

Deep Learning (CSE 151B)

Welcome to Deep Learning! Below is our syllabus, which is subject to change.

Course Days & Times

Lecture: Monday, Tuesday, Wednesday from 11:00am-12:20pm Coalition (COA) B30

Oral assessments: Thursdays at your scheduled time and room in the CSE building basement (scheduled through Google Calendar).

Discussion times: Monday, Weds 2:00pm-2:50pm.

Office Hours:

- Alexander: Tuesday from 12:30–1:30 PM
- Annapurna: Thursday from 1pm-2pm

Course Learning Outcomes

- **Understand** various architectures:
 - Multilayer perceptron (MLP)
 - Convolutional neural networks (CNN)
 - Recurrent neural networks RNN (RNN) and Long Short Term Memory (LSTM)
 - Transformers
- **Understand** processes and algorithms used in the above architectures:
 - Activation functions: Rectified Linear Units (ReLU)
 - Backpropagation
 - Attention
- **Basic familiarity** with advanced topics:
 - RL with human feedback (RLHF)
 - Large language models (LLMs)

What does it mean to “understand” an architecture (e.g. multilayer perceptron) or algorithm (e.g. backpropagation), and what is its relevance (why is it part of our learning outcomes)? Here are the attributes to aim for in your understanding of each topic, and why these are important and relevant for your understanding.

Attribute of understanding an architecture or algorithm	Relevance	Understanding	Basic familiarity
Know how an algorithm or architecture arose, and what were the researchers or engineers trying to do when they created it	Contextualizing your own work and career, and recognizing when you might need to make a change to a current architecture in order to achieve a certain goal with what you're building	✓	✓
Know what affordances and drawbacks it has compared to other architectures or algorithms	Deciding which architecture or algorithm to use	✓	✓
Know what properties of the structure or algorithm create its affordances and drawbacks	Knowing likely impacts of changes you make to an architecture or algorithm	✓	✓
Perform calculations and recognize empirical outputs that demonstrate the above properties	Recognizing how different properties manifest in numerical outputs	✓	✗
Know how an architecture or algorithm responds to differing inputs	Knowing likely impacts of training on different sets of inputs and what might be under/over represented in your data	✓	✓
Perform calculations and recognize empirical outputs that demonstrate the above differences	Recognizing when particular trends or issues with data might be causing unexpected outputs	✓	✗
Modify implementations of the architecture or algorithms to achieve desired changes	Making changes to an architecture for applications you are creating with a particular goal	✓	✗
Know about how different data distributions and the presence or absence of certain types of data affect an architecture or algorithm's outcome	Sourcing varied and representative training data is critical for creating generalizable models and avoiding unintended biases and ethical violations	✓	✓

Instructional Team

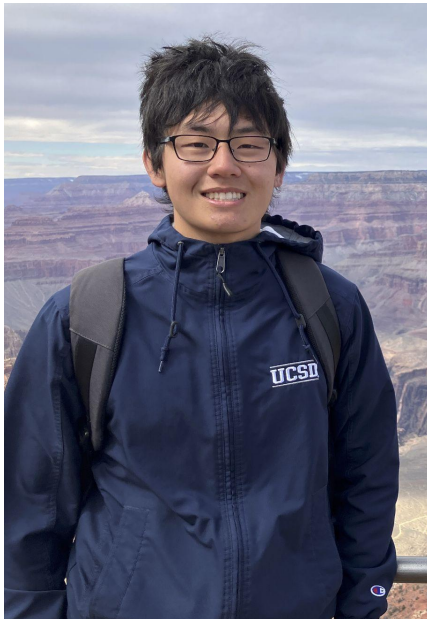


Annapurna Vadaparty

I am a final-year PhD student in the CSE Department. My personal research interests are in how people learn and problem solve—my undergraduate degrees are a B.S. Neuroscience and B.S. in Computer Science. My dissertation work is about GenAI-integrated pedagogies for CS classes. Outside of my dissertation work, I'm also working on teaching staff/TA training—I enjoy teaching how to teach!

For fun I like to hike, read, go to the beach, paint, and work with local mutual aid groups!

Email: avadaparty@ucsd.edu



Ben Bao

I am a first-year Master's student in Computer Science. My academic focus is on machine learning and general software development. I hope to be able to apply my skills towards technologies that improve the lives of people and help them live more fulfilling lives. I did my undergraduate here at UCSD in Cognitive Science, so feel free to chat with me about anything brain or psychology related!

In my spare time I enjoy cooking, guitar, hiking, backpacking, and playing video games.

Email: tibao@ucsd.edu



Tutor: Trevor Duong

I am an incoming 4th year computer science major at UCSD. My academic and project interests focus heavily on software engineering and machine learning implementations. I am really excited to assist with your learning in any way I can!

For fun I love weightlifting, playing the piano/drums, playing video games, and snowboarding!

Email: trduong@ucsd.edu

Teaching Philosophy

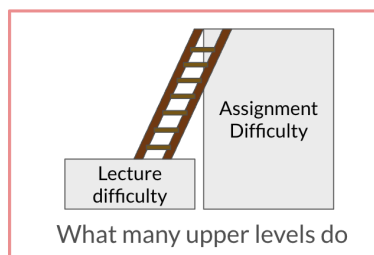
Pragmatism guides us in two key ways. First, we design for *real students* with real constraints and a wide range of priorities. We aim to assign meaningful but manageable workloads, and incorporate flex days for when things arise outside of class. We also recognize the temptations of the path of least resistance, and understand that the variety of online resources and tools that could render assignments fruitless. We see such temptations as human tendencies rather than a limitation of any particular student. To this end, we've designed the course with in-person explanation components (through class discussions and oral assessments) to incentivize you as a student to understand the content in enough depth to communicate about it. A second major way in which pragmatism guides us is in the development of core *learning objectives*. For each learning objective, we carefully consider why it is important and how a student is likely to use this knowledge in future endeavors. We do not aim to have students implement every architecture or prove every theorem that has ever been published. Instead, we curate what problems to ask students to spend their time on based on what practical knowledge they are likely to need. This is not to say that we skimp on theory (I personally love a good, intuition-driven proof!). Rather, we focus our expectations of students' understanding of both theory and application components on intuitions and skills that we think will be ever-green in the swiftly moving AI landscape.

We center **joy** in our teaching. When we think back to our favorite teachers, one common element is the fact that they are able to bring the joy intrinsic to the subject matter to the student. Good teachers are able to adequately build a bridge from the student's current knowledge to the new content in the course, and help build their curiosity toward the course content and appreciate the beauty of the new concepts they are learning. We strive to make the exciting parts of the subject matter accessible to the learner.

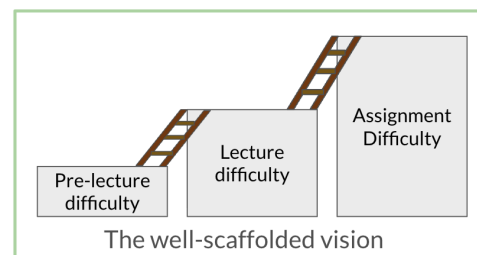
Underpinning both pragmatism and joy is, of course, **equity**. In order for students to learn the important and exciting parts of the course, they must be equipped with the tools and infrastructure (both inside and outside the classroom) to succeed. Our flex days aim to account for extenuating circumstances in students' personal life while still aiming to keep them on track and not fall further behind than they are able to catch up from. We incorporate mastery learning by allowing for retakes in several course components—students come from different backgrounds and may take different amounts of time to absorb and practice material, and we want to embrace and encourage remediation and improvement. Additionally, in a course like deep learning, computing power of personal computers can quickly uneven the playing field in project submissions that use large models. To this end, we have ensured that there are free resources available for students to be able to complete all assignments in reasonable amounts of time without needing to pay, which is often a concern in classes that involve GPUs.

These principles are also supported by our flipped classroom model that allows and encourages students to learn at their own pace outside the classroom. We use class time to support challenging learning that leads up to assignments.

Why a Flipped Classroom?



- Not very fun
- Equity: who has this big a ladder?



- Hopefully more fun
- Hopefully more equitable

Course Materials and Tools

You are not required to purchase any materials for this course, as all readings will be available as PDFs or online resources. All learning materials will be available on the course webpage: <https://apvadaparty.github.io/teaching/cse151b/schedule/>

You are expected to have a functioning computer and access to a Python coding environment you are comfortable with.

Assignments, Projects, and Grading

Assessment

Many components will be scored as NP - No Pass, LP - Low Pass, P - Pass, HP - High Pass.

Pre-lecture homeworks (NP/LP/P/HP): These are homework assignments on PrairieLearn that you will complete based on the pre-lecture watching/reading materials. There will be one homework assignment per class session. They will be graded for both completeness and correctness. This aims to keep you on track with the material and pre-lecture preparation, while also giving you time to revisit and absorb the material throughout the week before submitting it for a correctness grade. There are unlimited attempts for you to get full credit.

- **Pre-lecture completeness grade:** pre-lecture homeworks should be completed before lecture each day, and will be graded for completeness at the time of the start of lecture. You will get full credit for this completeness portion as long as you have attempted every question in PrairieLearn.
- **Weekly submission correctness grade:** throughout the week, you can revisit and resubmit the homework until Friday night. Your grade for the homework will be your score on PrairieLearn at the time of the deadline.

Programming assignment (PA) grade (NP/LP/P/HP): are based on what you submit on PrairieLearn, and confirmed by your performance in the PA oral assessment (that is, you earn the grade for what your PrairieLearn submission score is only if you pass the oral assessment).

PA oral assessment (NP/LP/P/HP): For each programming assignment (PA), you will submit it on PrairieLearn on the specified date in the course schedule, and you will also have an oral assessment on the PA conducted by a member of the teaching staff. There will be two portions, where we will ask you the following:

- **Understanding:** We will ask you to explain a portion of your code.
- **Predicting:** We will specify a change in the code, and ask you to predict what would happen if you were to make this change.

Oral assessments will take place on Thursdays each week, and must be scheduled through Google Calendar with a teaching staff member by the Tuesday before.

(These are inspired by the DUE method from Adam Blank's course at Caltech:

<https://readings.caltech.codes/ta-howtos/dues/>)

Exam (0-100): Exams will be taken in the CBTF and will also offer an opportunity to retake. They will be most related to the pre-lecture homework material, though we do aim for the PAs and pre-lecture homework to both reinforce the course content.

Project: A project about communication or a Kaggle competition, described below.

Project Description

The course project gives you two options, and you should choose the one that fits how you want to engage with deep learning this term.

The Communication option: a video, blog post, article, game, or anything else that explains or teaches some idea in deep learning in a novel context. The deliverable is the artifact itself together with a short paper explaining your design decisions and creation process written as an *experience report*, and you'll give a 10-minute presentation. You are not required to formally evaluate how your artifact landed with an audience, though you're welcome to.

The Kaggle option asks you to build a solution using any deep learning algorithms and architectures to score well on a given dataset. The deliverable is your code together with a *research paper*, and you'll give a 3-minute lightning talk.

More about experience reports and research papers are in the SIGCSE 2026 papers track description: <https://sigcse2026.sigcse.org/track/sigcse-ts-2026-Papers>.

Project Proposal

Proposals are due **Monday, July 6**. Your proposal should take the form of a structured abstract of 250–350 words, organized into five parts.

In **Background and Context**, Communication projects should establish who the audience is, what you intend to create, why it matters, and what already exists in that space; Kaggle projects should state what problem you're solving, why it matters, and what has already been tried.

In **Goals**, Communication projects describe what you intend to create, while Kaggle projects state what you're trying to achieve—likely a benchmarking target.

In **Methods**, Communication projects explain how you'll make your design choices and build the artifact; Kaggle projects name the algorithms and architectures you plan to explore.

In **Results**, Communication projects explain the artifact and its affordances and drawbacks; Kaggle projects state what you hypothesize will happen under the methods you've described, and you may offer several competing hypotheses and outcomes.

Finally, in **Implications**, both tracks address what the work implies going forward.

Grading

Your letter grade in the course comes from three components:

- **Engagement & Social Learning:**

- Pre-lecture homeworks completed before class (3 lowest dropped). Complete or incomplete. *All questions* in the pre-lecture homework must be attempted in order for it to be considered complete. The standards below are after the 3 lowest scores have been dropped.
- Learning Process & Resource reflection: No Pass, Low Pass, Pass, High Pass.
- **Assignments & Project:**
 - Pre-lecture homeworks corrected by the end of each week (3 lowest dropped): No Pass, Low Pass, Pass, High Pass. The standards below are after the 3 lowest scores have been dropped.
 - Assignments submitted to PrairieLearn and verified by oral assessment: No Pass, Low Pass, Pass, High Pass. Score is determined by both assignment and the oral assessment score.
 - Project completed as specified including proposal, writeup, and presentation. Each is scored No Pass, Low Pass, Pass, High Pass.
- **Exams:**
 - Exam 1 and Exam 2, scored out of 100. For exam scores, the standards below are after the retake calculations and after any curve has been applied.

Standards: Course Letter Grades

Our course uses standards-based grading ([read more here from Prof. Joe Politz](#)).

Rubrics will generally have the following categories: **high pass (HP)**, **pass (P)**, **low pass (LP)**, and **no pass (NP)**.

The standards for letter grades A-C are as follows.

A grade:

- > 80% on both exams
- High pass on at least 3 of 4 assignments, pass on remaining assignment
- High pass on all of the Learning Process and Resource Reflections
- Completed 80% of pre-lecture homeworks for completeness before class
- High pass on 80% of pre-lecture homeworks for correctness, pass on remaining pre-lecture homeworks for correctness
- High pass on the project

A+: High pass on all components

A-: Meeting the B grade standards for exactly one of any of the above categories other than the exam score—a lower exam score moves to the B range

B grade:

- > 80% on one exam, > 70% on another exam

- High pass on at least 2 of 4 assignments, pass on two remaining assignments
- Completed 60% of pre-lecture homeworks for completeness before class
- High pass on 60% of pre-lecture homeworks, pass on remaining pre-lecture homeworks
- High pass on all of the Learning Process and Resource Reflections
- High pass or pass on the project

B+: Achieving the A grade standards in any of the above categories

B-: Meeting the C standards for exactly one of any of the above categories other than the exam score—a lower exam score moves to the C range

C grade:

- > 60% on one exam, > 50% on another exam
- Pass on at least 3 assignments
- Completed 60% of pre-lecture homeworks for completeness before class
- Pass on at least 60% of pre-lecture homeworks
- Pass on all of the Learning Process and Resource Reflections
- Pass or low pass on the project

C+: Achieving the A or B grade standards in any of the above categories

C-: Missing exactly one of any of the above categories other than the exam score—a lower exam score moves to F or Incomplete.

No D grades will be assigned. Below the standards for C grades will be given an F or Incomplete. Please speak to the teaching staff if you feel at any point that you are not likely to pass the class—we are here to help.

Standards: Assignments & Oral Assessments

- Assignments: Architectures & Algorithms Portions
These are math and conceptual problems on each assignment. These parts are intended to align well with exam problems and be opportunities to both learn and assess your knowledge.
HP: 90% of problems correct
P: 80% of problems correct
LP: 60% of problems correct
NC: Below 60% correct.

- Assignments: Programming Portions
No submission needed for Assignment 0 Programming portion.

For Assignments 1-4, the standards are as follows:

HP: HP Benchmark specified in the homework has been met for all problems.

P: HP or P benchmark specified in the homework has been met for all problems.

LP: HP, P, or LP benchmark specified in the homework has been met for all problems.

NC: Benchmark specified in the homework has not been met for over 3 problems.

- Oral assessments for programming portions of assignments:

High Pass: Answer correctly with minimal prompting from teaching staff.

Pass: Answer correctly with some prompting or correction from teaching staff.

Low pass: Answer correctly with extensive prompting or correction from teaching staff.

No pass: No-show or only incorrect answers.

You earn your submitted assignment grade by earning a High Pass on your oral assessment.

Your grade for the assignment is determined by both the oral assessment and your autograder score. If you get a High Pass on the assignment but Low Pass on the oral assessment, you earn a Low Pass.

Each week, you can re-take one question from the previous week for a full replacement.

Standards: Learning Process & Resource Reflections

High Pass: At least 300 words, all questions completed

Pass: At least 200 words, all questions completed

Low Pass: Some questions not completed

NP: Above criteria not met

Standards: Pre-Lecture Homeworks for Correctness

High Pass: All correct

Pass: Maximum of 1 question incorrect

Low Pass: At least 3 questions correct

NP: Above criteria not met

Attendance and Participation

Attendance for each class is required. You will be sitting in groups and expected to work with your peers throughout the course, so if you're missing, it will impact both your experience and your peers'. If you will be absent, please let me know in advance. If you have a day-of emergency and are unable to let us know in advance, please get in contact with us as soon as you are able to. It will likely be difficult to follow along with the course content, and **you will need to meet and get instructor permission in order to be eligible to take the final exam if you miss more than three classes.**

For each of the days you miss, please **make a private Piazza post** with:

- Your plan to catch up on the material missed during lecture

- How you are feeling about being able to complete your assignments on time

We want you to prioritize your health and well-being, and if it really isn't a good idea for you to attend class on a particular day, please don't (and let us know as soon as possible if you will be missing a class). For planned absences more than 3 days, please request an exception well in advance and contact Annapurna to discuss how we can accommodate your plans.

Attendance for the discussion sections (Monday and Wednesday) is highly recommended. This will be one of the primary ways in which you stay on track with the course content and are able to keep track of expectations and get help for assignments. Rather than answering the same questions across several different Piazza posts and office hours, the discussion section efficiently allows everyone to be on the same page. If you will not be able to attend discussion in general, **please make a private Piazza post** so that we can discuss how you are planning to stay on top of course content and get help when you need it.

Late days & Exceptions

Late days are counted hourly—e.g. you can use 6 hours on a submission and it will only count as 6 hours, not a full day. No more than 1 late day (24 hours) is allowed per submission, since we want to be able to release answer keys and ensure that learning stays on pace. We will not grade any attempts made later than 24 hours after the assignment is due, and if there is no submission for an assignment 24 hours after the deadline, you will receive a 0.

Below are how late days are allocated for each assignment type.

Assignments: 48 late hours (2 late days) max for the duration of the course. Maximum of 12 late hours per assignment. This means that assignments should be turned in on Thursday at noon at the latest. This is especially important for making sure that you are able to take your oral assessment about the assignment on Thursday.

Pre-lecture homeworks for completeness: Must be completed before class each day in order to receive pre-lecture completeness credit. 3 lowest scores dropped.

Pre-lecture homeworks for correctness: 48 hours (2 late days) max for the duration of the course. 3 lowest scores dropped. Maximum of 1 late day per pre-lecture homework. Since *all* pre-lecture homeworks are due for correctness on Friday each week, this means that you can turn in *any* pre-lecture homework for correctness by Saturday night at the latest.

Project: 24 late hours (1 late day) max for the proposal and the final submission in total.

If you have extenuating circumstances and a situation arises in which you think you will need more accommodations than the late days described above, please come chat with the instructor after class, in office hours, in a Piazza private post, or email.

Course Schedule

Please see the course website for the full course schedule.

Academic Integrity Policy

Learning Process and Resource Reflection

For each of your assignments (A0-A4), you will submit a Learning Process and Resource Reflection on Piazza each week. For a high pass, your responses to questions 2 onward should total at least 300 words, and all questions must be completed. Any format is fine—paragraphs, bullets, whatever you prefer. You are welcome to post with your name or anonymously to classmates (teaching staff can see names on all posts).

Think about all of the resources that you really couldn't have done the assignment without (GenAI, textbook, a Stackoverflow/Medium post or Github repo that you adapted your solution from). There may be multiple resources you used (e.g. maybe you used a particular Geeks4Geeks post a lot and also used GenAI a lot). Then, pick one to focus on as you answer the following questions, but feel free to mention if you used others along the way. The goal here is for you to communicate with your classmates and teaching staff how you're learning the course content—what's working, and what isn't?

We do ask that you not use GenAI for these—we really do want to know what you did, and there are no right or wrong answers, so there shouldn't be any motivation for you to use it if we all agree on the goal of knowledge sharing to help each other!

Please answer the following questions, and post your response on Piazza by Friday each week:

1. Provide a link/brief description of at least **one** resource you felt was critical to your completion of this assignment. Feel free to list as many as you'd like (this question does not contribute to the word count).

(Then pick one to answer the remaining questions about).

2. How did you use the tool/resource at each step? For GenAI, were there particular prompts you used? For online resources, did you look at the solution and adapt it? Did you try other problems for practice after using the solution you found? No right or wrong answers—just be sure to explain your process! Whether you're satisfied or unsatisfied with the way you used available resources, explain your method (and you can reflect on whether it was helpful in the next question).
3. In what ways did this help and/or hinder your learning process? This is an important metacognitive activity regardless of GenAI—reflecting on your learning process can help

both us and you reflect on what you're doing and whether or not it's helpful for meeting the intended learning objectives.

4. How did you decide whether to use the material or output from the tool/resource? Did you have particular test cases? Were there components in the solution that you were looking to make sure it included?
5. Provide clear recommendations for classmates on what parts of your process you found helpful and unhelpful.
6. Vote on your classmates' posts!

Coursework Without GenAI

If you'd prefer not to use GenAI, that is perfectly fine and I welcome you to share your opinions and tips you have about working without GenAI! The course is designed to be doable both for people who do and don't want to use GenAI.

You will still be expected to complete a Learning Process and Resource Reflection for each assignment describing whichever materials you do use.

Plagiarism

Plagiarism from any source (including classmates, past students, paid tutors who do an assignment for you, online sources or tools without citing them in your Learning Process and Resource Reflection) will not be tolerated.

The first infraction will lead to a 0 on an assignment and a conversation with the instructor. A second infraction will lead to failing the class and a referral to the academic integrity office.

If you are unsure about whether or not what you're doing counts as plagiarism, please reach out to check with the teaching staff.

Asking for Help: Class, Discussion, Office Hours, and Public Piazza Posts

In general, we encourage you to ask us questions in person during class, discussion, or in group or 1-1 office hours!

For when asynchronous help is preferred, please post a public question in Piazza. Please avoid posting answers or portions of answers in these questions. If a private question is posted, we will likely ask you to make it public and/or rephrase your question (to avoid directly sharing answers) so that it can be made public.

Overall Community and Engagement Expectations

1. **We are all partners in this learning space:** as instructors of this course, our main goals are building community and critically thinking about our role in facilitating learning experiences for our students. We invite you to join us in pursuing these

goals. As long as this remains the core of our learning space, things can be flexible and we can adjust things, depending on everyone's needs and constraints.

2. **We trust that you take charge of your work and opinions:** we invite you to fully participate in order to get the full benefit of the course (the ol' "you get out what you put in" idea). We also invite you to freely share your ideas so we can have open, honest, discussions. Nonetheless, we encourage you to consider your individual investment and attitude in the course as a crucial part of the larger collective endeavour that we share. So, we *all* get what we *all* put into this space.
3. **Be open to both sharing *and* listening with empathy:** we believe that learning and growing will come from having constructive dialogue. This may mean that sometimes we need to allow ourselves to go outside of our comfort zones. Topics we discuss may have us facing ideas that are disquieting or unfamiliar. We invite you to share your opinions openly, yet from a place of empathy. We also encourage everyone to actively listen to the diverse voices in the room. While we do not have to agree with everyone, we can always learn from each other's experiences and grow as a community.
4. **We strive to build a community of collective care:** we acknowledge that care is an integral part of the labor in learning. Sometimes this means acknowledging our boundaries, both in terms of how much work we can take on and how much discomfort we are willing to deal with. In terms of work overload, we hope you feel comfortable communicating your circumstances so we can find a way to support you (yes, this includes extensions whenever possible).

Health and Well-Being Statement

We acknowledge that health and well-being take priority over any kind of course work. Please reach out if you feel keeping up with this class is compromising either. Competing demands together with an unpredictable life and world events can become overwhelming, especially if you are juggling multiple jobs, family or immigration issues, health issues, and other challenges. Please do ask for support, and reach out to us and/or the resources listed below.

Accessibility of Class Sessions and Course Materials

Allowing each of you to succeed and benefit from this course is important to us. We are aware that because we all learn differently, accommodations may be needed. We will do our best to upload slides in advance of class. If there are aspects of this course that prevent you from learning or exclude you, please let any of the instructors know as soon as possible. Together we'll develop strategies and a plan that will meet your needs and the aims of the course. Please do not hesitate to contact us.

Resources for Support and Learning

Learning and Academic Support	
<u>Ask a Librarian: Library Support</u> <i>Chat or make an appointment with a librarian to focus on your research needs</i> <u>Course Reserves, Connecting from Off-Campus and Research Support</u> <i>Find supplemental course materials</i> <u>First Gen Student Success Coaching Program</u> <i>Peer mentor program that provides students with information, resources, and support in meeting their goals</i> <u>Office of Academic Support & Instructional Services (OASIS)</u> <i>Intellectual and personal development support</i>	<u>Writing Hub Services in the Teaching + Learning Commons</u> <i>One-on-one online writing tutoring and workshops on key writing topics</i> <u>Supplemental Instruction</u> <i>Peer-assisted study sessions through the Academic Achievement Hub to improve success in historically challenging courses</i> <u>Tutoring – Content</u> <i>Drop-in and online tutoring through the Academic Achievement Hub</i> <u>Tutoring – Learning Strategies</u> <i>Address learning challenges with a metacognitive approach</i>
Support for Well-being and Inclusion	
<u>Basic Needs at UCSD</u> <i>Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live is encouraged to contact: foodpantry@ucsd.edu basicneeds@ucsd.edu (858) 246-2632</i> <u>Counseling and Psychological Services</u> <i>Confidential counseling and consultations for psychiatric service and mental health programming</i> <u>Triton Concern Line</u> <i>Report students of concern: (858) 246-1111</i> <u>Office for Students with Disabilities (OSD)</u>	<u>Community and Resource Centers</u> <i>As part of the Office of Organizational Transformation the campus community centers provide programs and resources for students and contribute toward the evolution of a socially just campus (858) 822-3542 diversity@ucsd.edu</i> <u>Get Involved</u> <i>Student organizations, clubs, service opportunities, and many other ways to connect with others on campus</i> <u>Undocumented Student Services</u> <i>Programs and services are designed to help students overcome obstacles that arise from their immigration status and support them through personal and academic excellence</i>

Supports students with disabilities and accessibility across campus	
---	--

Campus Policies

- [UC San Diego Principles of Community](#)
- [UC San Diego Policy on Integrity of Scholarship](#)
- [Religious Accommodation](#)
- [Nondiscrimination and Harassment](#)
- [UC San Diego Student Conduct Code](#)

Land Acknowledgement

Whether we gather in-person or remotely, this course is being offered by UC San Diego, which is built on the unceded territory of the Kumeyaay Nation. The UC San Diego community holds great respect for the land and the original people of the area where our campus is located. The university is built on the unceded territory of the Kumeyaay Nation. Today, the Kumeyaay people continue to maintain their political sovereignty and cultural traditions as vital members of the San Diego community. We acknowledge their tremendous contributions to our region and thank them for their stewardship.

This acknowledgement was gratefully adapted from the UC San Diego [Intertribal Resource Center](#). [Whose land are you on?](#)

Read more about the UC San Diego Indigenous Futures Institute: ifi.ucsd.edu

Additional Acknowledgements

This syllabus has been adapted from the one designed by the UCSD Teaching and Learning commons. A special thanks to Erilynn Heinrichsen, Alex Dinh, and Ebru Evcen, the wonderful teaching team for Advanced College Teaching.