

Term Information

Effective Term Autumn 2021

General Information

Course Bulletin Listing/Subject Area Evol, Ecology & Organismal Bio
Fiscal Unit/Academic Org Evolution, Ecology & Org Bio - D0390
College/Academic Group Arts and Sciences
Level/Career Graduate
Course Number/Catalog 8896.21
Course Title EEOB Graduate Seminar:
Transcript Abbreviation G Sem:
Course Description Current topics in diversity, equity and inclusion in science, with a focus on evolution, ecology and organismal biology
Semester Credit Hours/Units Variable: Min 1 Max 2

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Satisfactory/Unsatisfactory
Repeatable Yes
Allow Multiple Enrollments in Term Yes
Max Credit Hours/Units Allowed 20
Max Completions Allowed 10
Course Components Seminar
Grade Roster Component Seminar
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq: Graduate standing or permission of instructor
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 26.0101
Subsidy Level Doctoral Course
Intended Rank Masters, Doctoral

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Course goals vary with offering

Content Topic List

- Current topics in diversity, equity and inclusion in science, with a focus on evolution, ecology and organismal biology. Topics vary with the interests of the students and instructor.

Sought Concurrence

No

Attachments

- AU20_Structural inequity seminar.pdf: Syllabus

(Syllabus. Owner: Hamilton,Ian M)

- EEOB Curriculum Maps Nov20.xlsx: EEOB Curriculum Maps

(Other Supporting Documentation. Owner: Hamilton,Ian M)

Comments

- The attached syllabus is based on materials from an AU 2020 offering of 8896.20 (Women in Science). The proposed 8896.21 course would be a more appropriate listing for such an offering. *(by Hamilton,Ian M on 11/19/2020 12:17 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Hamilton,Ian M	11/19/2020 12:17 PM	Submitted for Approval
Approved	Hamilton,Ian M	11/19/2020 12:18 PM	Unit Approval
Approved	Haddad,Deborah Moore	11/19/2020 12:58 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	11/19/2020 12:58 PM	ASCCAO Approval

Diversity, inclusion, and structural racism in ecology and evolution

EEOB 8896.21

1.5 credits

Dr. Maria Miriti/Dr. John Freudenstein

Tentative Schedule: Friday 11:30-1:00

Grading: S/U

In the midst of the COVID-19 pandemic, the deaths of Ahmaud Arbery, Breonna Taylor, George Floyd and others, and the interaction between Amy Cooper and Christian Cooper have transformed perceptions and exposed the consequences of racism in the U.S. and around the world. Racism underlies privilege in U.S. society and institutions as revealed, for example, by the disproportionate number of COVID-19 deaths among African-Americans. Academic institutions are not immune as shown by chronically low participation of underrepresented minorities, particularly African-Americans, despite much investment in diversity enhancement initiatives.

The myriad ways in which structural inequities influence the STEM academy, including ecology and evolution, are now openly acknowledged, and examined. For meaningful change to occur, institutions, broadly defined, need to do more than admit that they have been operating under a paradigm that implicitly supports racial biases. Because these paradigms have persistently and consistently disadvantaged underrepresented minorities, another lens is that these institutions benefit from structural racism. To make the changes that have been stated in many forums, we need to understand what is meant by structural racism and its influences in ecology and evolution.

We propose a graduate seminar to address structural racism in ecology and evolution. The objective is to examine the ways in which racism is woven into daily life and how that informs scientific practice, values, and education. We strive to create a forum that includes as many in the department as is possible. An ongoing issue is that those most negatively affected by structural inequity are those who are most involved in improving diverse participation. However, the advantages of societal racism are as much a part of daily life as the disadvantages, whether you are rich, poor, educated, or uneducated. To truly move forward, the conversation must include many voices and experiences.

This seminar will include documentary presentations and readings that present structural racism, faculty presentations on the role of identity in our career paths, and structured discussions directed towards confronting structural racism in ecology and evolution. An anticipated outcome of this seminar is to develop a clear, consistent strategy for improving diversity and inclusion in our department, and in our discipline.

Course topics

Date	Topic	Resource	Moderator(s)	Moderator	Notetaker
28 August	Introductions: Why focus on race? Why does diverse participation matter?	Bumpus 2020; NEE editorial 23 June 2020; Nature 2020; Bergson 2019	John, Meg, Maria		
4 September	Race and biology	Race: the power of an Illusion 1 – The difference between us	Libby	James	Macie
11 September	Why does race matter?	Race: the power of an Illusion 2 – The story we tell	Rachelle	Alissa	Victoria
18 September	Race and inequity	Race: the power of an Illusion 3 – The house we live in Schell et al. 2020	Nyeema Harris (UMichigan)	Colin	Kyle
25 September	Race and society: Education and equalizing	What's race got to do with it? Social disparities and student success	Meg	Alexandra	Mael
2 October	Race and society: Protests, advocacy and standing in the gap	Gorski & Erakat 2019	Norm	Ryan	Julia
9 October	Foundations of E&E – non-neutrality in the natural world	Taylor 2018	Alison	Arjun	Sydney
16 October	Systemic racism: Institutions	Muhs et al 2012; Presumed incompetent introduction; Miriti 2020; Mountz et al.	Lisle	Hannah	Ryan

23 October	Systemic racism: Institutions – ecology and evolution	Graves 2019; O'Brien et al. 2020	Ian	Jamin	Heather
30 October	Systemic racism – inclusion and networks	Hutchinson	Maria	Zoe	Devan
6 November	Improving classroom climate	Dewsbury 2020	Andreas	McKenna	Paige
13 November	Improving research climate	Chaudhary & Berhe 2020	Marta	Drew	Lyndsie
20 November	Interventions				
27 November	NO CLASS -Indigenous Peoples' Day				
4 December	Interventions				

Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](http://studentconduct.osu.edu) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

[Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)

[Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)

[Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under

the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

Online reporting form at equity.osu.edu,
Call 614-247-5838 or TTY 614-688-8605,
Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](https://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:614-292-5766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://www.suicideline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:1-800-273-8255). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

Accessibility Accommodations for Students with Disabilities

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.

Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: slds.osu.edu
- Email: slds@osu.edu
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)