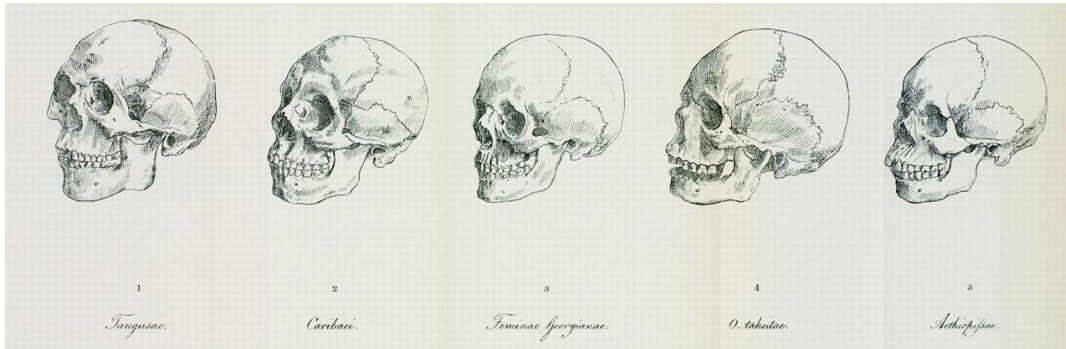


UW₁₀₂₀

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).

Fall 2021

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

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

Office: Ames Hall 214

Librarian: Megan Potterbusch
mpotterbusch@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.

Table of Contents

Table of Contents 1

Course Description 2

Course Objectives 2

Course Work Categories 3

Engagement (20%) 3

Writing about scientific research (25%) 3

Communicating in scientific genres (25%) 3

Writing to apply scientific research (20%) 4

Peer review and revision (10%) 4

Course materials and communication 4

Blackboard (Bb) 4

Zotero 4

Perusall 4

Schedule 5

Unit I: How do scientists know what they know? 5

Unit II: How and when was race invented? 6

Unit III: What do DNA tests actually measure? 7

Unit IV: How does racism (not race!) shape health? 8

Unit V: Communicating about racism with diverse audiences 9

How your work will be assessed 11

Grade scale 11

How much time you’ll spend on this course 12

Other important things to note 12

What you can expect from me: 12

What I expect from you: 12

Use of Electronic Course Materials and Class Recordings 13

Student support 13

*Academic Integrity 13**Accessibility and Disability Support Services 13**Religious Observances 14**The Writing Center 14**Safety and Security 14**Additional supports 14***How to read like a writer 15****Sources* to be read, reviewed, listened to, and watched this semester 15**

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, discussion forum posts, in-class writing, 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 demonstrate your investment in course activities by preparing thoughtfully for class, submitting work on time (or communicating 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 genetics and race (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 8.30	Unit I: How do scientists know what they know? Course introduction		Carefully read and annotate syllabus* in Perusall by 8.31; sign up for and download Zotero
	W 9.1	What is race? When is race? Where is race? <i>Race and the US Census</i>	TIP: ensure you’re logged in to GW library to access readings Read: Marks 2017 Ch. 1, 2, & 3	
	F 9.3	Scientists defining race and racism	Read: Ackermann et al. 2019*; Golash-Boza 2016*; Weeber 2020*	<i>2-page letter</i> by 9.3
2	M 9.6 Labor Day, no classes			

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>
	W 9.8	What is linguistic justice in the writing classroom?	Read: Young 2010*; CCCC 2020*	
	F 9.10	Where did your source get its sources?	Read: “ Types of Sources ”; “ Evaluating Sources: General Guidelines ”; “ Searching Online ” (from Purdue OWL); Marks 2017 Ch. 4 & 5	<i>Finding sources for research by 9.10</i>
3	M 9.13	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	
	W 9.15	How do I find and evaluate scientific sources in the library? (library workshop with Megan Potterbusch)	Read: Raff 2013 ; Evaluating Sources Complete: Library Modules TBA	
	F 9.17	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 by 9.17</i>
4	M 9.20	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: https://covidtracking.com/race (current up to March 2021) Bring: a chart that sparks a question for you	
	W	How were scientific	Read: Owens 2017 (Ch. 5-	<i>Post Scientific Abstract</i>

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>
	9.22	disciplines built on racial essentialism?	note there is detailed description/imagery of childbirth injuries and surgery); Popejoy 2021*	<i>Draft</i> for peer review by 9.22
	F 9.24	Peer review Abstracts		Complete <i>Scientific Abstract Draft</i> peer review for two peers by 9.24
5	M 9.27	How is racist science rejected?	Read (choose two): Besek 2020*; Larsen et al. 2020*; Saini 2019*	<i>Scientific Abstract Draft</i> by 9.27
	W 9.29	Unit III: What do DNA tests actually measure?	Listen: <i>Sapiens</i> podcast: “Is Your DNA You?” (2018) Read: Lee 2013*	
	F 10.1	What is the rhetorical situation?	Full instructions TBA: you’ll be assigned a researcher and will read one of their journal articles and watch one of their lectures for comparison Read: “Rhetorical Situations and “Author and Audience” (OWL)	<i>Genre comparison</i> by 10.2
6	M 10.4	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	<i>Final Scientific Abstract</i> by 10.4
	W 10.6	How do scientists respond to genetic astrology? <i>Presentations</i>	Read: Jobling et al. 2016*; Birney et al. 2019*	(in class) <i>Informal group presentations on Rhetorical Analysis</i>
	F 10.8	How do scientists translate research for different audiences?	Read: “Concision” and “Organizing Your Argument” (OWL)	<i>Rhetorical Analysis</i> due by 10.9

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>
7	M 10.11	Indigenous Peoples' Day - trip to Smithsonian National Museum of American History (multiple time slots TBA)	Read: " How to Write a Research Question " (GMU WC)	<i>Preliminary Research Proposal</i> by 10.11
	W 10.13	How do I refine a research question and critically analyze sources? (library workshop with Megan Potterbusch)	Complete: library modules (TBA)	
	F 10.15	How will I know what I know?		<i>Revised Research Proposal</i> by 10.16
8	M 10.18	Whiteness, White supremacy, and DNA research	Read: Panofsky et al. 2020*; Harmon 2018*	
	W 10.20	Unit IV: How does racism (not race!) shape health?	Read: Vyas et al. 2020*; Strings 2020*	
	F 10.22 Fall Break, no class			
9	M 10.25	How does measuring by race exacerbate inequalities? <i>Incorporating quotes for high impact</i>	Read: Madhusoodanan 2021*; Tsai 2021*; " Quoting, Paraphrasing, and Summarizing " (OWL)	(In class) Bring your chosen scientific journal article (to be used for writing <i>Press Release</i>)
	W 10.27	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 10.27
	F 10.29	Translating scientific research for publics		<i>Press Release Draft peer review exchange</i> ; share

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>
				draft by 10.29; review by 10.30
10	M 11.1	How is racism embodied?	Read: Carter 2018*; Amato et al. 2021*	<i>Press Release Draft</i> by 11.1
	W 11.3	How are different types of evidence organized? <i>Mapping connections in research</i>	Read: Philbin et al. 2018*; McMurtry et al. 2019*; " Outline Components "; " How to Outline " (OWL)	<i>Research Outline</i> by 11.3
	F 11.5	How can I communicate scientific research to broader audiences?		<i>Final Press Release</i> by 11.5
11	M 11.8	<i>In-class writing workshop</i>	Read: " Symptoms and Cures for Writer's Block "; " Other Strategies for Getting Over Writer's Block " (OWL)	
	W 11.10	<i>Peer review of Preliminary Research Review Drafts</i>	Read: " Reverse Outlining " (OWL)	(in class) <i>Peer review of Preliminary Drafts for credit</i>
	F 11.12	How are maternal and infant health impacted by racism?	Read: Mehta et al. 2020*; Owens and Fett 2019*	<i>Discussion responses</i> due 11.12
12	M 11.15	What do doctors believe about race science and racism?	Read: Bailey et al. 2017*; Hoffman et al. 2016*; Braun and Saunders 2017*	
	W 11.17	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 11.17

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 11.19	<i>Expert writing moves</i>	Read: GW UWP 2009	<i>Research Review Draft</i> due by 11.20
13	M 11.22	<i>Scientific chart workshop II</i>	Read: Wezerek 2020	<i>Scientific chart</i> by 11.22
W 11.24 – F 11.26 Thanksgiving Break, no classes				
14	M 11.29	<i>Identifying and explaining solutions</i>	Watch: Thurston 2019 ; McGhee 2019 Read: a piece of legislation relevant to your <i>Research Review</i> on congress.gov	(in class) Bring chosen legislation for discussion
	Remainder of Week 14 (Tu-F)	Research Review Draft workshops in small groups with Dr. Quave (times TBA)	Read: “ Revising for Cohesion ” (OWL)	Prepare feedback on a peer’s <i>Research Review</i> before small group meeting
15	M 12.6	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> for feedback by 12.6
	T 12.7	(“Designated Friday”, so a hybrid day for us) Revising your research	Read: “ Steps for Revising Your Paper ” (OWL)	Send revised version of <i>Research Review</i> to peer review group by 12.7
	W 12.8	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 12.8
	F 12.10	Peer review		Complete peer review of <i>Research Review</i> by 12.10

Final Research Review is due on Blackboard by Wednesday, December 15th

How your work will be assessed

This course uses a percent-based grading schema.

<i>Category</i>	<i>Assignment</i>	<i>% of final grade</i>
Engagement	various frequent assignments	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:

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/>.
- Amato, Katherine R., Marie-Claire Arrieta, Meghan B. Azad, Michael T. Bailey, Josiane L. Broussard, Carlijn E. Bruggeling, Erika C. Claud, et al. 2021. "The Human Gut Microbiome and Health Inequities." *Proceedings of the National Academy of Sciences* 118 (25). <https://doi.org/10.1073/pnas.2017947118>.
- Bailey, Zinzi D, Nancy Krieger, Madina Agénor, Jasmine Graves, Natalia Linos, and Mary T Bassett. 2017. "Structural Racism and Health Inequities in the USA: Evidence and Interventions." *The Lancet* 389 (10077): 1453–63. [https://doi.org/10.1016/S0140-6736\(17\)30569-X](https://doi.org/10.1016/S0140-6736(17)30569-X).
- Besek, Jordan. 2020. "W.E.B. Du Bois Embraced Science to Fight Racism as Editor of NAACP's Magazine The Crisis." *The Conversation* (blog). December 14, 2020. <https://theconversation.com/w-e-b-du-bois-embraced-science-to-fight-racism-as-editor-of-naacps-magazine-the-crisis-150825>.
- Birney, Ewan, Jennifer Raff, Adam Rutherford, and Alwyn Scally. 2019. "Race, Genetics and Pseudoscience: An Explainer." *Ewan's Blog: Bioinformatician at Large* (blog). October 24, 2019. <http://ewanbirney.com/2019/10/race-genetics-and-pseudoscience-an-explainer.html>.
- Braun, Lundy, and Barry Saunders. 2017. "Avoiding Racial Essentialism in Medical Science Curricula." *AMA Journal of Ethics* 19 (6): 518–27. <https://doi.org/10.1001/journalofethics.2017.19.6.peer1-1706>.
- Carnegie Mellon University's Global Communications Center. 2020. *Overcoming Unconscious Bias on Your Team*. <https://www.youtube.com/watch?reload=9&v=y5ShTBRw8xY&feature=youtu.be>.
- Carter, Chelsey R. 2018. "Racist Monuments Are Killing Us." *Museum Anthropology* 41 (2): 139–41. <https://doi.org/10.1111/muan.12182>.
- CCCC. 2020. "This Ain't Another Statement! This Is a DEMAND for Black Linguistic Justice!" *Conference on College Composition and Communication* (blog). August 3, 2020. <https://cccc.ncte.org/cccc/demand-for-black-linguistic-justice>.
- Chalabi, Mona. 2017. *3 Ways to Spot a Bad Statistic*. TED Talks. https://www.ted.com/talks/mona_chalabi_3_ways_to_spot_a_bad_statistic.
- Colblinder. n.d. "Coblis — Color Blindness Simulator – Colblinder." Accessed January 11, 2019. <https://www.color-blindness.com/coblis-color-blindness-simulator/>.
- "Congress.Gov | Library of Congress." n.d. Legislation. Accessed May 25, 2020. <https://www.congress.gov/>.
- Golash-Boza, Tanya. 2016. "A Critical and Comprehensive Sociological Theory of Race and Racism." *Sociology of Race and Ethnicity* 2 (2): 129–41. <https://doi.org/10.1177/2332649216632242>.

- Guedes, Jade d'Alpoim, Theodore C. Bestor, David Carrasco, Rowan Flad, Ethan Fosse, Michael Herzfeld, Carl C. Lamberg-Karlovsky, et al. 2013. "Is Poverty in Our Genes? A Critique of Ashraf and Galor, 'The "Out of Africa" Hypothesis, Human Genetic Diversity, and Comparative Economic Development,' American Economic Review (Forthcoming)." *Current Anthropology* 54 (1): 71–79. <https://doi.org/10.1086/669034>.
- GW University Writing Program. 2009. "How to Make Key Rhetorical and Intellectual Moves in Expert Writing." *UW20 News & Notes* (blog). April 17, 2009. <http://gw-uw20.blogspot.com/2009/04/how-to-make-key-rhetorical-and.html>.
- Harmon, Amy. 2018. "Why White Supremacists Are Chugging Milk (and Why Geneticists Are Alarmed)." *The New York Times*, October 19, 2018, sec. U.S. <https://www.nytimes.com/2018/10/17/us/white-supremacists-science-dna.html>.
- Herschthal, Eric. 2018. "Opinion | Frederick Douglass's Fight Against Scientific Racism." *The New York Times*, February 22, 2018. <https://www.nytimes.com/2018/02/22/opinion/frederick-douglass-scific-racism.html>.
- Hoffman, Kelly M., Sophie Trawalter, Jordan R. Axt, and M. Norman Oliver. 2016. "Racial Bias in Pain Assessment and Treatment Recommendations, and False Beliefs about Biological Differences between Blacks and Whites." *Proceedings of the National Academy of Sciences* 113 (16): 4296–4301. <https://doi.org/10.1073/pnas.1516047113>.
- Jobling, Mark A., Rita Rasteiro, and Jon H. Wetton. 2016. "In the Blood: The Myth and Reality of Genetic Markers of Identity." *Ethnic and Racial Studies* 39 (2): 142–61. <https://doi.org/10.1080/01419870.2016.1105990>.
- Keck School of Medicine of USC. 2021. "Environmental Pollution May Contribute to Racial/Ethnic Disparities In Alzheimer's Disease Risk." *ScienceDaily*. August 26, 2021. <https://www.sciencedaily.com/releases/2021/08/210826170117.htm>.
- Larsen, Rasmus Rosenberg, H. De Cruz, Jonathan Kaplan, Agustín Fuentes, Jonathan Marks, Massimo Pigliucci, Mark Alfano, David Livingstone Smith, and Lauren Schroeder. 2020. "More than Provocative, Less than Scientific: A Commentary on the Editorial Decision to Publish Cofnas (2020)." *Philosophical Psychology* 0 (0): 1–6. <https://doi.org/10.1080/09515089.2020.1805199>.
- Lee, Sandra Soo-Jin. 2013. "Race, Risk, and Recreation in Personal Genomics: The Limits of Play." *Medical Anthropology Quarterly* 27 (4): 550–69. <https://doi.org/10.1111/maq.12059>.
- Madhusoodanan, Jyoti. 2021. "How Scientists Are Subtracting Race from Medical Risk Calculators." *Science | AAAS*. July 22, 2021. <https://www.sciencemag.org/news/2021/07/how-scientists-are-subtracting-race-medical-risk-calculators>.
- Marcus, Author Adam. 2021. "Journal Retracts More Articles for Being 'Unethical, Scientifically Flawed, and Based on Racist Ideas and Agenda.'" *Retraction Watch* (blog). August 25, 2021. <https://retractionwatch.com/2021/08/25/journal-retracts-more-articles-for-being-unethical-scientifically-flawed-and-based-on-racist-ideas-and-agenda/>.
- Marks, Jonathan. 2017. *Is Science Racist?* John Wiley & Sons.
- McGhee, Heather C. 2019. *Racism Has a Cost for Everyone*. TED Talks. https://www.ted.com/talks/heather_c_mcgee_racism_has_a_cost_for_everyone/transcript.
- McMurtry, Caitlin L., Mary G. Findling, Logan S. Casey, Robert J. Blendon, John M. Benson, Justin M. Sayde, and Carolyn Miller. 2019. "Discrimination in the United States: Experiences of Asian Americans." *Health Services Research* 54 (S2): 1419–30. <https://doi.org/10.1111/1475-6773.13225>.
- Mehta, Pooja K., Lyn Kieleyka, Marcus A. Bachhuber, Dana Smiles, Maeve Wallace, Amy Zapata, and Rebekah E. Gee. 2020. "Racial Inequities in Preventable Pregnancy-Related Deaths in Louisiana, 2011–2016." *Obstetrics & Gynecology* 135 (2): 276–83. <https://doi.org/10.1097/AOG.0000000000003591>.
- NPR Science Friday. 2013. "Making Sense of Science Infographics." *NPR Science Friday*. <https://www.npr.org/2013/10/18/237100766/making-sense-of-science-infographics>.
- Owens, Deirdre Cooper. 2017. *Medical Bondage: Race, Gender, and the Origins of American Gynecology*. Athens: University of Georgia Press.
- Owens, Deirdre Cooper, and Sharla M. Fett. 2019. "Black Maternal and Infant Health: Historical Legacies of Slavery." *American Journal of Public Health* 109 (10): 1342–45. <https://doi.org/10.2105/AJPH.2019.305243>.

- Panofsky, Aaron, Kushan Dasgupta, and Nicole Iturriaga. 2020. "How White Nationalists Mobilize Genetics: From Genetic Ancestry and Human Biodiversity to Counterscience and Metapolitics." *American Journal of Physical Anthropology* n/a (n/a). <https://doi.org/10.1002/ajpa.24150>.
- Philbin, Morgan M., Morgan Flake, Mark L. Hatzenbuehler, and Jennifer S. Hirsch. 2018. "State-Level Immigration and Immigrant-Focused Policies as Drivers of Latino Health Disparities in the United States." *Social Science & Medicine, The role of Racism in Health Inequalities: Integrating Approaches from Across Disciplines*, 199: 29–38. <https://doi.org/10.1016/j.socscimed.2017.04.007>.
- Popejoy, Alice B. 2021. "Too Many Scientists Still Say Caucasian." *Nature* 596 (7873): 463–463. <https://doi.org/10.1038/d41586-021-02288-x>.
- Purdue Writing Lab. n.d. "Purdue OWL // Purdue Writing Lab." Purdue Writing Lab. Accessed August 28, 2021. https://owl.purdue.edu/owl/purdue_owl.html.
- Raff, Jennifer. 2013. "How to Read and Understand a Scientific Paper: A Guide for Non-Scientists." *Violent Metaphors* (blog). August 25, 2013. <https://violentmetaphors.com/2013/08/25/how-to-read-and-understand-a-scientific-paper-2/>.
- Saini, Angela. 2019. "Race Realists: Making Racism Respectable Again." In *Superior: The Return of Race Science*, 71–86. Beacon Press.
- Sapiens.org. n.d. "Is Your DNA You?" Accessed January 11, 2019. <https://www.sapiens.org/body/podcast-dna-you/>.
- Strings, Sabrina. 2020. "Opinion | It's Not Obesity. It's Slavery." *The New York Times*, May 25, 2020, sec. Opinion. <https://www.nytimes.com/2020/05/25/opinion/coronavirus-race-obesity.html>.
- Takacs, David. 2003. "How Does Your Positionality Bias Your Epistemology?" *Thought & Action* 19 (1): 27–38.
- Tallman, Sean, Nicolette Parr, and Allysha Winburn. 2021. "Assumed Differences; Unquestioned Typologies:" *Forensic Anthropology* Early View. <https://doi.org/10.5744/fa.2020.0046>.
- Thurston, Baratunde. 2019. *How to Deconstruct Racism, One Headline at a Time*. TED Talks. https://www.ted.com/talks/baratunde_thurston_how_to_deconstruct_racism_one_headline_at_a_time.
- Tsai, Jennifer. 2021. "Jordan Crowley Would Be in Line for a Kidney—If He Were Deemed White Enough." *Slate Magazine*. June 27, 2021. <https://slate.com/technology/2021/06/kidney-transplant-dialysis-race-adjustment.html>.
- Virginia Commonwealth University. 2021. "Pandemic Drives Largest Decrease in U.S. Life Expectancy since 1943: COVID-19 Has Widened the Life Expectancy Gap across Racial Groups and between the U.S. and Peer Countries." *ScienceDaily*. June 23, 2021. <https://www.sciencedaily.com/releases/2021/06/210623193952.htm>.
- Vyas, Darshali A., Leo G. Eisenstein, and David S. Jones. 2020. "Hidden in Plain Sight — Reconsidering the Use of Race Correction in Clinical Algorithms." *New England Journal of Medicine* 383 (9): 874–82. <https://doi.org/10.1056/NEJMms2004740>.
- Wade, Lizzie. 2021. "A Racist Scientist Built a Collection of Human Skulls. Should We Still Study Them?" *Science | AAAS*. July 8, 2021. <https://www.sciencemag.org/news/2021/07/racist-scientist-built-collection-human-skulls-should-we-still-study-them>.
- Washington State University. 2020. "Discrimination Increases against Asian and Asian American Population, Affecting Health." *ScienceDaily*. November 2, 2020. <https://www.sciencedaily.com/releases/2020/11/201102155412.htm>.
- Weeber, Christine. 2020. "Why Capitalizing 'Black' Matters." *SAPIENS* (blog). July 29, 2020. <https://www.sapiens.org/language/capitalizing-black/>.
- Wezerek, Gus. 2020. "Opinion | Racism's Hidden Toll." *The New York Times*, August 11, 2020, sec. Opinion. <https://www.nytimes.com/interactive/2020/08/11/opinion/us-coronavirus-black-mortality.html>.
- Young, Vershawn. 2010. "Should Writers Use They Own English?" *Iowa Journal of Cultural Studies* 12 (1): 110–17. <https://doi.org/10.17077/2168-569X.1095>.