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

W Battle-Baptiste @WBattleBa... · Jun 27
The future of archaeology is anti-racist.
💬 54   ↻ 393   ♡ 1.8K

Images: George McJunkin, African American cowboy and amateur archaeologist whose finds re-shaped the field (public domain); Stonehenge with images of Queen Elizabeth II beamed onto the pagan pilgrimage site, sparking conversations about heritage and nation (Jim Holden/English Heritage/AP); Dr. Whitney Battle-Baptiste tweets about the anti-racist future of archaeology in 2020 (Flewellen et al. 2021).

Fall 2022
Class meeting location: Ames Hall B112 (Mt. Vernon campus)
Meeting days: Mondays, Wednesdays, Fridays (Mondays and Wednesdays are in-person classes, while Fridays are online and asynchronous)
Section M32: 10-11:15am
Section M17: 11:30am-12:45pm
Section M33: 1-2:15pm
Instructor: Dr. Kylie Quave
Office: Ames Hall 214
Librarian: Elizabeth Kuntz

Student visit hours with Dr. Quave:
Zoom: 9-10 am Tuesdays; 4-5 pm Wednesdays. I'm also available for Zoom or in-person meetings at other times by appointment.

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Course Description

Reading the remains of the human past can help us chart a path into our future. However, the ways of knowing that have traditionally dominated archaeology have developed within researchers' social and political contexts, as in other academic disciplines. In archaeology, this has sometimes reproduced white supremacist, orientalist, exoticizing, and primitivizing views of human societies. In this scientific and humanistic discipline, archaeologists should strive to incorporate pluralistic perspectives on the human experience, past and present, to mitigate assumptions and biases.

We will use the field of archaeology as a case study in knowledge production, as well as reflect on what this process means for us as researchers and writers. We will read and write about archaeology to examine how scientism and pseudoscience have impeded the endeavor of understanding human pasts. We will also focus on case studies of how archaeologists study racism in the past and how archaeologists are parlaying the tools of the discipline for a more just and equitable, anti-racist future. To communicate the human past to different audiences with a critical view of knowledge production, we will evaluate scientific evidence, write research proposals, respond to readings and peer writing, collaboratively and independently revise, and craft multi-modal writing on the human past. Students will rhetorically evaluate archaeological arguments and respond to them in socially relevant ways for both expert and broader public audiences.

Course Objectives

UW1020 is a four-credit course that serves as the foundation for a three-semester writing requirement. Sections of UW1020 use a variety of themes, writing tasks, and approaches to support you in developing proficiencies in writing and research for writing (see **UW1020 template** for details on the shared goals of this foundational course). By the end of this section of UW1020, students will be able to:

1. Critically read and analyze scholarly and public texts from archaeology and associated disciplines.
2. Locate and critically analyze traditional scholarly sources and new media sources to synthesize past and current research in archaeology and the history of the discipline.
3. Compose writing in different genres to show a grasp of rhetorical principles for communicating the science of the human past to different audiences.
4. Frame generative questions or hypotheses to analyze and synthesize research while citing the work of others with integrity.
5. Prepare and repeatedly revise drafts (including offering peer review feedback) in different written genres to achieve clarity and coherence.

Course Work Categories

You will receive specific instructions for each assignment and activity as the semester progresses. 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. Irregular class attendance will have an impact on your final grade (see "What I expect from you" below).

This course uses a percent-based grading schema.

Category	Due dates	% of final grade
Engagement (Perusall readings; all other minor assignments)	8/29-12/5	20
Peer review & revision (various in-class and out-of-class review assignments)	9/19-12/12	10
Research Pre-Proposal	Fri. 10/7	5
Annotated Bibliography	Mon. 10/17	5
Full Research Proposal	Fri. 10/21	7
Rhetorical Analysis	Mon. 10/31	5
Research Outline	Wed. 11/2	8
Research Paper (full draft)	Fri. 11/11	15
Research Paper (final draft)	Fri. 12/2	15
Multimodal Textbook Entry	12/15-12/16	10
TOTAL		**100**

Engagement (20%)

To develop critical and analytical research and writing skills in this course, you will contribute to our community in many kinds of ways. This category includes Perusall reading assignments, in-class discussion and workshopping, and a variety of minor assignments (anything not listed in a separate category). Most Engagement category assignments will be graded for completion and I will include the evaluation criteria when posting instructions in Blackboard (Bb).

Engagement requires active investment (whereas participation can be passive). You are expected to prepare thoughtfully for class, submit work on time (or communicate your needs for delayed submissions), and contributing to our class with respect and empathy.

Peer review and revision (10%)

The scientific method of empirically knowing the world relies upon sound, comprehensive, ethical, collaborative, and constructive peer review. Peer review within class and outside of class will be graded for promptness and for being constructively critical, empathetic, and thorough.

Individual Writing Assignments (55%)

The major individual project you are working toward is the **Research Paper**. A **full draft** and a **final draft** will be graded separately, as well as a **Research Pre-Proposal**, **Annotated Bibliography**, **Full Research Proposal**, and **Research Outline** along the way to the final product.

You will identify a concept from the discipline of archaeology, about which you will write a genealogy of how the idea has changed over time, the **Research Paper**. The paper should consider sources from inside and outside of anthropology and archaeology, including primary scientific communication (such as

journal articles) and public-facing writing about archaeology (such as popular magazine articles or social media sources). This 12-14 page double-spaced paper will incorporate at least eight scientific research sources to trace the origins and current status of the archaeological concept. There are several major revision stages and you will submit one of the drafts and a final version to the professor, as well as engaging in peer review along the way.

Collaborative Writing Assignments (15%)

Scientists, including archaeologists, write together to combine perspectives and areas of expertise for better knowledge production. Negotiating co-authorship is an essential skill in academic research writing. There are two collaborative writing projects, one minor and one major.

For the **Rhetorical Analysis**, you will select a journal article and a piece of public writing on your research area for comparison. After contrasting and comparing the two genres individually, you will work with a peer to come up with common and contrasting analyses of your readings. This will result in an informal interview essay that you co-author.

The major assignment, the **Multimodal Textbook Entry**, you will produce a multimodal archaeology textbook section in groups of 3 to 4. Based on your **Research Papers**, you will identify classmates working on related themes and will collaborate with them to produce material for an introductory archaeology course that prioritizes *how archaeologists know what they "know"* rather than merely *what archaeologists "know"*. The writing you complete in this category involves translating to and from your individual research efforts.

Course materials and communication

You do not need to purchase any books or software for this course. You will need to use Google apps for some coursework. All course readings will be available through links on the syllabus and through provided PDFs. The Purdue OWL (Online Writing Lab) will serve as a writing style guide for this course. Students will identify and review readings for their own research using the GW library system.

Blackboard (Bb)

We will use Blackboard for submission of most assignments and other functions, including detailed information about each week's work. The grading book on Bb will be 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. We'll go over how to use it within the first few weeks.

Perusall

We will use Perusall for commenting on and asking questions about many of the assigned course readings. You should access Perusall through the course schedule links, which will record your Perusall work for credit in the Bb gradebook.

Schedule considerations

A tentative schedule of topics, reading assignments, and due dates is linked here and maintained in Google Sheets. Nothing will be made due earlier than indicated but some things may be pushed back, depending on the changing conditions of the semester. Any changes will be announced in class and on Blackboard.

On Mondays and Wednesdays we will meet in person in our classroom, while Fridays are always devoted to independent, asynchronous work.

For assignments that are due on Fridays, you are permitted to submit one day late instead (on Saturday) without requesting an extension. All other extensions due to extenuating circumstances must be approved ahead of the due date.

Some notes on assigned readings:
1. Reading assignments should be completed (in Perusall if so assigned) the day before the class meeting. Friday readings can be completed on Fridays.
2. Many assigned readings will be posted in Perusall, where you will read and annotate in preparation for classes. These readings have an asterisk **(*)** next to them in the syllabus and schedule and are linked straight to the Perusall assignment.
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 figures and such.

Grade scale

A 95.0+	B- 80.0-82.9	D+ 67.0-69.9
A- 90.0-94.9	C+ 77.0-79.9	D 60.0-66.9
B+ 87.0-89.9	C 73.0-76.9	F Below 60.0
B 83.0-86.9	C- 70.0-72.9	

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.

How much time you'll 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.

Other important things to note

What you can expect from me:

- 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.
- Occasionally I will need to reschedule student visit hours due to unavoidable conflicts. I will notify the class of such changes. You may also reach out for a meeting outside designated hours. I can accommodate non-business hours meeting requests sometimes – just ask!
- 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 a course task, 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 a bad position (for collaborative or peer review work, for example) and so long as it would not set you behind the course schedule overall in a substantial way.
- 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:

- You will attend class in person and consistently. Missing five or more class periods will result in a partial-letter grade deduction per class period missed (e.g., a B+ becomes a B).
- Class attendance, preparation, and participation are required and are essential to success in this course. There are many legitimate reasons one may need to miss class meetings and I trust that you will determine that for yourself and send me notice as possible.
- Whenever you miss a class meeting, it is your responsibility to review the syllabus, schedule, and Blackboard materials and keep up with assigned work. You are strongly encouraged to contact one or more classmates for updates when you miss class.
- Assignments should be submitted on time and in the format specified (online via Blackboard or in person in class). Late submissions that are not pre-approved 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 incomplete 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.)
- 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.

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 in order 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. 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.

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.

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 <u>appointments</u> online. For more information about the Writing Center, please visit our <u>website</u>. 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 <u>Emergency Response Handbook</u>. In an active violence situation: <u>Get Out, Hide Out or Take Out</u>. <u>Stay informed</u>.

Counseling and Psychological Services 202-994-5300

GW's Colonial 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. <u>healthcenter.gwu.edu/counseling-and-psychological-services</u>.

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?
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?

Sources* to be read, reviewed, listened to, and watched 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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