

UW1020 Writing the Past for the Future: Archaeologies of Racism and Anti-Racism Spring 2024



Images: “State of Exception” exhibit featured migrants’ abandoned backpacks (archaeological remains) from Sonoran Desert ([EFE/AGUSTIN DE GRACIA](#)); excavation of Chinese workers’ house in Terrace, UT, where archaeologists are studying the effects of building the Transcontinental Railroad ([Matt Stim](#)); George McJunkin, a hidden figure of archaeology and Black cowboy who made major finds that elucidated Indigenous histories in New Mexico ([Texas Monthly](#)).

Section M52: Ames Hall B105 (Mt. Vernon Campus) on Tuesdays and Thursdays from 10-11:15 am, with Friday hybrid component (asynchronous)

Section M28: Ames Hall B105 (Mt. Vernon Campus) on Tuesdays and Thursdays from 11:30 am to 12:45 pm, with Friday hybrid component (asynchronous)

Who you’re learning with

- **Instructor:** Kylie Quave (she/her)
- **Email:** kquave@email.gwu.edu. The best way to contact me is **Google Chat**
- **Office:** Ames Hall 214 (Mt. Vernon)
- **Student visit hours with Dr. Quave:** [Zoom link here](#). Mondays 9-10 am; Wednesdays 1-2 pm. I’m also available for Zoom or in-person meetings at other times by appointment.
- **Librarian:** Elizabeth Kuntz elizabeth.kuntz@email.gwu.edu or [Calendly](#)

What our course is about

What researchers know about us as humans results from the negotiation of scientific knowledge. That knowledge is created by individuals and groups working within our social and political realities. We will use the field of archaeology as a case study of how knowledge is created in comparison with other sciences. We will reflect on what the process of communicating the human past tells us about ourselves as humans today, and what it can teach us about possibilities for better human futures.

While archaeologists actively push back against such primitivizing theories as ancient aliens in non-European cultures, archaeologists are also (sometimes unwittingly) contributing to white supremacist and exoticizing views of human societies. For example, archaeologists have underestimated peoples from outside Western Europe, ignored descendant communities, and de-legitimized Indigenous histories. At the same time, many

archaeologists also push the discipline toward an anti-racist, anti-colonialist focus. Archaeology is not unique: its history as a field overlaps with other areas of study, which can provide us insight into how “the sausage of science is made.”

To communicate the human past, present, and future to different readers, we will evaluate scientific evidence from within and beyond archaeology, propose new research, respond to readings and peer writing, collaboratively and independently revise, and compose in multimedia genres. Students will rhetorically evaluate archaeological arguments and respond to them in socially relevant ways for both expert and broader public audiences.

What you’ll learn this semester (Learning objectives)

By the end of this course, you will be able to:

1. Critically read and analyze scholarly, credible, and other texts from archaeology and other scientific disciplines.
2. Assess various, sometimes contradictory, claims and evidence about humans, past and present.
3. Reflect on how lessons from ways of knowing the human past offer possibilities for the human present and future.
4. Identify research sources from pluralistic perspectives and combine them to formulate new questions about knowing the human past.
5. Collaborate with peers to compose research that draws from peers' distinctive strengths.
6. Offer and respond to constructive feedback with openness and confidence.

Course work categories

You will receive specific instructions for each assignment and activity. Every UW1020 course requires “finished” writing developed in a rigorous composition process often consisting of pre-draft preparation, drafts, and revisions based on the instructor’s advice and classmates’ comments. In this class you will undertake this process in different scientific genres.

Category	Due dates	% of final grade
<i>Perusal Engagement</i>	Ongoing	10
<i>Other Engagement (other minor assignments)</i>	Ongoing	10
<i>Peer review & revision (various in-class and out-of-class reviews)</i>	Ongoing	10
<i>Writing about an archaeological concept (a semester-long individual paper project)</i>		
Research Pre-Proposal	2/13	2
Summaries and Reliability (with genAI)	2/23-24	3
Final Research Proposal	3/1-2	5
Timeline Package	3/7	5
Research Outline and Annotations	3/21	5
Research Paper (partial draft)	3/29-30	5
Research Paper (full draft)	4/5-6	15
Research Paper (final draft)	4/19-20	15
<i>Collaborative compositions across scientific genres</i>		
Rhetorical Analysis Interview	2/20	3
Social Media Outreach Campaign (draft)	4/26-27	5
Social Media Outreach Campaign (final)	5/8	7

Engagement (Learning objectives 1, 2, 3)

To gain confidence in your ability to navigate ways of knowing the human past (and to write about that navigation process), I will ask you to complete minor reading and writing tasks throughout the semester. Many of these are graded reading discussion contributions in Perusall (10% of the Engagement credit), and some of them are in-class or out-of-class responses to prompts in which you will synthesize and apply ideas about knowing the human past through scientific disciplines (another 10% of the Engagement credit).

Writing about an archaeological concept (Learning objectives 1, 2, 3, 4, 6)

Critical research and writing over the course of the semester will help you identify sources from multiple perspectives and synthesize them to find novel patterns. Focusing on a specific phenomenon about the human past and archaeology will build your skills in asking and answering questions in unexpected ways. To understand the relevance of the human past to our present and future, you will develop a research question or hypothesis on the ways that social and political contexts (especially in light of white supremacy and colonialism) shape archaeological knowledge. You will gather and read sources from within and beyond archaeology, synthesize and compare those sources, and interpret their connections and differences to generate new insights about knowledge production. Both peer and instructor feedback will inform your revision processes.

This major individual Research Paper will be developed in phases throughout the semester. It includes a Research Pre-Proposal, a Final Research Proposal, an exercise in which you will critically examine summaries created with generative AI,¹ a Timeline Package (in which you will graphically represent the chronological change/continuity your research sources reveal), a Research Outline & Annotations, a Partial Draft, a Full Draft, and a Revised Final Draft. We will do peer review with many of these elements.

Why do I have to write about archaeology if I'm not interested in it / don't fully understand it / don't intend to become an archaeologist? Becoming fluent in reading and analyzing evidence and argument in one field builds skills that will transfer to other fields. All of us focusing on a shared area will also allow for the magic of learning in community and learning from each other's research. Plus, the human past is with us now: should we leave it un-questioned?

Collaborative compositions across scientific genres (Learning objectives 1, 2, 3, 4, 5, 6)

Scientists research and write collaboratively to combine perspectives and expertise for more robust and inclusive ways of knowing humans. There are two sets of assignments in this category: 1) early in the individual research process, you will work with a peer to compare genres of research writing and analyze the rhetorical choices made by different kinds of writers; 2) upon completion of the individual research project you will combine research with one to two peers to create a (revised) social media outreach campaign for a specific non-expert audience. Bringing together and remixing threads from each of your projects will allow you to craft new insights on ways of knowing the human past, and to articulate the relevance of the past to the present and future in a chosen social media genre.

This includes: a Rhetorical Analysis Interview (which will take place during class with a peer, and entails comparing how writers convey research in different genres), and the Social Media Outreach Campaign (which includes multiple phases from pitching to revising to final versions).

¹ If you wish to opt out of this assignment that requires you to use generative AI, then please notify Dr. Quave at least two weeks before the assignment is due so you can have an alternative assignment.

Peer review and revision (Learning objectives 1, 2, 5, 6)

Being able to critically read and revise the writing of others and of yourself is a skill that develops from the work you do in the Engagement category. One way that scientific disciplines shape knowledge production is through deliberative processes of peer review. The peer review process is logical, comprehensive, ethical, and constructive. We will bring this practice into our classroom, both to support our peers' writing development and also to reflect back on our own writing and revision practices. Peer review assignments will sometimes take place during class meetings and sometimes in synchronous and asynchronous virtual settings.

Course materials and communication



You do not need to purchase any books or software for this course. All course readings will be available through links on the syllabus (or through your independent library research) and through provided PDFs. [The Purdue OWL \(Online Writing Lab\)](#) will serve as a writing style guide for this course.

Blackboard (Bb)

You'll submit most assignments on [Blackboard](#) and I'll host course materials there. The grading book on Bb is updated regularly.



Zotero

You will use [Zotero](#) to organize citations and research notes. Download the software to your desktop and create a free account. Add the extension/add-on to your browser.

Perusall

We will use Perusall for commenting on and asking questions about many of the assigned course readings. You should [access Perusall through the Bb links](#), which will record your Perusall work for credit in the Bb gradebook. Perusall annotations should be completed before the class meeting so that you may gain the most from class time.



Google Drive

A [detailed course schedule](#) is maintained in Sheets and we'll also use Drive for file sharing and reviewing activities. To share with me, use kquave@email.gwu.edu.

How much time will you spend on this course?

For each course credit, students are expected to spend a minimum total of 2.5 hours per week of combined direct instruction and independent learning. For a four-credit course this works out to 10 hours/week on average, or a total of 150 hours of learning in a 15-week semester. I acknowledge that this will look a bit different for each student.

Course calendar and schedule considerations

The detailed schedule is [linked here and maintained in Google Sheets](#). Nothing will be made due earlier than indicated. Any changes will be announced in class and on Blackboard. On Tuesdays and Thursdays we meet in person in our classroom, while Fridays are asynchronous work. For assignments that are due on Fridays, you may submit the work one day later instead (on Saturday) without requesting an extension. All

other extensions due to extenuating circumstances should be approved ahead of the due date (see below on “Expectations”).

Some notes on assigned readings and Perusall practices:

1. Reading assignments should be completed (annotations in Perusall if so assigned) the day before the class meeting. Friday readings can be completed anytime before completing the other Friday tasks (they are there to prepare you for the classwork).
2. Most of the assigned readings will be posted in Perusall, where you will read and annotate in preparation for classes. Your annotations can include any questions or comments but must address at least part of the specific prompt for that source.
3. To access other course materials not assigned in Perusall (and your independent research materials), you’ll need to be logged in to the [GWU library system](#). Note that URLs for readings through the library typically go to the landing page for the journal article or book (chapter). You should open or download the **PDF** of the article to read the entire text and to see it properly formatted with visuals.

*Why do I need to annotate in Perusall the day before class? In the morning before class, I will review how you’ve responded and will adapt our lesson plan according to your responses. This allows me to do **responsive and individualized** instruction, and ensures you come to class with the **needed background knowledge and insights to complete the activities.***

Grading scale

A 95.0+	C 73.0-76.9
A- 90.0-94.9	C- 70.0-72.9
B+ 87.0-89.9	R 60.0-69.9
B 83.0-86.9	F Below 60.0
B- 80.0-82.9	
C+ 77.0-79.9	

Students must pass UW1020 with a grade of C- or above in order to receive credit for the course. A grade of C- or above in UW1020 indicates that the student is prepared to write in upper-division, writing-intensive courses.

If a UW1020 student is not prepared for the next level of university writing, the instructor will assign the student a grade of R (for Repeat). The R grade is reserved for students who work hard in the course, complete the main course assignments, but will still benefit from additional UW1020 writing instruction. The student will not receive credit for the course; however, the R will not factor into the student’s GPA.

Students who do not complete the course requirements, who are consistently absent from class, or who violate other expectations of academic behavior, will earn an F.

Expectations to share

What you can expect from me:

- **Communicating:** I will respond to Google Chat messages on the same business day if sent before 4:00 pm. Messages sent on weekends and after 4:00 pm on weekdays will be answered when possible.
- **Meeting up:** Occasionally I will need to reschedule student visit hours due to unavoidable conflicts and I will notify you on the schedule. You may also reach out for a meeting outside designated hours. I can accommodate non-business hours meeting requests sometimes – just ask!
- **Extensions:** Things happen that are related or unrelated to our course that may cause you to be less prepared at times. If you are in need of more time for an assignment, message me and we will work to find a solution. I make every effort to accommodate your need so long as it would not put a peer in an untenable position (for collaborative or peer review work, for example) and so long as it would not put you substantially behind schedule.

- **Feedback:** For major assignments, I will provide you with a rubric and specific instructions. Upon submission, you will receive a filled rubric and notes as feedback. For minor assignments, you will typically earn a completion grade for following instructions and showing an attempt. All evaluation criteria will be provided with assignment instructions. When you submit assignments on time, I will provide you with written or oral feedback. Sometimes this will be oriented toward the whole class; other times it will be individual. I will return minor assignments within one week and will return major assignments within two weeks unless otherwise specified due to extenuating circumstances. Message me anytime you have questions about your feedback or would like more details.

What I expect from you:

- **Attendance & preparation:** You will attend class in person and consistently. This course is taught in a workshop format: meeting the learning objectives thus requires attendance and preparation. Attending class regularly is also a way to contribute to the community of writers we are creating here: we are each responsible to each other and ourselves in this multidirectional learning process.
- **Missing class:** While class attendance, preparation, and participation are required and are essential to success here, there are legitimate reasons one may need to miss class meetings. I trust that you will determine that for yourself and send me notice beforehand as possible. Whenever you miss a class meeting, it is your responsibility to review the syllabus, schedule, and Blackboard materials and submit missing work. You are strongly encouraged to contact one or more classmates and then check in with me about how I can further help you.
- **Submissions & extensions:** Assignments should be submitted on time and in the specified format (online via Blackboard or in person in class). Late submissions that are not pre-arranged will result in a 10% deduction per 24-hour period. *But let's talk about it beforehand--as possible--so you won't be marked late. I don't need you to prove your need for an extension to me; rather, I want to consult with you ahead of time so we can agree whether the extension will set you back (or set your collaborators back) in a way that will be difficult to overcome.* In some cases, it would be better to submit work that is less than fully developed so that I can provide timely feedback. Bottom line: get in touch and we will figure out a way forward. (Remember: Friday assignments can always be submitted on Saturday without any communication ahead of time. This includes Perusall annotations.)
- **Missing many classes:** If an unavoidable situation or emergency arises during the semester that requires you to miss several class days, or leaves you considering withdrawal from one or more courses, contact an advisor in your dean's office for help.

Accommodations: [Disability Support Services \(DSS\)](#) | 202-994-8250 | dss@gwu.edu

Any student who may need an accommodation based on the impact of a disability should contact the Office of Disability Support Services (DSS) to inquire about the documentation necessary to establish eligibility, and to coordinate a plan of reasonable and appropriate accommodations. DSS is located in Rome Hall, Suite 102.

Use of Electronic Course Materials and Class Recordings

Due to the interactive and collaborative nature of this course, class sessions will not be recorded. In-person participation is a requirement.

Students are encouraged to use electronic course materials for private personal use in connection with their academic program of study. Electronic course materials and recorded class sessions should not be shared or used for non-course related purposes unless express permission has been granted by the instructor. Students who impermissibly share any electronic course materials are subject to discipline under the Student Code of Conduct. Please contact the instructor if you have questions regarding what constitutes permissible or impermissible use of electronic course materials and/or recorded class sessions. Please contact Disability

Support Services at disabilitysupport.gwu.edu if you have questions or need assistance in accessing electronic course materials.

Student support

Visit online.gwu.edu/student-support for a variety of resources you may need, such as technical requirements and support, student services, obtaining a GWorld card, and state contact information related to your rights and responsibilities.

Academic Integrity

Academic writing builds on the work of others who have written and created before us. Academic writers use and cite the ideas, words, and images of others to document grounds for knowledge, illuminate contexts of argument, acknowledge intellectual influences, distinguish our own analytical voices, and encourage further investigation and inquiry. If, on the other hand, we take others' work as our own--using their phrases, images, concepts, or arguments without acknowledgement--we not only hamper these goals but also cross the line into academic dishonesty. This applies to content generated by artificial intelligence as well. GW's [Code of Academic Integrity](#) defines academic dishonesty as "cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information." Recommended penalties for plagiarism and other violations range from failing the assignment to expulsion from the University.

Use of Artificial Intelligence in Research and Writing

I am not going to offer a blanket policy this term except what is stated above about academic dishonesty. As the semester progresses, we will talk specifically about how to use AI (especially LLMs) in generative ways in research and writing. For each assignment, we'll talk about what's acceptable, what's useful, and how to navigate questions of ethical responsibility and accountability. Our ultimate goal is to ensure that you are writing in ways that produce authentic learning experiences for you to take with you beyond UW1020.

Accessibility and Disability Support Services

I have designed this course following principles of Universal Design for Learning. However, I assume we all learn in different ways and that each student will experience access to this course differently. I am committed to making this course accessible to all and invite you to please speak with me if your needs are not met or if you anticipate your needs may not be met. (Needs may change during the semester and my door is open.)

Any student who may need an accommodation based on the potential impact of a disability should contact the [Disability Support Services](#) office at 202-994-8250 to establish eligibility and to coordinate reasonable accommodations.

Religious Observances

Students must notify faculty during the first week of the semester in which they are enrolled in the course, or as early as possible, but no later than three weeks prior to the absence, of their intention to be absent from class on their day(s) of religious observance. If the holiday falls within the first three weeks of class, the student must inform faculty in the first week of the semester. For details and policy, see "Religious Holidays" at provost.gwu.edu/policies-procedures-and-guidelines.

The Writing Center

The GW Writing Center is an inclusive space, serving the GW community. The Writing Center cultivates skilled, confident writers by facilitating conversations at all stages of the writing process. Working with peer mentors either in person or via Zoom, writers develop strategies to write independently in academic and public settings. You can book Writing Center [appointments](#) online. For more information about the Writing Center, please visit the [website](#). Appointments fill up quickly, so book in advance!

Safety and Security

In an emergency: call GWPD 202-994-6111 or 911. For situation-specific actions: review the [Emergency Response Handbook](#). In an active violence situation: [Get Out, Hide Out or Take Out](#). [Stay informed](#).

Counseling and Psychological Services 202-994-5300

GW's Health Center offers counseling and psychological services, supporting mental health and personal development by collaborating directly with students to overcome challenges and difficulties that may interfere with academic, emotional, and personal success. healthcenter.gwu.edu/counseling-and-psychological-services.

Accessing Reproductive and Sexual Healthcare on Campus

Accessing reproductive and sexual healthcare can be hard, but there are a variety of resources available to students on and near campus. This resource was prepared by GW RAGE (Reproductive Autonomy and Gender Equity). For a full list of resources you can visit gwurage.org/resources.

Emergency contraception is available 24/7 for \$10 in on campus vending machines located on the B2 level of District House and West Hall. You can also get free emergency contraception by prescription from the [Student Health Center](#) if you are on GW's Student Health Insurance Plan. [Foggy Bottom Plan B](#) provides free, confidentially delivered, levonorgestrel to people in Foggy Bottom usually within 24 hours.

To access abortion care you can find clinics at ineedana.com or abortionfinder.org. If you need help paying for an abortion while at GW you can contact the [DC Abortion Fund](#). If you are not in DC check out the [National Network of Abortion Funds](#) to find your closest fund. For practical or emotional support before, during, or after an abortion on campus you can contact the GW RAGE [abortion support collective](#).

For other sexual and reproductive healthcare, the Student Health Center provides STI testing and treatment, PEP and PReP, contraception (other than an IUD), and other gynecologic care. You can access free sexual materials Monday-Friday 9am-5pm in the Student Support Center on the ground floor of the University Student Center, and you can also order them for pickup at Mail and Package Services through the link on the RAGE [website](#) starting in late January. You can also get free condoms or at home STI testing mailed to you from DC by visiting sexualbeings.org.

How to read like a writer

One reason we'll be using Perusall for many reading assignments is so you all can develop your skills as rhetorical readers. In other words, I aim for you to learn that reading *is* writing, to ask purposeful questions as you read, and to consider contexts beyond the source itself as you read. Here are some guiding questions that you can use when approaching any reading for this course or others:

1. Where is this published? What kind of peer review might it have undergone? Who is the intended audience?
2. What is the author's background and worldview? What discipline are they from? (you may look up their professional profile online to gain a better sense of this)
3. What is the writer's purpose and objective?
4. What kind of evidence is used? What is missing?
5. How can you link this work to other research you've read?
6. What new questions are sparked for you?
7. Why does this research matter? To whom?

To hone your reading craft, I highly recommend you look at the CLEAR Lab's ["#Collabrary: a methodological experiment for reading with reciprocity."](#)

Sources we'll all read this semester *

*I made this bibliography in seconds with Zotero! So easy! That's why we'll use it this semester.

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Week	Date	Perusall assignments by night before class (answer prompts)	Other class preparation	In-class theme	In-class activities	Post-class activities
Wk 1	Tues, Jan 16	(to be completed after class this time)		Unit I: How many human pasts are there? And how do we find them?	Introducing course goals and ourselves	1. Complete intake survey here 2. Nelson and Gonzalez 2023 (3 pp.) To complete in Perusall (usually in Column C for pre-class work) 3. Read and annotate syllabus in Perusall & review this full schedule here, too
	Thurs, Jan 18	1. Diogo et al. 2023 (16 pp.) 2. Fuentes 2023 (~2 pp.) 3. Incorvaia 2023 (~4 pp.)		Is science racist, sexist (or otherwise biased or oppressive)?	Introducing anthropology and archaeology as humanistic sciences and scientific humanities	
	Fri, Jan 19	1. Parsons 2022 (4 pp.) 2. Smith 1999 Ch. 1 (24 pp.) for extra Perusall credit	3. Distillations podcast, "Origin Stories" (33 min.)	How is archaeology (and anthropology) presented to public audiences?	Archaeological priorities (short essay)	4. Submit Archaeological priorities here
Wk 2	Tues, Jan 23	1. Specific sections of Frieman 2023 : everyone read & annotate "Introduction" & "Telling Stories that Change the World". Everyone has been assigned one of the four middle sections and will come to class to teach the takeaways to peers in small groups. (~32 pp.)	2. Sapiens.org podcast, "Finding Mrs. Jackson" (27 min)	Why do archaeologists collect garbage?	<i>Is it archaeology?</i>	
	Thurs, Jan 25	1. Thorp 2023 (2 pp.) 2. Nature Human Behavior 2023 (2 pp.)	3. Read <u>one</u> press release to use for in-class assignment): SMU 2022 or PLOS 2022	Are Bigfoot hunters scientists?	<i>Reconstructing the scientific method</i>	4. Submit Reconstr. the sci. method here
	Fri, Jan 26	1. Takacs 2003 (13 pp.)	2. "Types of Sources", "Evaluating Sources: General Guidelines" (OWL); 3. "Evaluating" (GW Libraries); 4. Library Research Module 1	Who is a biased writer?	Wikipedia and sources	5. Submit Wikipedia and sources here 6. Sign up for a Zotero account: get the desktop version and browser extension/add-on
Wk 3	Tues, Jan 30	1. Ortner 2022 (8 pp.) 2. Reilly 2022 (16 pp.)		What do feminism and whiteness got to do with archaeology and other sciences?	Examining disciplinary roots as intertwined with social processes	
	Thurs, Feb 1	1. Heath-Stout 2020 (20 pp.)	2. Sapiens podcast, " Guided by the Past " (22 min)	Unit II: Who speaks for the human past?	Getting familiar with Zotero; thinking critically about citation and the formation of disciplines	

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	Fri, Feb 2		1. Raff 2013 (6 pp.) 2. Caspari 2022 (7 pp., redacted version on Bb in Perusall folder - to be used for writing Abstracts in Week 4) (Warning for photographs of human remains)	Navigating "the research article" and its parts	Anatomy of the journal article	3. Anatomy of the journal article assignment due on Bb; Use this link for the Caspari 2022 PDF (Warning for photographs of human remains)
Wk 4	Tues, Feb 6		1. "Writing Scientific Abstracts" , "Levels of Formality" , "On Paragraphs" , and "Paragraphing" (OWL) 2. Nature n.d.	Why isn't an abstract like a movie trailer?	In-class Abstract drafting; Discuss details of <i>Research Paper</i>	We'll work together in class to finalize the requirements for this Abstract (an Other Engagement grade)
	Thurs, Feb 8	1. Young 2010 (10 pp.) 2. CCCC 2020 (7 pp.)	Bring your abstract draft to class (digital or print), based on the criteria we have drafted in your section.	Who actually wrote these grammar rules?	Linguistic justice in the writing classroom; 3. In-class Abstract reviews (peer review credit)	
	Fri, Feb 9		1. Kapitan 2023 (10 pp.) 2. Hotaling 2020 (4 pp.) 3. "Concision" (OWL)	Let it Go, Let it Go (our verbosity)	Revising your Abstract	4. Abstract due on Bb (we created the criteria together in class Tues. and they're now listed here) 5. Link your Google Scholar account to the GW library for ease of source access.
Wk 5	Tues, Feb 13	1. Alex 2023 (~7 pp.) (some images of human bones) 2. Handa and Margaris 2024 (~6 pp.)	3. Library Research Module 2 4. Library Research Module 3 5. Library Research Module 4	Who has the right to whose ancestors?	Preliminary ideas for your Research Paper project <i>Categorizing and evaluating sources (Bizup's BEAM)</i>	6. Research Pre-proposal due on Bb
	Thurs, Feb 15		1. Library Research Module 5	Why do I have to use the library when there's the whole world wide web?	Library research session with Liz Kuntz - in Gelman 301	2. Keep reading sources for your project
	Fri, Feb 16		1. Choose two readings on the research theme you're interested in (one a PSC, one public writing) and follow instructions to prepare for Rhetorical Analysis 2. "Rhetorical Situations" , "Elements of Rhetorical Situations" , "Author and Audience" (OWL)	Where do you see writers' choices?	Prepare for Rhetorical Analysis to compare genre, purpose, and audience of those two sources	Link to info on Rhetorical Analysis , which will be completed in class in Week 6

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Week	Date	Perusall assignments by night before class (answer prompts)	Other class preparation	In-class theme	In-class activities	Post-class activities
Wk 6	Tues, Feb 20		1. Prepare to interview a peer about their two sources compared to yours (review your notes from Week 5 hybrid work)	How do genre, purpose, and audience function in my sources?	<i>Rhetorical Analysis</i> interviews	2. Submit <i>Rhetorical Analysis</i> on Bb 3. Keep reading sources for your project
	Thurs, Feb 22	1. Dunnivant et al. 2021 (4 pp.) 2. Stantis et al. 2023 (4 pp.)	3. Sapiens.org podcast, " Repatriation Is Our Future " (44 min)	How do skeletal collections relate to representation and care in archaeology?	Visit from GW Writing Center Consultant <i>Taking notes, paraphrasing, using sources</i>	4. Keep reading sources for your project
	Fri, Feb 23	(n.b. Choose sources you haven't already worked with for the <i>Rhetorical Analysis</i>)	1. Read three more sources from your project (two from archaeology, one not exclusively from archaeology) 2. Follow instructions for the hybrid assignment using those three sources.	How well does generative AI summarize and synthesize?		3. Submit Summaries and Reliability (with genAI) in Bb (you can submit this by Sunday 2/25 - no need to message me for an extension; I will be traveling from Feb. 22-27)
No regular class meeting: review instructions for asynchronous assignment on: social media sources and evidence						
Wk 7	Tues, Feb 27	1. Stirn 2022 (~9 pp.) 2. Fong et al. 2022 (18 pp.)	3. thewokesalaryman 2022	How can archaeology reveal hidden histories?	No regular class meeting: review instructions for asynchronous assignment on: social media sources and evidence	. Submit your responses on the Discussion Board (instructions in Classtime materials)
	Thurs, Feb 29	1. Wade 2018 (6 pp.) Warning for photographs of human skeletal remains 2. Wade 2023 (4 pp.)		Rhetorical weapons, colonialism, and internet mobs	Review of <i>Summaries and Reliability (with genAI)</i>	
	Fri, Mar 1		1. " Prewriting ", " Using Research and Evidence ", " Tips and Examples for Writing Thesis Statements " (OWL) 2. " How to Write a Research Question " (GMU)	What lineage of archaeological thought will I trace?	Feb 29 or Mar 1: attend University Writing & Research Symposium for Other Engagement credit (one session) (details here)	3. Final Research Proposal due on Bb here
Unit III: Where are the extraterrestrials in the human past?						
Wk 8	Tues, Mar 5	1. De Groote et al. 2016 (14 pp.)	2. Raff 2023 (5 pp.)	How/why do people lie with/about archaeology?	Begin drafting Timeline Packages	3. Continue annotating and organizing your sources to prepare for Week 9; this is the pre-writing phase so don't lose momentum
	Thurs, Mar 7	1. Arnold 2006 (25 pp.)	2. Decou 2019 (8 pp.)	Why did they misrepresent the human past?	Timeline Package workshop	3. Timeline Package due on Bb

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Week	Date	Perusall assignments by night before class (answer prompts)	Other class preparation	In-class theme	In-class activities	Post-class activities
	Fri, Mar 8	1. Rossi 2019 (22 pp.)	2. Aldenderfer 2023 (3 pp.) 3. " Organizing Your Argument ", " How to Outline ", " Types of Outlines ", " Prewriting Questions " (OWL)	What unites racism, pseudoscience, and the human past?		4. You should be reading sources, annotating, taking notes, and reaching out to Dr. Quave for support
NO CLASSES - SPRING BREAK March 11-15						
Wk 9	Tues, Mar 19	1. Wong 2022 (5 pp.)	2. " Annotated Bibliographies ", " Annotated Bibliography Breakdown " (OWL)	How can I organize all these sources into something novel?	Outlining and annotating workshop	3. You should be pre-writing and outlining
	Thurs, Mar 21	1. Nugroho 2022 (13 pp.) 2. Clarke et al. 2023 (6 pp.)		You can use social media as a research source?! When is it okay to exclude sources?	Introducing the <i>Social Media Outreach Project</i>	3. Research Outline and Annotations due on Bb 4. Move straight into drafting the <i>Research Paper</i> while you wait for feedback
	Fri, Mar 22			Writing in community	1. Meet up with one or more classmates to write in fellowship	2. Post at least 10 paragraphs of prewriting/draft into the Discussion Board for Other Engagement credit (plugged into your evolving Outline; always include references [in text and as a works cited list])
Wk 10	Tues, Mar 26	1. Steeves 2015 (28 pp.) 2. Kilian 2022 (3 pp.)	3. " Quoting, Paraphrasing, and Summarizing ", " Paraphrase ", " Signal and Lead-in Phrases " (OWL)	Did Paleolithic Europeans float on ice for 5,000 years?	Incorporating quotes and paraphrasing	4. Continue drafting 5. Sign up for Week 12 small group draft review meeting
	Thurs, Mar 28	1. Carter 2018 (3 pp.) 2. McClure 2023 (3 pp.)		How can objects change the living?	Writing introductions	3. Continue drafting
	Fri, Mar 29		1. " Stereotypes and Biased Language ", " Appropriate Pronoun Usage ", " Symptoms and Cures for Writer's Block ", " Other Strategies for Getting Over Writer's Block " (OWL)	How is my research and writing process unfolding?	Upload your 7+ double-spaced pages (Partial Draft of Research Paper) into Bb Discussion Board for completion grading	2. Post your <i>Partial Draft</i> in Bb Discussion Board (Instructions in Research Paper assignment sheet that's in Assignments)

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Wk 11	Tues, Apr 2	1. Flewellen et al. 2021 (20 pp.)	2. Sapiens podcast, "Redrawing the Boundaries" (27 min)	Unit IV: Is the future of archaeology anti-racist or is it nothing? (with credit to Flewellen et al. 2021)	Reflecting on our writing processes; Structuring the <i>Social Media Outreach Project</i> goals	3. Sign up for Draft Revision meetings by today here
	Thurs, Apr 4	1. Jones 2022 (23 pp.)	2. Bring examples of social media campaigns for in-class discussion	Engaging archaeology (in DC)	Revising conclusions; forming <i>Social Media Outreach</i> project groups	3. Be completing the <i>Research Paper Full Draft</i>
	Fri, Apr 5		1. Read GW UWP 2009 and apply at least four of the expert writing moves to your draft before sharing	Reflecting on your writing processes and those of your peers	Turn in Full Draft of Research Paper (two submission copies in two places)	2. Submit <i>Research Paper Full Draft</i> on Bb Discussion Board . Remember that instructions are in Assignments 3. Also submit to Dr. Q. in Assignments
Wk 12	Apr 8-12	1. Atalay et al. 2017 (comic book; complete by Friday for Social Media Project inspiration)	1. "Revising for Cohesion", "Steps for Revising" (OWL) 2. Prepare peer feedback and continue revising <i>Research Paper</i>	(no regular class meetings - just the meeting time you sign up for)	Paper revision seminars in small groups (for peer review credit)	Google Sheet with instructions and sign up slots is here ; Be working with your <i>Social Media Outreach Project</i> group to prepare for pitching your project in Week 13
	Wk 13	Tues, Apr 16	1. Rizvi 2022 (9 pp.)	2. Find all quotes in your paper draft so far and highlight them	Who speaks for whose past?	The purpose of quotes; Multisource citations exercise; Writing research paper titles
	Thurs, Apr 18		1. Continue revising <i>Research Paper</i>	Revising is an iterative process (Dr. Q. will be at Society for American Archaeology meetings - I'm leaving instructions)	<i>2nd round peer review for Research Papers</i> Instructions for peer review and group project collaborations here	2. Submit peer review feedback for credit 3. Work with your Social Media Outreach Project group to prepare to pitch on Tues.
	Fri, Apr 19					1. Final version of Research Paper due on Bb
Wk 14	Tues, Apr 23		1. Prepare with your group	How will you reach your intended audience?	Verbal pitch and defense of Social Media Outreach Project	2. Post your group's work plan for Social Media Outreach Campaign in Discussion Board (Other Engagement grade)
	Thurs, Apr 25	1. Rivera Prince et al. 2022 (15 pp.)		Is there an intersectional future for archaeology?	Workshopping <i>Social Media Outreach</i>	
	Fri, Apr 26		1. Meet with your group to work on Social Media Outreach project		Peer review of Social Media Outreach Drafts	2. Submit <i>Social Media Outreach Drafts</i> and peer reviews in Discussion Board
Final exams	Wed, May 8th		Submit Final Social Media Outreach Project by 5/8 on Bb			