

CAS WR 150 P1
WRITING & RESEARCH SEMINAR: IDENTITY, OPPRESSION, AND POLITICS IN ARCHAEOLOGICAL HERITAGE

SPRING 2017
TUESDAYS AND THURSDAYS, 5-6:15PM
YAWKEY CENTER FOR STUDENT SERVICES (100 BAY STATE RD.), ROOM 322

INSTRUCTOR: Laura Heath-Stout
EMAIL ADDRESS: lheath@bu.edu / **SKYPE NAME:** laura.ellen.heath
OFFICE HOURS: Tuesdays 1-4pm and by appointment
OFFICE LOCATION: Stone Science Building (675 Commonwealth Ave.), room 247E
COURSE WEBSITE: https://bu.digication.com/wr_150_p1_spring_2017/welcome/
COURSE REFERENCE LIBRARIAN: Ruth Thomas (rthomas@bu.edu)

COURSE DESCRIPTION:

WR 100 and WR 150 make up a two-semester sequence of writing courses required of most Boston University undergraduates. They are designed to help all students acquire skills and habits of mind essential both to their academic success and to their future personal, professional, and civic lives. WR 100 and WR 150 are taught as small, topic-based seminars. Different sections of these courses address a range of different topics. The specific topic of this section of WR 150 is the intersection between archaeological heritage and issues of identity, oppression and politics. Why did ISIS destroy the archaeological site of Palmyra? Why is it illegal for archaeologists to dig up Native American bones? Why does the flag of Zimbabwe have an archaeological artifact on it? How do historians and archaeologists at Mount Vernon present the history of George Washington's slaves to the public? In this course, we will examine the ways archaeological heritage affects and is affected by modern identities, oppression, and politics.

This special "Genre and Audience" section asks you to identify a question related to the intersection between archaeological heritage and some aspect of identity, oppression, and/or politics that you would like to spend a semester writing about and exploring through research. Instead of writing three academic papers, as students do in standard WR 150 courses, you will focus on one independent research project that you will write up first for an academic audience, then for a public one, highlighting the similarities and differences between writing for scholarly experts and writing for intellectually curious non-expert readers. You may also have the opportunity to read and review the work of students in another differently themed WR 150 class. These experiences will underscore the shared principles of argumentation needed to convince both experts and engaged non-experts and will demonstrate how scholarly research and writing can be relevant to public discourse.

COURSE GOALS:

Although they vary in topic, all sections of WR 100 and WR 150 have certain goals in common. In WR 100, you will develop your abilities to:

- craft substantive, motivated, balanced academic arguments
- write clear, correct, coherent prose
- read with understanding and engagement
- plan, draft, and revise efficiently and effectively
- evaluate and improve your own reading and writing processes
- respond productively to the writing of others
- express yourself verbally and converse thoughtfully about complex ideas.

In WR 150, you will continue developing all of these abilities while working intensively on prose style and learning to conduct college-level research. *In this Genre & Audience section we will approach these goals by comparing and emulating the uses of research and language in several academic and nonacademic genres of writing.*

Along with the Writing Program course goals, this section will develop your abilities to:

- understand the wide variety of ways that archaeological heritage matters to modern people
- think critically about arguments about archaeology and its meaning in the contemporary world

COURSE POLICIES:

NAMES AND PRONOUNS:

Not everyone prefers to be called by their legal name, and not everyone's preferred pronouns (for example, she/her/hers, he/him/his, they/them/their, ze/hir/hirs) are obvious to others. In this class, everyone has the right to go by the name and pronouns that they prefer. You may introduce yourself using whatever name you wish to use, and should write your preferred name on all assignments. If your name or pronoun preference changes during the semester, please let me know so that I can refer to you by the correct name and pronouns. I prefer that my students call me Laura (rather than Ms. Heath-Stout or Prof. Heath-Stout) and I prefer the pronouns she/her/hers.

ACCOMMODATIONS:

We all learn in different ways. Please feel free to manage your classroom experience in the way that is best for you. You may make audio recordings of lectures or discussions, take pictures of the board, use a computer or other device to take notes and complete in-class assignments, sit or stand wherever you like in the classroom, bring in food or beverages, leave the classroom when necessary, etc. Students who want transcripts for audio/visual material should let me know as soon as possible so that I can make them. If there is something I can do to create a more comfortable learning environment for you, please never hesitate to ask (for example, "can you speak more slowly/loudly/clearly?" or "can you make the image brighter/more high-contrast?" or "can you ask Jack to wear less cologne in class?"), even if you're not registered with Disability Services.

The Office of Disability Services (19 Deerfield Street, 2nd floor / 617-353-3658 / <http://www.bu.edu/disability>) has resources and technologies to help you manage your learning environment. If you have a disability, you are encouraged to register with this office. You may be entitled to accommodations in your courses, such as additional time on tests, staggered homework assignments, or note-taking assistance. This office will give you a letter outlining the accommodations to which you are entitled that you can share with your teachers. Whether or not you choose to register with Disability Services, I encourage you to talk to me about any accommodations that would improve your experience of WR100.

GRADE CALCULATION:

Your final grade will be calculated as follows:

Exercises and Drafts (credit for submission):	10%
Research Proposal:	20%
Research Paper:	35%
Public Intellectual Essay:	25%
Final Portfolio:	10%

ATTENDANCE AND PARTICIPATION:

Since this course is a seminar, your regular attendance and participation are essential both to your own learning and to your classmates' learning. Consequently, your final grade may be adjusted up or down by one-third of a letter grade to account for the quality of your participation and ungraded work over the course of the semester. After two absences, I will lower your final grade by a third of a letter for each class missed (e.g., B becomes B- \rightarrow C+ \rightarrow C \rightarrow C-). Seven or more absences could be grounds for an "F" in the course. Missed conference appointments will be counted as absences. Promptness is also important for seminar participation: every three tardy arrivals or early departures will count as an absence for the purposes of grading. If you have a special obligation that will require you to miss several classes (e.g., varsity athletics, religious observances, medical leave), please talk with me at the beginning of the semester.

LATE ASSIGNMENTS:

Unless you make other arrangements with me in advance, graded assignments will be penalized by one-third of a letter grade for each day they are late. If you submit a homework exercise or draft late, I cannot promise to read it in time for my comments to be useful to you. If you do not turn in drafts, you are still responsible for turning in final versions of your papers when they are due. Please note too that we will regularly work with our exercises and drafts in class. If you are habitually late with your assignments, you will be unable to participate fully in the class.

PLAGIARISM:

Plagiarism is the passing off of another's words or ideas as your own, and it is a serious academic offense. Cases of plagiarism will be handled in accordance with the disciplinary procedures described in the College of Arts and Sciences Academic Conduct Code. All WR students are subject to the CAS code, which can be read online (<http://www.bu.edu/academics/resources/academic-conduct-code/>). Penalties for plagiarism can range from failing an assignment or course to suspension or expulsion from the university. In this class, we will discuss conventions for using and citing sources in academic papers. If you have any questions about plagiarism, I invite you to speak with me.

EMAIL AND FEEDBACK:

I welcome your email communications. Please allow 48 hours for a response. I am committed to providing you with timely written or verbal feedback on one draft of each major paper and written feedback and a grade on the final version of each major paper. You can generally expect my responses to your drafts within one week of your punctual submission of them; graded final versions will be returned to you within two weeks.

ADVICE FROM LAST SEMESTER'S STUDENTS

Dear future WR 100 students,

Here is our advice to you:

- Once you get the assignment sheet, start writing down your original idea, then take notes as you're reading
 - Start thinking about your paper early on
 - Outlines! Do them!
 - As you're reading, write down quotes that you might use - with their citation information
 - Keep a list of sources with brief notes about what they are so you can figure out what to go back to
- Take advantage of office hours!
- Bring in your own voice, experiences, and interests to what you're writing.
- Save your drafts.
- Don't procrastinate on the readings.
- Figure out what works for you (written or in-person comments, different ways to outline, etc.).
- Talk to lots of people about your essay-in-progress:
 - Go to the Writing Center
 - Ask your friends to read it over
- Make friends with your classmates!
- Plan out when your deadlines are, and when you can do each thing
 - Daily goals – doing a little each day
 - Bullet journals
 - Calendars
 - Incentivize your progress! Treat yo'self.
- Celebrate your successes in a safe way.
- Don't try to write on an empty stomach.

Sincerely,

WR 100 O7, Fall 2016

Thank you for reading through the syllabus. Please email me at lheath@bu.edu to confirm that you have completed this reading exercise.

RESOURCES:

CAS WRITING PROGRAM:

100 Bay State Rd., 3rd floor / 617-358-1500 / <http://www.bu.edu/writingprogram/> / writing@bu.edu
Administers all WR courses and the CAS Center for Writing. You may contact the Writing Program if you have any concerns about your WR class.

CAS CENTER FOR WRITING:

100 Bay State Rd., 3rd floor / 617-358-1500 / <http://www.bu.edu/writingprogram/the-writing-center/>
Offers students enrolled in WR courses one-on-one consultations about their writing with well-trained tutors familiar with WR assignments. When you visit the center, you should expect to be actively involved in your session. Tutors will work with you at any stage in your writing process, but they will not edit or correct your paper for you. Rather, they will work with you to help you do your own best work. The center is a resource for all WR students. Whether you consider yourself to be a strong writer or a weak one, you can benefit from consulting with a tutor.

BOSTON UNIVERSITY LIBRARIES:

Mugar Memorial Library: 771 Commonwealth Ave. / 617-353-2700 / <http://www.bu.edu/library/>
Offer a wealth of online and print resources. Research Librarians will introduce you to the many resources the library offers in any field of research. They can work with you to develop a research plan and organize your sources. The Research Center welcomes you for walk-in consultations on the first floor of Mugar Memorial Library or at any other library on campus. Research appointments can be made at <http://www.bu.edu/common/request-an-appointment/>.

CAS ACADEMIC ADVISING:

100 Bay State Rd., 4th floor / 617-353-2400 / <http://www.bu.edu/casadvising/> / casadv@bu.edu
A central resource for all questions concerning academic policy and practice in the College of Arts and Sciences. The office is headed by the Associate Dean for Student Academic Life and has a staff of fifteen faculty advisors and five academic counselors. All students can receive academic advice about and assistance through this office. Students who have not yet declared concentrations can receive pre-registration advising through this office. Each BU college has its own advising office, so if you are not in CAS, you should also look into your college's advising.

OFFICE OF DISABILITY SERVICES:

19 Deerfield Street, 2nd floor / 617-353-3658 / <http://www.bu.edu/disability>
See "Accommodations" policy above

SCHEDULE

UNIT 1: INTRODUCTION TO ARCHAEOLOGICAL HERITAGE THEORY AND ARGUMENTATION

Week 1: Introduction to the Course

Thursday, 1/19: Introduction to the course, Case Study: Palmyra

Week 2: Case Study: Native American Bones / Identifying Research Topics

Tuesday, 1/24: Case Study: Native American Bones

Reading: syllabus

excerpts from *Sacred Sites and Repatriation* by Joe Edward Watkins

“Can a Skeleton Heal Rift Between Native Americans, Scientists?” by Andrew Lawler

“When is it Okay To Dig Up the Dead?” by Mark Strauss

Thursday, 1/26: Identifying Research Topics

Reading: “Whose Past?” by Colin Renfrew and Paul Bahn

Due: Self-Assessment

Week 3: Library Orientation / Case Study: Machu Picchu

Tuesday, 1/31: Library Day: class will meet in Mugar Library, room 302

Reading: Turabian Ch. 1-2

Thursday, 2/2: Case Study: Machu Picchu

Reading: “Guarding Machu Picchu” by Faine Greenwood

“Tourism in poor regions and social inclusion” by Alexandra Arellano OR “Developing sustainable

tourism through adaptive resource management” by Lincoln R. Larson & Neelam C. Poudyal OR “Caught

Between Nature and Culture” by Keely B. Maxwell & Annelou Ypeij

UNIT 2: RESEARCH SKILLS

Week 4: Developing a Research Project

Tuesday, 2/7: Presentations of Possible Research Topics

Due: short presentation

Thursday, 2/9: Types of Sources / The Genre of the Proposal

Reading: Turabian Ch. 4

Due: Bring one source about your proposed topic to class

Week 5: Finding the Scholarly Conversation

Tuesday, 2/14: Library Day: class will meet in Mugar Library, PAL Lounge

Thursday, 2/16: Writing Annotations / The TQS

Reading: Turabian Ch. 1, 5

“Yes / No / Okay, But: Three Ways to Respond” by Gerald Graff & Cathy Birkenstein

Week 6: Refining Research Topics

Monday, 2/20-Tuesday, 2/21: Mandatory conferences with Laura

Due: Annotated Bibliography Draft 1, TQS Draft 1

Tuesday, 2/21: NO CLASS (BU MONDAY)

Thursday, 2/23: Workshopping the TQS and Annotated Bibliography

Reading: “So What? Who Cares? Saying Why it Matters” by Gerald Graff & Cathy Birkenstein

Due: TQS Draft 2, Annotated Bibliography Draft 2

Week 7: Polishing the Research Proposal

Tuesday, 2/28: Workshopping the Prospectus

Reading: Turabian Ch. 6

Due: Prospectus Draft

Thursday, 3/2: Portfolio Workday

Due: Research Proposal

Saturday, 3/4-Sunday, 3/12: Spring Break

UNIT 3: REACHING AN ACADEMIC AUDIENCE

Week 8: Beginning the Research Paper

Tuesday, 3/14: Outlining / Examples of Academic Arguments

Reading: WR examples

Thursday, 3/16: Planning a Draft / Quoting, Paraphrasing, and Summarizing

Reading: Turabian Ch. 7-9

Due: Outline

Week 9: Structuring an Academic Argument

Tuesday, 3/21: Workshopping the Research Paper

Reading: "Shitty First Drafts" by Anne Lamott

Due: Research Paper Draft 1

Thursday, 3/23: Introductions, Conclusions, and Transitions

Reading: Turabian Ch. 12-13

Week 10: Clarifying Sentences / Avoiding Plagiarism

Sunday, 3/26: Research Paper Draft 2 due at 11:59pm:

you will receive written comments on your draft by Wednesday afternoon

Tuesday, 3/28: Clarifying Sentences

Reading: Turabian Ch. 14

Laura will be out of town at a conference from Wednesday, 3/29, until Sunday, 4/2.

Thursday, 3/30: Avoiding Plagiarism Workshop with a trainer from the Educational Resource Center

Reading: Turabian Ch. 10

Week 11: Polishing the Research Paper / Shifting to a General Public Audience

Tuesday, 4/4: Concision / Citation Format

Reading: Turabian Ch. 17, 19

"Concision" by Joseph M. Williams and Joseph Bizup

Due: Research Paper Draft 3

Thursday, 4/6: Clickbait

Due: Research Paper Final Version

UNIT 4: REACHING A PUBLIC AUDIENCE

Week 12: The Public Intellectual Essay

Tuesday, 4/11: Examples of Public Intellectual Essays

Reading: “The Genetic Archaeology of Race” by Steve Olson

“The Biblical Pseudo-Archaeologists Pillaging the West Bank” by Dylan Bergeson

“Living in the Past” by Nick Romeo

“The Real Amazons” by Joshua Rothman

“The Buried: Excavating the Egyptian Revolution” by Peter Hessler

Thursday, 4/13: Public Intellectual Essay Models

Due: Bring three possible models for your essay

Week 13: Drafting & Revising the Public Intellectual Essay

Tuesday, 4/18: Workshopping the Public Intellectual Essay

Due: Public Intellectual Essay Draft 1

Thursday, 4/20: Tailoring to Particular Publications

Reading: “Oldest Intact Maya Mural Found in Guatemala” by D.L. Parsell

“Dawn of Maya Gods and Kings” by William Saturno

“Early Maya Writing at San Bartolo, Guatemala” by William Saturno, David Stuart, Boris Beltrán

“The Maya Murals of San Bartolo” by Jill Hacking

“New Find Pushes Back Date of Maya Writing” by David Biello

Thursday, 4/20-Friday, 4/21: Feedback on the Public Intellectual Essay Draft 2 (conference OR written feedback)

Due: Public Intellectual Essay Draft 2

Week 14: Polishing the Public Intellectual Essay

Tuesday, 4/25: Revising the Public Intellectual Essay

Due: Public Intellectual Essay Draft 3

Thursday, 4/27: Portfolio Workday

Due: Public Intellectual Essay Final Version

Week 15: Finishing Up

Tuesday, 5/2: Finishing Up

Due: Portfolio