

# Biology 140 "Science, Policy, and Biology"

CRN (35825), Spring 2017

## Course goals:

1. In this course, we will explore three current topics in biology that are widely discussed by the news media, portrayed in some popular television shows and movies, and used to make important scientific policy decisions:
  - stem cells and cloning
  - genetically modified organisms
  - the human genome and human genetic diseases

All three of these topics are likely to have significant impacts on our lives, potentially affecting decisions we make about medical treatments, the environment, and what we choose to eat.

2. You will practice how to separate scientific fact from fiction and uncover appropriate and relevant content.
3. We hope you will enjoy reading and learning how biology relates to your everyday life and want to talk to others about what you learn to make scientific and policy connections outside of the classroom and continue to read science articles from Discover Magazine, Scientific American, or the New York Times or listen to RadioLab and Story Collider after the course is over.

## Course outcomes:

For each specific topic (stem cells and cloning, genetically modified organisms, and the human genome and human genetic diseases), students will be able to:

1. describe the underlying biology and explore how scientific reasoning and methods develop this understanding;
2. discuss the types of policy decisions that regulate studies related to this biology or its application to human or environmental health;
3. evaluate scientific information so that you can distinguish reliable information from propaganda;
4. explain how scientific controversies can arise when the same scientific questions are approached in different ways;
5. explore why some types of biological issues trigger regulatory decisions that can affect both research that would deepen our understanding of the issue and application of the results of that research in policy;
6. write about scientists who are researching topics related to our course;
7. read science writing published in popular media sources.

Because scientific research on the topics covered by the course is expanding nearly every day, leading to new policy decisions, the lectures and reading material in the syllabus are designated as *tentative*. Most, perhaps all, of the topics and reading materials will remain as they are listed in the syllabus. However, if new research, new controversies, or new policy issues arise related to the course topics, one or more of the lectures and associated readings may be changed to incorporate the new material.

**General Course Information: For email, please use Bi140 in the subject header**

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<b>GE</b>	Kris Chauvin	<a href="mailto:kchauvin@uoregon.edu">kchauvin@uoregon.edu</a>	

**Times:**

Lectures/Class	Tuesday and Thursday	10-11:20am	MCK 240A
Discussion Sections	Wednesdays	12pm, 1pm, 2pm, or 3pm	042 PSC

**Office Hours:**

Elly Vandegrift	Mondays	12-1pm	Willamette 141
Sonja Ljungdahl	Wednesdays	4-5pm	Science Library Biology Study Room (B009)
Kris Chauvin	Mondays	9-10am	Lewis Integrated Science Building (LISB) 2nd floor lobby

**Tentative Schedule:**

Date.....		.....Homework.....
<b>Week 1</b>	<b>Topic I: Stem cells and Cloning:</b> This topic is the source of a lot of controversy that receives considerable media coverage. What's the controversy all about?	
April 4	<p><b>Class 1 – What is this course about?</b> This class will provide an overview of the topics covered in this course and how they impact our lives. Students will be able to:</p> <ul style="list-style-type: none"> <li>• discuss strategies that will be employed during the course to optimize learning;</li> <li>• examine how scientific research is portrayed in the media.</li> </ul>	
April 5	<p><b>Discussion 1 – Isolation of DNA</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• isolate DNA from plants (and YOU) to understand methods used by research scientists to isolate DNA to study or modify its structure;</li> <li>• explain where in the cell DNA is located;</li> <li>• describe and consider the importance of DNA structure.</li> </ul>	<p><b>Due Scientist Spotlight 1:</b> Jennifer Doudna-On Canvas before discussion</p> <p>Discussion #1 due at the end of class</p>

April 6	<p><b>Class 2 – GATTACA: how far off is it really?</b> You should identify scientific and policy questions and controversies that the movie GATTACA raised for you and be prepared to discuss them in class. During this lecture we will discuss current technological advances in genetic analysis, including newborn and adult testing in Oregon and other states, and how these relate to what was portrayed in GATTACA. We will also discuss current technology that is leading us closer to designer babies. Students will be able to:</p> <ul style="list-style-type: none"> <li>• explain what genetic testing is and what testing is done in Oregon;</li> <li>• examine why genetic testing is done routinely;</li> <li>• evaluate where we currently stand relative to the future envisioned by the movie.</li> </ul>	<p><b>Watch</b> GATTACA  <b>Read</b>  Cummings (textbook) 16.5  <a href="#">Jolie (2013)</a>  <a href="#">Brody (2013)</a></p> <p><a href="#">Daily Reading Questions</a></p>
<b>Week 2</b>		
April 11	<p><b>Class 3 – How do animals develop?</b> Before you can understand what stem cells are or how an animal is cloned, you need to know the basics of how cells work and the processes that occur during animal development. Students will be able to:</p> <ul style="list-style-type: none"> <li>• describe the processes underlying sexual and asexual division of animal cells;</li> <li>• explain the stages of animal development from fertilization to birth;</li> <li>• compare how and when cells influence one another during development.</li> </ul>	<p><b>Read</b>  Cummings 2.4-2.7 &amp; 7.3 (Gilbert 3-14, 18-22, 50-52)</p> <p><a href="#">Daily Reading Questions</a></p>
April 12	<p><b>Discussion 2 – How can we interpret scientific reports in the media?</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• analyze media report on a science discovery;</li> <li>• interpret information from media report and relate it to the underlying science.</li> </ul>	<p><b>Read</b>  Holmes (2016)  Bruzek (2014)</p>
April 13	<p><b>Class 4 – What’s the big deal about cloning?</b> The cloning process often involves taking a single cell from an animal and coaxing that cell to develop into an adult. In this lecture we will talk about different types of clones and how they are made. Students will be able to:</p>	<p><b>Read</b>  Cummings 5.7 and 13.1-13.3 (Gilbert 15-17, 111-121, 123-124)</p>

	<ul style="list-style-type: none"> <li>describe the nuts and bolts of the cloning process;</li> <li>explain how cloning can be used;</li> <li>discuss why some applications are controversial.</li> </ul>	<a href="#">Cibelli et al. (2001)</a> <a href="#">Daily Reading Questions</a> <b>Quiz #1</b> on Canvas before class
<b>Week 3</b>		
April 18	<p><b>Class 5 – What are stem cells and what do they have to do with cloning?</b> This lecture will draw on the discussions in previous lectures about cell structure and function, animal development, and cloning, to elucidate stem cells. Students will be able to:</p> <ul style="list-style-type: none"> <li>give examples of when and where stem cells arise;</li> <li>describe how stem cells can be made;</li> <li>predict what stem cells might be used for.</li> </ul>	<p><b>Read</b>  Cummings 14.3 (Gilbert 143-158)  <a href="#">Cyranski (2016)</a>  <a href="#">Weiss (2007)</a></p> <p><a href="#">Pera (2017)</a> just published</p> <a href="#">Daily Reading Questions</a>
April 19	<p><b>Discussion 3 – Stem cells points of view</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>discuss ethical implications of stem cells and their regulation;</li> <li>explain the process of cloning from a biological perspective;</li> <li>understand what different types of stem cells there are, and what they can do.</li> </ul>	<p><b>Due</b> Scientist Spotlight 2: Shinya Yamanaka-<b>On Canvas before discussion</b></p> <p><b>Read</b>  <a href="#">Zimmer (2017)</a> </p>
April 20	<p><b>Class 6 – What policies regulate human cloning and stem cells?</b> The controversies surrounding stem cells and cloning have resulted in sometimes bewildering regulatory policies. Students will be able to:</p> <ul style="list-style-type: none"> <li>evaluate concerns related to human cloning and stem cells;</li> <li>evaluate the regulations that govern the use of human stem cells;</li> <li>assess the regulations that govern whether or not humans can be cloned.</li> </ul>	<p><b>Read</b></p> <p>Gilbert pages 136-140 and 165-169</p> <a href="#">Daily Reading Questions</a> <a href="#">Optional Quiz 1 Redo</a>
<b>Week 4</b>		
April 25	<b>Class 8 – Introduction to DNA and the genetic code.</b> Before	<b>Read</b>

	<p>you can understand how plants or animals are genetically modified, you need to know about the molecule that carries the genetic code: DNA. Students will be able to:</p> <ul style="list-style-type: none"> <li>characterize the relationship between DNA, genes, and proteins;</li> <li>describe how information is stored in DNA and how changes in DNA structure result in changes in DNA function;</li> <li>explain why the genetic code is the same in all living organisms on earth.</li> </ul>	<p>Cummings 9.1-9.4 + figure 9.2 (Gilbert 179-191)</p> <p><a href="#">Daily Reading Questions</a></p> <p><a href="#">Unit 1 Summative Assessment Letter to Congress</a></p>
	<p><b>Topic II: Genetically Modified Organisms:</b> Should you care whether your food is genetically modified? Understanding how it's done and potential environmental impacts is an important aspect of answering this question.</p>	
April 26	<p><b>Discussion #4 – <a href="#">Reacting to the Past Feeding (RTTP) Feeding Africa Preparation</a></b> Students will be able to:</p> <ul style="list-style-type: none"> <li>discuss how are crops modified using genetic engineering;</li> <li>explain advantages and disadvantages of GM crops;</li> <li>use The Precautionary Principle;</li> <li>discuss food distribution issues in the in Africa;</li> <li>experience the role of international politics and trade in the scarcity of food;</li> <li>prepare for the three days of the Feeding Africa Game.</li> </ul>	<p><b>Read</b> Henderson (2011) Gamebook</p>
April 27	<p><b>Class 7 – What is CRISPR-Cas9?</b> We will explore CRISPR-Cas9 (including discovery and controversies) in more details. Students will be able to:</p> <ul style="list-style-type: none"> <li>describe the CRISPR-Cas9 system;</li> <li>describe applications of CRISPR-Cas9;</li> <li>assess the regulations and ethics of new technologies.</li> </ul>	<p><b>Read</b> <a href="#">Cressey et al. (2015)</a> <a href="#">Harmon (2017)</a></p> <p><b>Listen</b> Radio Lab (2017)</p> <p><a href="#">Daily Reading Questions</a></p> <p><b>Quiz #2</b> on Canvas before class</p>
<b>Week 5</b>		

May 2	<p><b>Class 9 – Is it all in our genes? Genetics and epigenetics.</b> The DNA we inherit from our parents encodes all of our traits. However, DNA doesn't operate in isolation; other factors also affect what goes on in our cells. Students will be able to:</p> <ul style="list-style-type: none"> <li>• generalize the basis of genetic inheritance;</li> <li>• identify how environmental factors can affect DNA function and an animal's traits by a process referred to as epigenetics.</li> </ul>	<p><b>Read</b> Cummings 3.2-3.4, 9.9, &amp; *11.8 (*11.9 in the 10th edition) (Gilbert 227-239) <a href="#">Cloud</a>  <a href="#">Daily Reading Questions</a></p>
May 3	<p><b>Discussion #5 – Feeding Africa Game Day 1</b> The first game session is opened by the UN WFP representative. Then each African nation may make a very brief introductory statement if they wish. The remainder of the time is used primarily for the opposing sides to present their arguments. The African representatives are welcome to ask questions as they go.</p>	<p><b>Due</b> Game Day 1 speeches (in class) and all Feeding Africa essays (on canvas before class)</p>
May 4	<p><b>Class 10 – Truth in advertising? Understanding scientific controversies.</b> Controversies surround the interpretation of scientific results related to many aspects of human health. Students will be able to:</p> <ul style="list-style-type: none"> <li>• draw conclusions from different types of scientific studies;</li> <li>• examine how scientific controversies arise;</li> <li>• articulate what types of research could help to resolve contradictory findings.</li> </ul>	<p><b>Read</b> <a href="#">Willingham &amp; Helft (2014)</a> <a href="#">The National Autistic Society (2009)</a>  <a href="#">Daily Reading Questions</a>  <b>Due</b> <a href="#">Scientist Spotlight 3: Pamela Ronald</a></p>
<b>Week 6</b>		
May 9	<p><b>Class 11 – Making designer animals and plants by modifying their genes.</b> How are the genes of plants and animals modified? Students will be able to:</p> <ul style="list-style-type: none"> <li>• describe how plant and animal husbandry has been used for thousands of years to select species with desirable traits;</li> <li>• recognize the modern molecular methods that are used to modify species, and some of the rationale for selecting traits to be modified.</li> </ul>	<p><b>Read</b> <a href="#">Pollack (2009)</a> <a href="#">Vincent (2017)</a>  <b>Watch</b> <a href="#">Bill Nye video</a>  <a href="#">Daily Reading Questions</a></p>
May 10	<p><b>Discussion # 6 – Feeding Africa Game Day 2</b> The second</p>	

	<p>game session is opened by the UN WFP representative. During the second game session, it is important for the African nations to take a more active role in challenging the various sides.</p>	<p><b>Due</b> Game Day 2 speeches (in class)</p>
May 11	<p><b>Class 12 – What policies regulate GMOs?</b> How do you know whether the food you buy in the grocery store is genetically modified? Who decides whether genetically modified organisms or products derived from them can be marketed? Students will be able to:</p> <ul style="list-style-type: none"> <li>○ evaluate concerns related to GMOs;</li> <li>○ describe the regulations that govern the use of GMOs;</li> <li>○ assess the regulations that govern GMOs</li> </ul>	<p><b>Read</b>  <a href="#">USDA</a>  <a href="#">USFDA</a>  <a href="#">Pollack (2015)</a></p> <p><b>Quiz #3</b> on Canvas before class</p>
<b>Week 7</b>		
May 16	<p><b>Class 13 – What policies regulate GMOs? Part 2</b></p> <p>How do you know whether the food you buy in the grocery store is genetically modified? Who decides whether genetically modified organisms or products derived from them can be marketed? Students will be able to:</p> <ul style="list-style-type: none"> <li>• evaluate recent concerns related to GMOs;</li> <li>• describe how regulations that govern the use of GMOs have changed;</li> <li>• assess the regulations that govern GMOs.</li> </ul>	<p><b>Read</b>  <a href="#">Hakim (2016)</a>  <a href="#">McFadden (2017)</a></p> <p><a href="#">Daily Reading Questions</a></p>
May 17	<p><b>Discussion #7 – Feeding Africa Game Day 3</b> The third game session is opened by the UN WFP representative. The first 20 minutes of this session allow continued debate. During this session, the African national representatives should ask pointed questions aimed at determining how they will vote.</p> <p>The final 20 minutes should be reserved for the African nations to debate among themselves. This debate should be public, and anyone may comment if they wish to try to persuade reluctant nations. The session ends with each African nation announcing their position.</p>	<p><b>Due</b> Game Day 3 speeches (in class)</p>

<p>May 18</p>	<p><b>Class 14 – How do GMOs impact the environment?</b> Many different types of organisms have been genetically modified, and it looks like genetically modified organisms (GMOs) are here to stay. Students will be able to:</p> <ul style="list-style-type: none"> <li>•</li> <li>○ describe the types of studies that are necessary to assess the impact of GMOs on the environment;</li> <li>○ assess how development of new organisms can lead to unanticipated consequences.</li> </ul>	<p><b>Read</b>  <a href="#">USDA (2002)</a>  <a href="#">Cornwall (2009)</a>  <a href="#">Charles (2014)</a></p> <p><a href="#">Daily Reading Questions</a></p> <p><b>Due <a href="#">Scientist Spotlight 4: Keolu Fox</a> - On Canvas before class</b></p>
<p>Friday, May 19</p>		<p><b>Due Feeding Africa Reflection - On Canvas by 12noon</b></p>
<p><b>Week 8</b></p>	<p><b>TOPIC III: GENES, GENOMES, AND HUMAN DISEASE:</b> Can we genetically modify humans? Should we do so? What do we know about the role of genes in human disease? How safe is our genetic information? Answering these questions has implications for a variety of choices we make about the ways we decide to live.</p>	
<p>May 23</p>	<p><b>Class 15 – Genetic diseases and genetic testing.</b> What is a genetic disease and how do you know if you have one? Students will be able to:</p> <ul style="list-style-type: none"> <li>• explain the basic principles of human inheritance;</li> <li>• describe some causes of genetic diseases;</li> <li>• analyze methods used to diagnose them.</li> </ul>	<p><b>Read</b></p> <p>Read <a href="#">Couzin-Frankel (2011)</a></p> <p>Read Learning Genetics Single Gene Disorders webpage <a href="#">Cystic Fibrosis</a></p> <p>Optional Cummings Text readings: 4.3, 4.4, 4.9, 11.6 and 15.7</p> <p>Read <a href="#">Kalydeco webpage</a> (optional)</p> <p>Read <a href="#">Harmon (2007)</a> (optional)</p> <p>Bring Feeding Africa Reflection to Class</p> <p><a href="#">Daily Reading Questions</a></p>



May 24	<p><b>Discussion #8 - Genetic Disease Inheritance</b></p> <ul style="list-style-type: none"> <li>• Use Punnett squares and pedigrees to predict trait inheritance</li> <li>• Predict the phenotypic and genotypic probability that a couple's offspring will experience recessive and dominant genetic diseases</li> <li>• Use inheritance probabilities and prior knowledge of the genetic diseases to decide whether two hypothetical individuals should have children</li> </ul>	
May 25	<p><b>Class 16 – Genomes R Us?</b> Amazing technological advances over the last few years make it possible for each of us to learn about many of the genetic variations in our DNA. Students will be able to:</p> <ul style="list-style-type: none"> <li>• discuss how these variations in DNA are found, what they can tell us about our ancestry, and how they may define our physical traits;</li> <li>• analyze what they can reveal about our susceptibility to some kinds of genetic diseases.</li> </ul>	<p><b>Read</b></p> <p><a href="#">FDA letter (2013)</a></p> <p>Cummings 15.1 and 19.6</p> <p><a href="#">Daily Reading Questions</a></p> <p><b>Quiz #4</b> on Canvas before class</p> <p>Optional readings:</p> <p><a href="#">Goetz (2007)</a></p> <p><a href="#">Science Daily (1998)</a></p>
<b>Week 9</b>		
May 30	<p><b>Class 17 – Time to change your genes? (Gene Therapy)</b> Is there anything that can be done to repair a genetic disease? Students will be able to:</p> <ul style="list-style-type: none"> <li>• generalize how research on animal models is contributing to development of therapies for human genetic diseases;</li> <li>• relate therapies to the kinds of research that can be done on humans during clinical trials.</li> </ul>	<p><b>Read</b></p> <p>Cummings 16.6 &amp; 16.7 (Gilbert 191-197)</p> <p><a href="#">Pollack (2012)</a></p> <p><a href="#">Wade (1999)</a></p> <p>Optional readings:</p> <p><a href="#">Travis (2015)</a></p> <p><a href="#">Science Daily (2012)</a></p> <p><a href="#">Daily Reading Questions</a></p>
May 31	<p><b>Discussion #9 – Relationship between SNPs, disease, and treatment</b> Students will be able to:</p>	<p><b>Due</b> Scientist Spotlight 5: Feilia</p>

	<ul style="list-style-type: none"> <li>• understand how SNPs are identified;</li> <li>• understand haplotype;</li> <li>• understand the relationship between SNPs, haplotype, and disease;</li> <li>• think about personalized medicine based on genetics and modern methods of DNA analysis.</li> </ul>	Gomez- <b>On Canvas before class</b>
June 1	<p><b>Class 18 – Time to change your genes? (Three Parent Babies)</b> Is there anything that can be done to repair a genetic disease? Students will be able to:</p> <ul style="list-style-type: none"> <li>• describe the process of using three parents to make a baby;</li> <li>• explain the ethical, policy, or health implications of this new technology.</li> </ul>	<p>Read</p> <p><a href="#">Hesman Saey (2017)</a> <a href="#">Reardon (2017)</a></p> <p>Optional Read <a href="#">Gallagher (2015)</a> <a href="#">Reardon (2016)</a></p> <p><a href="#">Daily Reading Questions</a></p>
<b>Week 10</b>		
June 6	<p><b>Class 19 – Bioethics: What policies regulate human genetic testing and gene modification?</b> Who decides whether someone should be tested for a genetic disease, or have their genes modified? Who decides how genetic information can be used? Students will be able to:</p> <ul style="list-style-type: none"> <li>• evaluate concerns related to bioethics of human genetic testing;</li> <li>• describe the regulations that govern bioethics of human genetic testing;</li> <li>• assess the regulations that govern bioethics of human genetic testing.</li> </ul>	<p><b>Read</b></p> <p>Cummings 1.6 and 15.10 (Gilbert 207-212) <a href="#">Beaudet and Javitt (2010)</a> <a href="#">Harmon (2010)</a> <a href="#">Hayden (2016)</a></p> <p>Optional Reading: <a href="#">Connor (2009)</a></p> <p><a href="#">Daily Reading Questions</a></p>
June 7	<p><b>Discussion #10- Mystery Tubes</b></p> <ul style="list-style-type: none"> <li>• identify the elements of the scientific method.</li> <li>• form a reasonable hypothesis based on observations.</li> <li>• perform a systematic experiment to test their hypothesis.</li> <li>• compare experimental results with results predicted from their hypothesis.</li> </ul>	

June 8	<p><b>Class 20 – Course finale: Can we regenerate extinct species?</b> You should identify scientific and policy questions and controversies that the movie Jurassic Park raised for you and be prepared to discuss them in class. Similar to what is portrayed in the movie, the genomes of several extinct species have recently been elucidated. <i>You will need to watch the movie Jurassic Park before Lecture 19.</i> Students will be able to:</p> <ul style="list-style-type: none"> <li>• explain the experiments used to elucidate these genomes as well as methods that could be used to regenerate extinct species and</li> <li>• evaluate some of the ethical issues involved.</li> </ul>	<p><b>Read</b>  <a href="#">Nicholls (2009)</a>  <a href="#">Kolbert (2014)</a>  <a href="#">Rich (2014)</a>  <a href="#">Tierney (2009)</a></p> <p><a href="#">Daily Reading Questions</a></p> <p><b>Quiz #5</b> on Canvas before class</p> <p><b>Watch</b> Jurassic park</p>
Monday, June 12 Final		<p><b>Take Home Final Due 10am, Monday, June 12</b></p>

### Grading:

#### 40% Formative Assessments

10% [Discussion](#) (the lowest Discussion Assignment will be dropped)

10% [Daily Reading Questions on Canvas](#) and Survey from Yale (the lowest Reading Question score will be dropped)

10% [Quizzes](#) (the lowest Quiz score will be dropped)

10% [Scientist Spotlights](#)

#### 60% Summative Assessments

20% Unit 1 [Letter to your elected official](#)

20% Unit 2 [Feeding Africa Reacting to the Past](#) essay and speech

20% Unit 3 Take Home exam

#### Extra Credit Opportunities

*\*If you use your **iclicker** in class 80% of the time, your grade will be rounded up to the nearest whole number before letter grades are assigned.*

*\*You will be asked to complete a survey about the course from the Yale Center for Teaching and Learning, if you complete this, you will also receive an extra 1% on your final course grade.*

## Work Load:

The expectation for this four-credit course is that you will have four hours of instruction in class each week and spend twelve hours (3:1) each week outside of class doing the reading, writing daily reading questions, writing scientist spotlights, preparing your summative assessments, and studying for quizzes.

## Website:

All class information will be posted on **Canvas**. This course is part of the UO Science Literacy Program (more information at [scilit.uoregon.edu](http://scilit.uoregon.edu)).

## Required Texts:

Cummings, M. (2015). *Human Heredity: Principles and Issues* (11th Edition). Cengage Learning.

Henderson, D. (2011). *Feeding Africa--Starvation or GM Foods?* (v3.10) Reacting to the Past Game Book.

## Required Supplies:

i>clicker (available in the Duck Store): Be sure to register your i>clicker on Canvas

1 package of 3x5 index cards

## Formative Assessments

### Readings:

There is no perfect textbook for this course. The required textbook covers some of the material we will investigate this term, but not all of it. Therefore, there will be additional readings, outside of the textbook, for most of the lectures and for some of the discussions. These readings are posted on **Canvas** as pdf files that can be downloaded. In some cases URLs for websites, podcasts, or videos will be given instead of or in addition to pdfs. In total you can expect to do several hours of reading per week. The course is about science and policy: we won't directly discuss politics, rather we will discuss what triggers policy decisions and how they are made. Since some of the topics we will cover are controversial, there will be some discussion of ethical implications, as this is often what drives policy decisions.

## Reading Assignments:

**Reading assignments** should be completed **before** the class or discussion section. Reading Questions based on the daily learning objectives will be posted on **Canvas** and are due **before** the class. Read the questions before doing the reading to help guide you to the key points of each reading. The lowest reading question score will be dropped.

## Scientist Spotlights:

During weeks 1, 3, 5, 7, and 9 you will watch a video, read an interview, or listen to a radio story about a scientist who has researched the topics we'll be learning about in class. These are an opportunity to meet the real people behind the work and learn about their work in the scientists own words.

## Quizzes:

During weeks 2, 4, 6, 8, and 10 you will complete an online quiz on the course content. This will include material from the readings, discussions, and class sessions. Frequent testing helps students to better learn and remember material. The lowest quiz score will be dropped.

## Surveys:

There will be one online survey administered by the Center for Teaching and Learning at Yale University. Instructions for completing this will be posted on **Canvas**.

## Discussion Assignments:

These are posted on **Canvas** under the appropriate discussion date. The Discussion Assignments should be downloaded, printed, and brought to the Discussion Section. Completed Discussion Assignments will be due at the end of the Discussion Section meeting, according to the schedule. Attendance at Discussion Sections is mandatory. If for some reason you cannot attend your normal Discussion Section, due to space limitations and logistics you may not attend another discussion section. If you must miss a Discussion Section, please contact your GE and Co-Instructor, preferably before your absence. The lowest discussion assignment score will be dropped.

## Summative Assessments:

For each of the three units, you will complete a written assignment:

- **Unit 1** you will write a letter to one of your **elected officials** about stem cells, cloning, or CRISPR.
- **Unit 2** you will participate in a Reacting to the Past game, *Feeding Africa*, set in 2002 in South Africa at a summit on GMOs. For this unit you will write an essay, give speeches, and write reflections from your given character's perspective. The game play will take place during your discussion section.
- **Unit 3** you will complete a take home exam and builds on many different aspects from the course including a self reflection about your learning, locating a science new article related to our course, and researching your own scientist spotlight.

## Reacting to the Past

This course employs an exciting approach to learning called Reacting to the Past. Reacting courses consist of elaborate games, set in the past, in which students are assigned roles informed by historical texts. In this class, you will learn to construct arguments from these texts and then support your positions through reasoned, sometimes impassioned, writing and speeches. As you take control of an unfolding historical drama and

struggle for your characters to prevail, you will become deeply engaged, both intellectually and emotionally, with the subject matter. I will act as the gamemaster, determining your roles, preparing you to play, grading your work, and occasionally nudging the games as they develop.

### **Feeding Africa, 2002: Genetically Modified Foods or Starvation**

This game is set in an African conference at which nations facing famine are confronted with the choice between accepting GM corn from the USA and the risk that they will not be able to export their agricultural products to the EU as a result, or allowing people to starve. Students learn about GM foods, the controversies over their safety, both for health reasons and ecological reasons. The subtext for the controversy in this game is a trade war between the USA and the EU over GM foods.

### **General Policy on Missed Assignments:**

The general policy of this course is that: 1) Assignments must be turned in on time; 2) Because Discussion Assignments cannot be completed without attending Discussion Section, there are no make ups for missed Discussion Assignments. If you are ill or have an emergency and cannot attend class, or you miss an exam or an assignment because of illness or an emergency, please contact one of the course instructors. It is best if you can contact an instructor prior to missing an exam or an assignment. If you will miss Discussion Section because of illness or an emergency, please also contact your Co-Instructor and Graduate Teaching Fellow (GTF).

### **Classroom Etiquette:**

1. Please be respectful of your fellow students. Many of the subjects we will discuss are controversial, and people in the class may have widely differing views about them. At times we may have discussions of such controversial topics. During these discussions, it is important to respect the feelings and opinions of other members of the class.
2. Please arrive on time. Lectures and discussion sections will start promptly on the hour.
3. You may not use cell phones, iPods, or computers during lectures. This means no emailing, texting, listening to music, or web surfing during lectures.
4. You may not use computers, cell phones or iPods during MOST Discussion Sections. However, some Discussion Section exercises will require that you use a computer or a compatible electronic device. These are listed in the Discussion Section information.
5. Please don't leave lecture early, as this is very disruptive to everyone. If you have an unusual circumstance and must leave early, then please sit near the exit so you can leave unobtrusively.

### **Email Etiquette:**

If you email a faculty instructor, a co-instructor, a GE, or other students in the class, please be respectful in your email which includes signing your name to the email. When emailing instructors, co-instructors or the GE, please use Bi140 in the subject line of the email. Instructors, co-instructors, and the GEs will endeavor to answer email as quickly as possible. However, if you send them email in the evening or on weekends, they may not respond to your email until the following weekday.

**Inclusiveness:**

Open inquiry, freedom of expression, and respect for difference are fundamental to a comprehensive and dynamic education. We are committed to upholding these ideals by encouraging the exploration, engagement, and expression of divergent perspectives and diverse identities.

The University of Oregon is working to create inclusive learning environments. If there are aspects of the instruction or design of this course that results in barriers to your participation, please notify me as soon as possible. You are also welcome to contact the Accessible Education Center (AEC) in 164 Oregon Hall at 346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

If you are not a student with a documented disability through AEC, but you would like for us to know about class issues that will impact your ability to learn, we encourage you to come visit with during office hours so that we can strategize how you can get the most out of this course.

**Duty to Report:**

*UO is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. Any UO employee who becomes aware that such behavior is occurring has a duty to report that information to their supervisor or the Office of Affirmative Action and Equal Opportunity. The UO Health Center and University Counseling and Testing Center can provide assistance and have a greater ability to work confidentially with students. All UO employees are also required to report to appropriate authorities when they have reasonable cause to believe that any child with whom they come in contact has suffered abuse or any person with whom they come in contact has abused a child.*

**Academic Integrity:**

You are expected to do your own work on homework, discussion section assignments, and exams. You are encouraged to discuss ideas with each other and to study together, but don't copy someone else's work and don't allow someone else to copy your work. By taking an online quiz or assignment, you are certifying that you are the student entitled to log in using a specific set of credentials. Allowing someone else to log in under your name, or logging in under someone else's name, to complete a homework assignment is a breach of university regulations. Similarly, it is a breach of university regulations to use an i>clicker registered to someone else or to allow someone else to use an i>clicker registered to you. All students are expected to conform to the student conduct code (<http://integrity.uoregon.edu/>); students not in compliance will be brought to the attention of the university.

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