, with the remainder being somewhat substandard. Evidence of sufficient learning to succeed in subsequent courses in field with effort.
- 1.9 - 2.1 Evidence of some learning but generally marginal performance. Marginal chance of success in subsequent courses in field.

### Incomplete:

An Incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of

illness or other circumstances beyond the student's control. A written statement of the reason for the giving of the Incomplete, listing the work that the student will need to do to remove it, must be filed by the instructor with the head of the department or the dean of the college in which the course is given.

[http://www.washington.edu/students/gencat/front/Grading\\_Sys.html#I](http://www.washington.edu/students/gencat/front/Grading_Sys.html#I)

### **Satisfactory/Not satisfactory:**

The last day to switch to S/NS grading is typically the end of the seventh week of the quarter. Please talk to your academic adviser if you are thinking about doing this. <https://registrar.washington.edu/students/ec-grading-change-request/>

### **Leaving the course:**

You can drop this course without it showing up on your transcript is the first two weeks of the quarter, but your one annual drop may be used to drop a course through the seventh week. If you have a medical or personal issue causing you to be unable to keep up with the course, talk to your instructors about hardship withdrawal. The last day to withdraw (dropping all your classes) is the last day of the quarter.

### **Attendance:**

This class only requires the weekly discussion section conducted synchronously, recognizing the difficult life circumstances we find ourselves in amidst a pandemic. This emphasis on asynchronicity is to facilitate as much as possible your ability to cram this class around the edges of the other things you doubtless have going on right now. That being said, regular “attendance” continues to be expected in the virtual realm. For the asynchronous lectures, that consists of actually viewing the lectures sometime in an approximate window of their being executed, and sending your TA an email that indicates a question left unanswered by the lecture, or alternatively the main point of lecture. You get graded for participation, not for attendance, but you cannot participate if you do not attend.

Please look over the calendar on the first page at the beginning of the quarter: if it is clear in advance that some assignments or assessments will be challenging for you due to any a legitimate, unavoidable reason (such as a professional obligation, caregiver responsibility, or UW-sponsored event), contact the instructor with the details of your absence to make alternate arrangements. If conflicts arise as the quarter progresses, please let us know as soon as you know: we know that work and caregiver schedules are more in flux than ever right now, and we can be flexible if you let us know in advance!

If an unforeseeable medical or family emergency happens that prevents you from completing coursework on schedule, beyond the dropped assignments to which every student is entitled, contact your instructors **as soon as possible**. In doing so you are encouraged to provide documentation that is easy for you to collect. Documentation should NOT be a doctor's note (even if you are requiring the care of a medical professional, they probably have better things to do with their time than write you a note). Documentation should instead take the form of self-documentation, which might include a brief description of the nature of the absence, optionally accompanied by some corroborating evidence that is easy for you to collect (such as, but not limited to, a screenshot of message about needing to be a caregiver for a child, a photo of the tree that fell across your power lines, a program for an event, etc.). We don't want to invade your privacy: just give enough detail that the grading team can have something on file to justify waiving deadlines or prorating additional assignments for you while being fair to others in the course.

### **School of Public Health's COVID Expectations**

Per UW policy, this class will be conducted in person. Therefore, unless you meet the criteria for an accommodation from Disability Resources for Students (DRS) or a special arrangement approved by the SPH Office of the Dean that allows you to take the course remotely you should only register for this class if you can attend in-person.

- Please contact UW Disability Resources for Students (DRS) directly if you feel you may be eligible for an accommodation based on your status as an immunocompromised individual or based on other diagnosed physical or mental health conditions that might prevent you from being able to take classes in-person.

- If you are a student enrolled in a program in SPH, and you are either living with an individual who is immunocompromised, OR you are unable to obtain a visa to travel to the US, you may be eligible for a “special arrangement” that will allow you to take this course remotely. Requests for special arrangements to take the class remotely should have been submitted to and approved by the Students and Academic Services team in the Office of the Dean before the beginning of the quarter. If you have questions about this type of arrangement, please reach out to Student and Academic Services by email at [sphasas@uw.edu](mailto:sphasas@uw.edu).

All UW students are expected to complete their vaccine attestation before arriving on campus and to follow the campus-wide face-covering policy at all times. You are expected to follow state, local, and UW COVID-19 policies and recommendations. If you feel ill or exhibit possible COVID symptoms, you should not come to class. If you need to temporarily quarantine or isolate per CDC guidance and/or campus policy, you are responsible for notifying your instructors as soon as possible by email. **If you receive a positive COVID-19 test result, you must report to campus Environmental Health & Safety (EH&S) by emailing [covidehc@uw.edu](mailto:covidehc@uw.edu) or calling 206-626-3344.**

**Food is not allowed in the classroom. Drinks may be sipped with lifting or removal of your facemask for a brief moment, and immediate re-masking after drinking.**

**Please check your email daily BEFORE coming to class.** If we need to conduct class remotely because the instructor or a guest speaker is complying with UW policies and unable to attend in person, we will send all registered students an email with a Zoom link for remote instruction. Thank you for your patience and support as we all transition together back to in-person learning!

### **Classroom etiquette:**

In this class, we will (likely) have very diverse students from diverse backgrounds representing many different perspectives on the course material. I view this as an asset for the course, because we can all learn a great deal from one another. However, this requires that you come to class prepared to participate in class discussions, and also that you maintain a respectful attitude towards one another and your instructors throughout class and on the online discussion boards. We don't all need to agree with each other as we figure out how to fairly proceed with these technologies in a diverse society.

To ensure a positive, effective learning environment:

- Please do your best to arrive at synchronous discussion section meetings promptly (1:30 or 2:30 is the start time, not the arrival time!), and do not pack up your things or leave until the lesson is over. If an exception is unavoidable, do so unobtrusively.
- Participation is critical and expected. Contribute to the learning atmosphere, ask/answer questions, engage in group work, and come prepared. Preparation may include having done any assigned readings, having had adequate sleep and/or caffeine so you are *mentally* present - not just physically!
- Fully engaging in the course means that you should NOT be text messaging, writing emails, surfing the web, doing work for other classes, taking calls, or socializing during our class time. Using technology for purposes not related to the particular class impacts your own learning negatively ([dx.doi.org/10.1080/03634523.2015.1038727](https://dx.doi.org/10.1080/03634523.2015.1038727))... and when classes meet in rooms is also distracting to everyone seated around you ([dx.doi.org/10.1016/j.compedu.2012.10.003](https://dx.doi.org/10.1016/j.compedu.2012.10.003))
- If instructors deem your behavior disruptive, you may be asked to leave. If you are bothered by someone else's classroom conduct, feel free to speak to them (respectfully) and don't hesitate to tell me if it continues.
- Because of the pandemic I have to make the statement that no eating is allowed in UW classrooms, and drinking needs to be a brief demasking... I recognize that this is a real violation of what it means to be alive. Besides suggesting smoothies as a workaround, what I can do is promise you can sneak out for a break at any point without me thinking less of you, especially if you try not to disrupt those around you as you exit and reenter for core biological functions.

- If your kids/pets/other valued member of your quaranteam need to come to zoom office hours with you, they're welcome... the rest of the class enjoys your mute button although it sadly doesn't work when they're in the room with you.
- If something during class is unclear to you are probably not the only one confused; please get the instructor's attention and ask for clarification. We greatly appreciate the ability to improve right away. This is the big downside of viewing recorded lectures asynchronously, use office hours and the take home points for TAs instead.
- Seriously, please take advantage of office hours! Your instructors really want to help you master the material and succeed in the course. If you have questions that veer outside of the scope of our class, we would love to discuss them with you during office hours!
- Check your UW email, or whatever other device you are choosing to have Canvas notifications sent to! This is especially important if we need to move class online at any point due to instructor illness.
- If you're attending online office hours, turn video resolution down, and call in for audio if you there are possible bandwidth issues anticipated.

### **Recordings:**

Lectures are recorded, but office hours and discussion sections are not. This is to provide privacy and to allow students to feel less apprehensive about asking questions and discussing controversial topics. Students who have DRS accommodations which specifically mention their rights to audio recordings may record the sound only of discussion sections for their own personal use. Enrolling in this course means that you agree NOT to make or share video recordings of online office hour or discussion spaces.

### **Respecting intellectual property:**

You may download course content (lectures, slides, handout documents, discussion posts) for your own personal use in this course and for future reference. However, these materials remain the intellectual property of the people who created them. Whether generated by your instructor(s) or by your peers, you may not share course materials more widely without permission. The legalese follows.

All of the expressions of ideas in this class that are fixed in any tangible medium such as digital and physical documents are protected by copyright law as embodied in title 17 of the United States Code. These expressions include the work product of both: (1) your student colleagues (e.g., any assignments published here in the course environment or statements committed to text in a discussion forum); and, (2) your instructors (e.g., the syllabus, assignments, reading lists, and lectures). Within the constraints of "fair use", you may copy these copyrighted expressions for your personal intellectual use in support of your education here in the SPH department. Such fair use by you does not include further distribution by any means of copying, performance or presentation beyond the circle of your close acquaintances, student colleagues in this class and your family. If you have any questions regarding whether a use to which you wish to put one of these expressions violates the creator's copyright interests, please feel free to ask the instructor for guidance.

### **Expectations for collaborations:**

The ability to work well in a group is an important skill, and you are encouraged to work in small groups on all assignments, both in and outside of this class.

- In-class exercises are usually group-based and are often polls of opinions shared anonymously with the class. You can talk to anyone you like about your answers to those questions!
- Homework assignments such as blogs may be completed in consultation with classmate(s), but each person must submit their own answers representing their own understanding and That is, you can discuss your thoughts on a topic with as many people as you like, but you must formulate your final statement yourself: put your thoughts in your very own words. You may **not** simply copy someone else's answers (from the internet or from your peers enrolled in the course), or turn in identical work.

- Exams/quizzes may not involve any collaboration, whatsoever. They are open notes, meaning you have access to all of the course materials in taking the quiz, but they should reflect your own work. Please don't try to discuss answers with other classmates until after the quiz is due.

### **Academic Integrity Statement:**

Students at the University of Washington are expected to maintain the highest standards of academic conduct, professional honesty, and personal integrity. The UW School of Public Health (SPH) is committed to upholding standards of academic integrity consistent with the academic and professional communities of which it is a part. Plagiarism, cheating, and other misconduct are serious violations of the University of Washington Student Conduct Code (WAC 478-120). We expect you to know and follow the university's policies on cheating and plagiarism, and the SPH Academic Integrity Policy (found at <http://sph.washington.edu/students/academicintegrity/>). Any suspected cases of academic misconduct will be handled according to University of Washington regulations. For more information, see the University of Washington Community Standards and Student Conduct website (<http://www.washington.edu/cssc/>).

### **Diversity:**

Diverse backgrounds, embodiments, and experiences are essential to the critical thinking endeavor at the heart of university education. Therefore, I expect you to follow the UW Student Conduct Code in your interactions with your colleagues and me in this course by respecting the many social and cultural differences among us, which may include, but are not limited to: age, cultural background, disability, ethnicity, family status, gender identity and presentation, citizenship and immigration status, national origin, race, religious and political beliefs, sex, sexual orientation, socioeconomic status, and veteran status. Please talk with me right away if you experience disrespect in this class, and I will work to address it in an educational manner. [vg@uw.edu](mailto:vg@uw.edu) is an additional resource for students with classroom climate concerns.

### **Bias:**

The Office of the Dean has a student concern policy along with a faculty concern policy and standard HR procedures for staff concerns. Their 2018 climate survey states that most people in SPH do not report bias incidents because they do not know where to go. Students are encouraged to report any incidents of bias to someone they feel comfortable with, including instructors, advisers or department staff. They can email [dcinfo@uw.edu](mailto:dcinfo@uw.edu) for immediate follow up. Bias concerns can be anonymously and confidentially reported at <https://sph.washington.edu/about/diversity/bias-concerns>. Data is collected by the Assistant Dean for EDI as well as the Director of Program Operations for Student and Academic Services. This data is tracked for resolution and areas are identified for further training.

### **Access and Accommodations:**

Your experience in this class is important to us, and it is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on a disability or temporary health condition, please seek a meeting with DRS to discuss and address them. If you have already established accommodations with DRS, please communicate your approved accommodations to your instructor at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or [uwdrs@uw.edu](mailto:uwdrs@uw.edu) or <http://disability.uw.edu>. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

## **Religious Accommodations:**

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy (<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>). Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form (<https://registrar.washington.edu/students/religious-accommodations-request/>).

## **Mental health:**

Being overwhelmed by issues such as significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. (And yes, that probably covers each and every one of us.) The source of symptoms might be related to your course work: if so, please speak with your instructors about what we can do within the parameters of the course to help. However, problems with relationships, family worries, loss, or a personal crisis can also contribute to decreased academic performance. The UW has resources to support UW students in all aspects of their development. Whether it's preventative measures and coping skills, support groups, individual counseling, or pharmaceutical help, there are a lot of options provided by different entities around campus, and they're all consolidated at (<https://wellbeing.uw.edu/topic/mental-health/>). Your tuition is already paying for these services, so please consider using them. Getting help is a smart and courageous thing to do -- for yourself *and* for those who care about you.

## **Safety:**

Call SafeCampus at 206-685-7233 anytime – no matter where you work or study – to anonymously discuss safety and well-being concerns for yourself or others. You can also reach them with slower response times at [safecampus@uw.edu](mailto:safecampus@uw.edu). SafeCampus's team of caring professionals will provide individualized support, while discussing short- and long-term solutions and connecting you with additional resources when requested. If you believe that you are being harassed, or have observed harassment, there are additional resources as well: [Office of the Ombud](#); [Title IX Investigation Office](#); and [University Complaint Investigation and Resolution Office](#).

## **Land Acknowledgment:**

The University of Washington acknowledges the Coast Salish people of this land, the land which touches the shared waters of all tribes and bands within the Duwamish, Suquamish, Tulalip and Muckleshoot nations.

## **Students physically located outside of the US:**

Faculty members at U.S. universities – including the University of Washington – have the right to academic freedom which includes presenting and exploring topics and content that other governments may consider to be illegal and, therefore, choose to censor. Examples may include topics and content involving religion, gender and sexuality, human rights, democracy and representative government, and historic events.

If, as a UW student, you are living outside of the United States while taking courses remotely, you are subject to the laws of your local jurisdiction. Local authorities may limit your access to course material and take punitive action towards you. Unfortunately, the University of Washington has no authority over the laws in your jurisdictions or how local authorities enforce those laws.

If you are taking UW courses outside of the United States, you have reason to exercise caution when enrolling in courses that cover topics and issues censored in your jurisdiction. If you have concerns regarding a course or courses that you have registered for, please contact your academic advisor who will assist you in exploring options."