Teaching Critical Citation

Empowering Students and Researchers Through Citation Practice

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The Theory

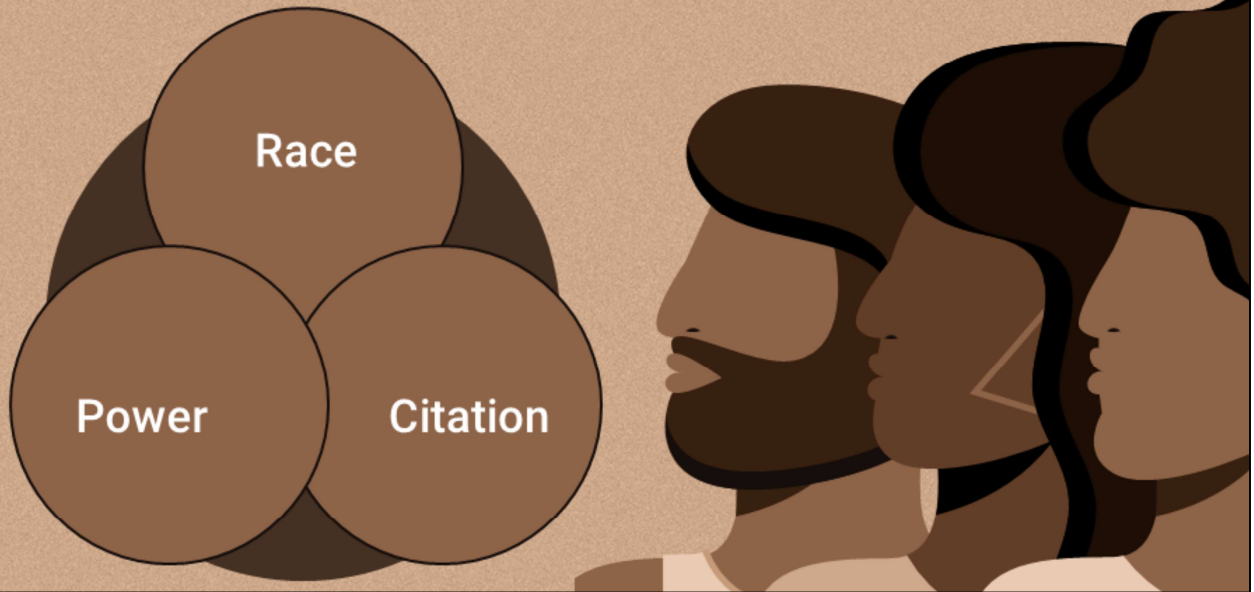What is Critical Citation?

Why is practicing it important?

What is it?

It's regular citation, but...

1. Citing based not just on content, but also on identity (race, gender, sexual orientation, ethnicity, etc)
   a. So, for example, choosing to cite Black researchers in your field more often.

1. Based on critical race theory - which was originally developed to look at the intersection of race, power, and law
   a. Obviously, we've incorporated the intersection of race, power, and citation
   b. We also expanded it to encompass not just race but other issues that are tied in as well, including gender, immigration status, etc.

Why is it important?

1. Many (all?) academic institutions, from citation practice to tenure, are designed within the system of white, male, cis-heteronormative supremacy.
    a. This has made it incredibly difficult for women, People of Color, and LGBTQ+ academics to make and keep a career in education.
    b. In several fields, white males are cited more frequently than literally anyone else, even by people who don't identify as white male.
        i. So, for example, Black women researchers still cite white men more than they cite others.
        ii. This has long term implications for academia - if these people aren't being cited, then they are less likely to be promoted/achieve tenure, they are less likely to be represented in their profession, they are less likely to stay in academia, and, therefore, are less likely to be in the classroom - this has huge implications!
        iii. Choosing to cite these people, therefore, is an attempt at equality.

In order to cite these people, you have to identify them. There are a whole slew of issues that come with this.

a. Race
    i. If a researcher doesn't come out and tell you, "I'm x" then you are making a judgement call based entirely on sight.
        1. This is generally ok - since race is a social construct that makes all judgements based on sight, you are literally following the definition of race.
        2. However, this can be tricky in the absence of photos or if someone identifies as Black but has light skin, etc.
    ii. The more troubling aspect is that it does reduce race to a binary - Black and white
        1. There are people who are racially profiled who don't fit this binary, such as Hispanic, Latino, Middle Eastern, Indian, Asian (these ethnicities may be impacted by race stereotypes, even though they are not Black).
b. Gender and LGBTQ+
    i. Like race, one problem is identifying someone
        1. Also, is it important that they be identified? Why are you choosing this topic? Does your field have a problem with LGBTQ+ representation in academia?
    ii. Deadnaming is probably the biggest problem
c. The Classics

        i.   Data Feminism, they attempted to cite more people from marginalized communities

            1.   Set goals and regularly audited themselves

        ii.   Open peer review

            1.   At each step of the review, they were asked "why didn't you cite important researcher *x*?"

            2.   Over the course of the editing process, due to this feedback, the percentage of authors from these communities decreased in favor of white men, despite their efforts.

a.   Misc.

        i.   Mixing up race and ethnicity, pushback

1. Solutions
    a. Folks are putting together lists of self identified researchers in their field.
        i. For example: Cite Black Authors
    b. Researchers often identify themselves on social media
        i. A little stalkerish, but it's actually becoming an accepted practice, especially on Twitter & Instagram
    c. Networking, networking, networking
        i. White men set up "citation pacts"
            1. I will cite you if you cite me.
        ii. Obviously we discourage this, but networking is important in research/academia.
            1. Find someone you really respect and who does great work in your field.
            2. Follow them on ResearchGate
            3. When they publish something, center their paper before you read a white man's
            4. Cite that paper.
    d. Auditing - even despite the trouble, it still keeps you on track and you still end up citing more often
        i. Publishing - make the process known!

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What we taught

Putting the theory into practice

We wanted students to invest in citation and feel how powerful it can be.
Giving credit where credit is due can be an incredibly powerful experience.

Lesson plan

Introduction to Citation

What is citation and why is citation important?

Citation Activity

Students create their own citation style

Critical Citation

How can citation challenge power?

Tools for Critical Citation

Resources for auditing

Citation power exercise

- Visit **muralsdcproject.com**

- Visit **menti.com**, enter code "**9290 5165**"

Do the exercise!

Framing the Activity

- **Learning Goal:** Students will create a mock citation style, based on MuralsDC, in order to model the creation and revision of standard citation styles.

- **Audience:** Undergraduate students (OMSE UPP Workshop & GEMS 103)

- **Learning Tools Used:**
  - Mentimeter (gathering citation criteria and polling)
  - Zoom (breakout rooms for discussion)
  - MuralsDC (basis for citation style)

Citation Activity Flow

1. Prior to class, set up 2 slides in Mentimeter or polling software of your choice.
   a. Slide 1: Open ended response, asking "Talk in your small groups - which elements would you like included in our citation style"
   b. Slide 2: Ranking slide, leave blank. (Facilitator will enter the elements that the students supply on slide 1 in real time)

1. Ask students to open MuralsDC and menti.com with appropriate access code

1. Display first Mentimeter slide. Split into breakout rooms and ask student to submit three elements they would like to see in a citation style for the murals to the Mentimeter poll.

1. While students are working in small groups, facilitator enters citation elements into Mentimeter ranking slide in real time

1. Close breakout rooms. Open the ranking slide. Ask students to rank citation elements in the order meaningful to them.

Talk in your small groups - enter the elements you would like to include in our citation style

M Mentimeter

creator/artist, date created (completion date), title, location/address of mural, date accessed (information access date, when you saw it)

Name of artist, title of the mural, location of mural, commissioner, date painted (year is fine), link to image (if found online)

Date, Name of Mural, Location, Artist/Author

artists name, title, location, date, sponsor

Important things to include are the painter, the name of the artwork, the date it was made, its location, the medium (what it was painted with), who commissioned/funded the work.

Funding/Sponsorship, part of a series? multiple buildings?, other roles? (similar to author, editor but instead restoration artist)

artist, location (lat/longitude coords if possible), title/description, when it was finished

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What problems do you see arising out of citation? (Write your one sentence takeaway here)

citations.

may leave out important details, depending on format.

Use credible sources, make sure you cite all stuff you use, do not use sources with misinformation,

There is underrepresentation in things that are cited and a bias towards white authors/creators. Since citations boost papers/other works, this leads to a loop of underrepresented authors remaining underrepresented.

Credit is not always assigned as it should be, especially with alphabetical order.

- there's a possibility that things are incorrectly cited and someone receives credit for something they didn't make/do- complications with formatting- different parts of the citations may be prioritized incorrectly for certain things

The bias that exists in the institutions that hire individuals who seek to be

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Critical Citation Resources

Cite Black Authors – A database for academic research by Black authors. (n.d.). Retrieved June 1, 2021, from https://citeblackauthors.com/

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Mott, C., & Cockayne, D. (2017). Citation matters: Mobilizing the politics of citation toward a practice of 'conscientious engagement.' *Gender, Place & Culture, 24*(7), 954–973. https://doi.org/10.1080/0966369X.2017.1339022

Thank you!

Questions?