













EE BIOL 98T - The History and Racism of Biology  
Research: Working towards an Anti-Racist Science Future

This seminar will explore scientific papers on different biology research disciplines (e.g., genetics, microbiology, evolution, etc.) that will be coupled with education research/editorials to provide at least one perspective on the racist and/or excluded history of that respective discipline. The goal of this seminar is to be interdisciplinary by teaching students the foundations of different biology research and how to critique it, while learning the history of that research through an anti-racist lens. I will be implementing anti-racist pedagogy in addition to active learning and inclusive teaching strategies.





## APPENDIX I

Student Learning Goals with Nested Learning Outcomes for  
all General Education (GE) Foundations in Society and Culture (SC) Courses

Course Goals (1-4) and samples of possible Student Learning Outcomes (a, b, c, etc.) for all “GE SC” courses:

- 1. Students will learn about varying historical, social, cultural, political, and economic processes that shape and are shaped by human interaction.**
    - a. Students will be able to identify how culture develops and changes over time and explore the multi-dimensionality of culture.
    - b. Students will understand how diverse societies are structured and organized and recognize internal and external differences both within and across societies.
    - c. Students will analyze historical development and change with an emphasis on understanding the causes and consequences of these changes.
    - d. Students will consider how different disciplines examine society and culture, including their principal theoretical and methodological approaches.
  
  - 2. Students will learn how to analyze sources and data.**
    - a. Students will learn to identify and use different types of primary and secondary sources.
    - b. Students will engage actively in the social-scientific processes of inquiry, analysis, and problem-solving, as well as quantitative and qualitative research and data collection.
    - c. Students will evaluate sources and data for their positionality, significance, reliability, and validity.
  
  - 3. Students will engage in critical interpretation and reasoning.**
    - a. Students will evaluate and develop arguments informed by evidence.
    - b. Students will gain critical reading skills, including media literacy.
    - c. Students will reflect on how history and the social sciences have been used, and can be used, to inform positive or negative social change.
  
  - 4. Students will communicate effectively.**
    - a. Students will develop the ability to summarize, synthesize, and analyze scholarly literature.
    - b. Students will practice writing clearly in appropriate/relevant disciplinary styles and marshal evidence in support of an argument.
    - c. Students will learn how to communicate with non-expert audiences.
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