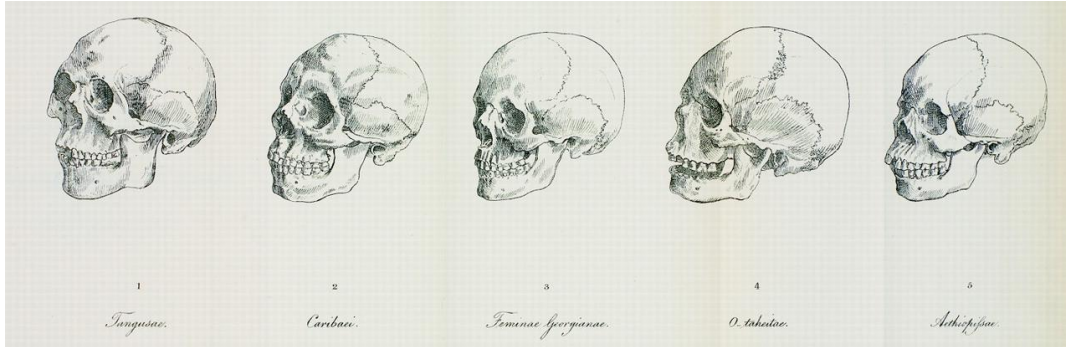


UW₁₀₂₀

Writing Race, Measuring Marginalization



There is no scientific evidence for differentiating human races biologically. However, some 18th-century Europeans tried to sort human crania into “races”. Image description: five illustrated crania labeled as so-called “Mongolian”, “American”, “Caucasian”, “Malay”, and “Aethiopian” (left to right), from Johann Blumenbach’s *De generis humani varietate nativa* (1795).

Spring 2022

Class meeting location: Ames Hall B104 (Mt. Vernon campus)

Meeting days: Mondays, Wednesdays, Fridays (Mondays and Wednesdays are in-person classes, while Fridays are online and asynchronous)

Section M52: 10-11:15am

Section M39: 11:30am-12:45pm

Section M28: 1-2:15pm

Instructor: Dr. Kylie Quave

kquave@email.gwu.edu (I prefer you Google Chat me)

Office: Ames Hall 214

Librarian: Kelly Grogg krogg@email.gwu.edu

Student visit hours with Dr. Quave:

Zoom: 4-5 pm Mondays and Wednesdays

In Ames 214: 8:30-9:30 am Wednesdays with 24-hour notice

Otherwise: I’m also available for Zoom or in-person meetings at other times by appointment.

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Course Description

How was race created by scientists and how do scientists evaluate the impacts of racism that are only made possible by the myth of race categories? From measuring human cranial capacity to quantifying the stress of racism, scientists have used data to construct races and now to measure how racism impacts health and wellbeing (there are no biologically recognizable race categories in humans). Quantitative information can be deceptive—it appears natural and neutral, but is calculated by us imperfect humans. Scientific, quantitative approaches to race and racism bring up challenging methodological and ethical questions, but have also shaped how we understand the roots of the urgent health issues facing much of the world today.

In this course, we will examine the process of creating and disseminating scientific knowledge about race and racism; this will involve critically reading and writing about the histories and futures of race and racism with scholarly and popular texts from the natural and social sciences, especially those that employ quantitative methods. Assignments include identifying scientific evidence, original research writing, responses to readings and peer writing, collaborative and independent revision, and graphical display of information (tables, charts, and infographics). Students will rhetorically evaluate scientific 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. identify, compare, and write about race and racism in different scientific genres using quantitative evidence.
2. locate and critically analyze traditional scholarly sources and sources from new media to synthesize current research on race and racism.
3. evaluate gaps or shortcomings in current analyses in order to develop novel ways of investigating race and racism.
4. critically explain the quantification of the processes and impacts of racism for diverse audiences.
5. apply scientific knowledge of the process of a problem to solutions toward racialized equities.
6. revise and edit written communication so that it is clear and persuasive for multiple audiences.

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.

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. Most Engagement category assignments will be graded for completion and I will include the evaluation criteria when posting instructions in Blackboard (Bb).

Engagement requires 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.

Writing about scientific research (25%)

You will write a **Rhetorical Analysis** of recent research on race and racism (4-5 pages written in a small group). This project will be completed in a group in order to combine the levels of expertise you each bring into the course and in order to engage the collaborative writing that is essential to scientific inquiry. The other two projects in this category contribute to your final paper (the “Research Review”; see “Writing to apply scientific research”). To locate and assess sources and develop your own hypotheses, you will craft an original **Research Proposal** (preliminary and revised versions), an **Annotated Bibliography**, and a **Research Outline** for that research project.

To become a better scientific writer, we must become critical readers and researchers. Writing in this category involves identifying, comparing, and evaluating scientific genres and quantitative evidence about race and racism. It also necessitates interrogating how scientists communicate their results to diverse audiences and lends greater insight into the social dimensions of research, especially in the case of genetics and race.

Communicating in scientific genres (25%)

You will be assessed in four genres: a **Scientific Abstract** for an abstract-less journal article (1 page), a **Press Release** for a recent journal article (2 pages), a **Scientific Chart** that compares data from a source you choose (which will be included in your Research Review), and an **Infographic** that translates your *Research Review* for a broader audience.

Explaining complex research concepts to many kinds of expert and non-expert audiences is the obligation and privilege of the scientist. Writing in this category involves following the conventions of common scientific genres and translating scientific research on race and racism between genres. The writing you complete in this category involves translating to and from your Research Review.

Writing to apply scientific research (20%)

You will identify a research area on race and racism to address using sources by scholars of multiple identities, backgrounds, worldviews, and disciplines. A 12- to 14-page literature review (**Research Review**) will incorporate at least eight scientific research sources to analyze an original hypothesis or research question. The analysis will include critical review of quantitative evidence and will investigate

processes of race and racism to propose solutions for racialized equity. There are three 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.

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.

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. I will keep attendance records in Bb but the attendance count will not be directly calculated into your course grade.



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 Bb schedule and links, which will record your Perusall work for credit in the Bb gradebook.



Schedule

A tentative schedule of topics, reading assignments, and due dates is shown below. 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, as this is a “hybrid” course.

Some notes on assigned readings:

1. 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.
2. 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.
3. Reading assignments should be completed (in Perusall if so assigned) the day before the class period.

Week	Date	Themes and <i>in-class activities</i>	Preparation for class time and reading assignments (complete reading by end of the day before the class period)	Reminders/ <i>submissions</i>
1	M 1.10	Unit I: How do scientists know what they know? Course introduction <i>Race and the US Census</i>		Carefully read and annotate syllabus* in Perusall by 1.11; sign up for and download Zotero
	W 1.12	What is race? When is race? Where is race?	TIP: ensure you’re logged in to GW library to access readings Read: Marks 2017 Ch. 1, 2, & 3	Watch recorded lecture and meet in small groups on Zoom during class period
	F 1.14	Scientists defining race and racism	Read: Ackermann et al. 2019*; Golash-Boza 2016*; Weeber 2020*	<i>2-page letter</i> by 1.15
2	M 1.17 Martin Luther King, Jr. Day, no classes			
	W 1.19	What is linguistic justice in the writing classroom?	Read: Young 2010*; CCCC 2020*	
	F 1.21	Where did your source get its sources?	Read: “ Types of Sources ”; “ Evaluating Sources: General Guidelines ”; “ Searching	<i>Finding sources for research</i> by 1.21 (includes library module work)

Week	Date	Themes and <i>in-class activities</i>	Preparation for class time and reading assignments (complete reading by end of the day before the class period)	Reminders/ <i>submissions</i>
			Online ” (from Purdue OWL); Marks 2017 Ch. 4 & 5	
3	M 1.24	How do I find and evaluate scientific sources in the library? (virtual library workshop with Kelly Grogg)	Read: Raff 2013 ; Evaluating Sources	
	W 1.26	Positionality, epistemology, and the scientific method <i>Reconstructing the scientific method</i>	Read: Takacs 2003*; Marcus 2021*; also choose one press release – Keck School of Medicine 2021 or Virginia Commonwealth University 2021 or Washington State University 2020	
	F 1.28	What are skeletal race and ancestry about? Scientific abstracts	Read: Tallman et al. 2021 (redacted); “Writing Scientific Abstracts” , “Levels of Formality” , “On Paragraphs” , and “Paragraphing” (OWL)	<i>Anatomy of the journal article</i> by 1.28
4	M 1.31	Unit II: How and when was race invented? Scientific authority and bias <i>What charts (don’t) tell us</i>	Read: Wade 2021*; Herschthal 2018* Review: Artiga et al. 2021 Bring: a chart that sparks a question for you (on any topic)	
	W 2.2	How were scientific disciplines built on racial essentialism? <i>In-class peer review</i>	Read: Owens 2017 (Ch. 5- note there is detailed description/imagery of childbirth injuries and surgery)	(in class) Meet during class to complete <i>Scientific Abstract Peer Reviews</i> ; watch posted mini-lecture; <i>Scientific Abstract Draft</i> by 2.2
	F 2.4	What is the rhetorical situation?	Full instructions TBA: you’ll be assigned a researcher and	<i>Genre comparison</i> by 2.5

Week	Date	Themes and <i>in-class activities</i>	Preparation for class time and reading assignments (complete reading by end of the day before the class period)	Reminders/ <i>submissions</i>
		<i>Citation exercise</i>	will read one of their journal articles and watch one of their lectures for comparison Read: " Rhetorical Situations and " Author and Audience " (OWL)	
5	M 2.7	Collaborative writing in small groups	Read: " Tips and Examples for Writing Thesis Statements "; " Prewriting "; " Using Research and Evidence "; and " Group Jargon " (OWL) Watch: CMU 2020	
	W 2.9	Unit III: What do DNA tests actually measure?	Listen: <i>Sapiens</i> podcast: " Is Your DNA You? " (2018) Read: Lee 2013*	<i>Final Scientific Abstract</i> by 2.9
	F 2.11	How do scientists translate research for different audiences?	Read: " Concision " and " Organizing Your Argument " (OWL)	<i>Rhetorical Analysis</i> due by 2.12
6	M 2.14	How is racist science rejected? <i>Presentations</i>	Read (choose two): Besek 2020*; Larsen et al. 2020*; Saini 2019*	(in class) <i>Informal group presentations on Rhetorical Analysis</i>
	W 2.16	How do scientists respond to genetic astrology?	Read: Jobling et al. 2016*; Birney et al. 2019*	
	F 2.18	Formulating research questions	Read: " How to Write a Research Question " (GMU WC); Mintz 2021	<i>Preliminary Research Proposal</i> by 2.18
7	M 2.21 Presidents Day, no classes			
	W 2.23	How do I refine a research question and critically analyze sources? (library workshop with Kelly Grogg in Gelman 301)	Complete: library modules (TBA)	

Week	Date	Themes and <i>in-class activities</i>	Preparation for class time and reading assignments (complete reading by end of the day before the class period)	Reminders/ <i>submissions</i>
	F 2.25	How will I know what I know?		<i>Revised Research Proposal</i> by 2.25
8	M 2.28	Whiteness, White supremacy, and DNA research <i>Incorporating quotes for high impact</i>	Read: Panofsky et al. 2020*; Harmon 2018*; " Quoting, Paraphrasing, and Summarizing " (OWL)	(in class) Bring your chosen scientific journal article (to be used for writing <i>Press Release</i>)
	W 3.2	Unit IV: How does racism (not race!) shape health? <i>In-class peer review</i>	Read: Vyas et al. 2020*; Strings 2020*	(in class) <i>Press Release Draft</i> peer review exchange
	F 3.4	Translating scientific research for publics		<i>Press Release Draft</i> by 3.5
9	M 3.7	Posing ethical questions as writers Selecting and synthesizing sources	Read: Guedes et al. 2013*; " Annotated Bibliographies "; " Annotated Bibliography Samples "; " Paraphrase " (OWL)	<i>Annotated Bibliography</i> for five sources (not the press release source) by 3.7
	W 3.9	How does measuring by race exacerbate inequalities?	Read: Madhusoodanan 2021*; Tsai 2021*	
	F 3.11	How can I communicate scientific research to broader audiences?		<i>Final Press Release</i> by 3.11
3.14 to 3.18 Spring Break, no classes				
10	M 3.21	How are different types of evidence organized?	Read: Philbin et al. 2018*; McMurtry et al. 2019*; " Outline Components "; " How to Outline " (OWL)	<i>Research Outline</i> by 3.21
	W 3.23	How is racism embodied?	Read: Carter 2018*; Amato et al. 2021*	

Week	Date	Themes and <i>in-class activities</i>	Preparation for class time and reading assignments (complete reading by end of the day before the class period)	Reminders/ <i>submissions</i>
	F 3.25	Writing for fellowship and accountability	Read: " Symptoms and Cures for Writer's Block "; " Other Strategies for Getting Over Writer's Block " (OWL)	Meet virtually with peer(s) to work on <i>Research Review Drafts</i> ; send an update to Dr. Q.
11	M 3.28	<i>In-class Research Review writing workshop</i>		Writing together in class
	W 3.30	<i>Peer review of Preliminary Research Review Drafts</i>	Read: " Reverse Outlining " (OWL)	(in class) Peer review of <i>Preliminary Drafts</i> for credit (two printed copies, see Bb instructions)
	F 4.1	How are maternal and infant health impacted by racism?	Read: Mehta et al. 2020*; Owens and Fett 2019*	Perusall responses due 4.1
12	M 4.4	What do doctors believe about race science and racism?	Read: Bailey et al. 2017*; Hoffman et al. 2016*; Braun and Saunders 2017*	
	W 4.6	Unit V: Communicating about racism with diverse audiences <i>Scientific chart workshop I</i>	Watch: Chalabi 2017 Read: " Data Visualization Best Practices ," " Data Visualization Presentation " (OWL)	<i>Scientific chart worksheet</i> by 4.6
	F 4.8	<i>Expert writing moves</i>	Read: GW UWP 2009	<i>Research Review Draft</i> due by 4.8 (submit both to peer group and to Dr. Q.)
13	M 4.11 to F 4.15	<i>Research Review Draft workshops</i> in small groups with Dr. Quave (times TBA, on Zoom)	Read: " Revising for Cohesion " (OWL)	Prepare feedback on a peer's <i>Research Review</i> before small group meeting; continue revising <i>Research Review</i>
14	M 4.18	<i>Scientific chart workshop II</i> on Zoom	Read: Wezerek 2020	<i>Scientific chart</i> by 4.18
	W 4.20	<i>Identifying and explaining solutions</i>	Watch: Thurston 2019 ; McGhee 2019 Read: a piece of legislation	(in class) Bring chosen legislation for discussion

Week	Date	Themes and <i>in-class activities</i>	Preparation for class time and reading assignments (complete reading by end of the day before the class period)	Reminders/ <i>submissions</i>
			relevant to your <i>Research Review</i> on congress.gov	
	F 4.22	Final peer review of <i>Research Review</i>	Read: “ Steps for Revising Your Paper ” (OWL)	Submit revised <i>Research Review</i> to peer by 4.22; return review by 4.24
15	M 4.25	Graphical display of scientific research <i>Critiquing graphical abstracts</i>	Listen: NPR Science Friday 2013 Peruse: Tomboc 2021 Review for use: Black Illustrations ; Noun Project	<i>Infographic Draft</i> by 4.25
	W 4.27	Graphical scientific research for broader audiences <i>Infographic sharing and revision workshop</i>	Review and use with your infographic: Color Blindness Simulator	<i>Final Infographic</i> due by 4.27

Final Research Review is due on Blackboard by Wednesday, May 4th

How your work will be assessed

This course uses a percent-based grading schema.

Category	Assignment	% of final grade
Engagement	frequent minor assignments; Perusall readings	20
Writing about scientific research	Rhetorical analysis (group-written)	7
	Research proposal (preliminary and final)	6
	Annotated bibliography	6
	Research outline	6
Communicating in scientific genres	Scientific abstract (draft and final)	6
	Press release (draft and final)	7
	Scientific chart (worksheet and full version)	6
	Infographic (draft and final)	6

Writing to apply scientific research	Research Review (drafts and final)	20
Peer review and revision	various reviews throughout semester	10
TOTAL		100

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.
- I will record portions of class meetings that include lecture or explanation of the course schedule and those recordings will be shared for those who cannot attend a class session, upon request.
- 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:

- Class attendance, preparation, and participation are required. 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 and Blackboard materials and keep up with assigned work.
- 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.
- 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

Students are encouraged to use electronic course materials, including recorded class sessions, 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. More information is available from the [Office of Academic Integrity](#). The University's “Guide of Academic Integrity in Online Learning Environments” is [available here](#). Contact information: rights@gwu.edu or 202-994-6757.

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

In accordance with University policy, students should notify faculty as early as possible (but no later than three weeks prior) of their intention to be absent from class on their day(s) of religious observance. If an observance falls within the first three weeks of class, the student must inform the faculty in the first week of the semester that they are enrolled in the course. Students of all religious groups are included in these policies. [See policy here](#).

The Writing Center

GW's Writing Center cultivates confident writers in the GW community by facilitating collaborative, critical, and inclusive conversations at all stages of the writing process. Working alongside peer mentors, writers develop strategies to write independently in academic and public settings. Appointments, which will be offered both virtually and in person, can be booked online at gwu.mywconline.

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](#).

Additional supports

Counseling and Psychological Support. 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. The Counseling and Psychological Services division (CAPS) is available by phone 24/7 at 202-994-5300. CAPS provides phone consultations, [virtual workshops](#), [self-help resources](#), and, when appropriate, short-term tele-therapy services for local, currently enrolled students. For students not local to the DC area, CAPS is still available for phone consultations for single-session support, referral to our virtual workshops, and/or to assist students in connecting with a provider in their home state or country.

For additional information see <https://healthcenter.gwu.edu/covid-19-counseling-updates-and-resources>.

CARE Team Support for Fellow Students. If you see another student (a roommate, a classmate, a friend) struggling or in trouble and you do not feel comfortable or capable of helping, fill out a CARE Referral: https://gwu-advocate.symplicity.com/care_report/index.php/pid684185?. These reports are confidential, and no one will reveal any of your information to the person about whom you are concerned. *For more information see: <https://studentlife.gwu.edu/care-team>.*

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.

Ackermann, Rebecca, Sheela Athreya, Deborah Bolnick, Augustín Fuentes, Tina Lasisi, Sang-Hee Lee, Shay-Akil McLean, and Robin Nelson. 2019. "AAPA Statement on Race & Racism." <https://physanth.org/about/position-statements/aapa-statement-race-and-racism-2019/>.

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