


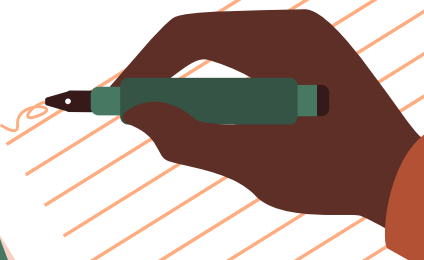


Empowering Students and Faculty With Citation Justice Practice

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My slides:
<https://go.umd.edu/ITL2022Cite>
All conference materials:
<https://go.umd.edu/ITL2022>



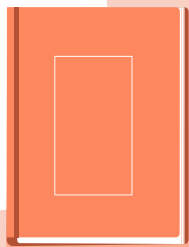


Acknowledgement

While many of the materials and activities I present in the classroom are my own, they are based on many other people's ideas. Most notably:

- Cite Black Women.
- Cite Black Women Collective
- Catherine D'Ignazio and Lauren F. Klein
- Rigoberto Lara Guzmán
- Jordan Dworkin et al
- Dani Bassett and Perry Zurn

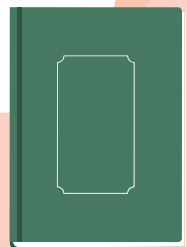
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Citation Justice?

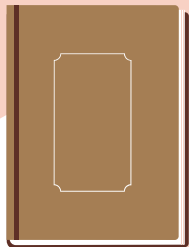
What is it and why should you teach it?



02

Audience

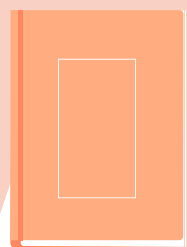
Opportunities for every student!



03

Voice

Finding diverse voices for difference fields



04

Wrap Up

Pulling the pieces together





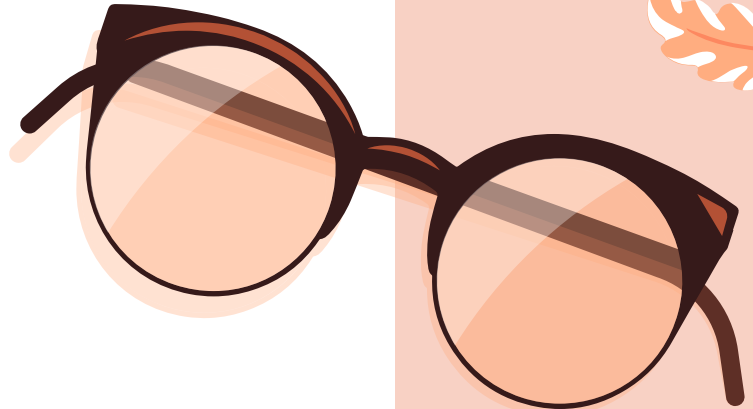
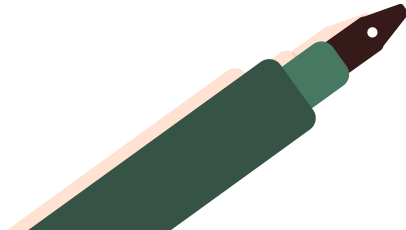
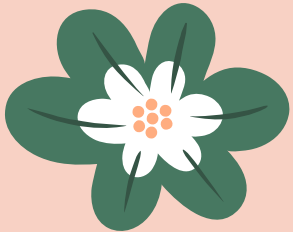
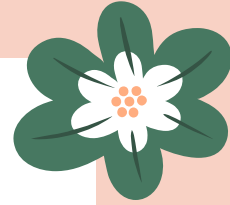
01

Citation Justice?

What is it and why should you teach it?

What Is It?

Citation Justice is the act of citing authors based on identity to uplift marginalized voices.




Data Feminism example



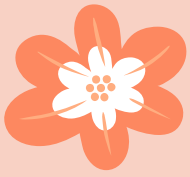
Structural Problem	Aspirational Metrics	Example Draft Metrics	Example Final Metrics
Racism	75% of citations from People of Color	✓	✓
Patriarchy	75% of citations from women & non-binary people	✓	✗
Ableism	Challenge the dominance of visualization in data presentation	✗	✓
Classism	50% of citations come outside the academy	✗	✗



**Wait. Aren't we supposed to cite content,
regardless of creator identity?**



Of course content should always take
precedence, but...



- **Communications**
 - Chakravartty, P., Kuo, R., Grubbs, V., & McIlwain, C. (2018). #CommunicationSoWhite. *Journal of Communication*, 68(2), 254–266. <https://doi.org/10.1093/joc/jqy003>
- **Neuroscience**
 - Dworkin, J., Zurn, P., & Bassett, D. S. (2020). (In) citing action to realize an equitable future. *Neuron*, 106(6), 890–894.
- **Anthropology**
 - Craven, C. (2021). Teaching Antiracist Citational Politics as a Project of Transformation: Lessons from the Cite Black Women Movement for White Feminist Anthropologists. *Feminist Anthropology*, 2(1), 120–129.
- **Data Science**
 - D'Ignazio, C., & Klein, L. F. (2020). *Data Feminism*. MIT Press.
- **Engineering**
 - Murphy, F. (2017). Engineering a gender bias. *Nature*, 543(7646), S31–S31. <https://doi.org/10.1038/543S31a>





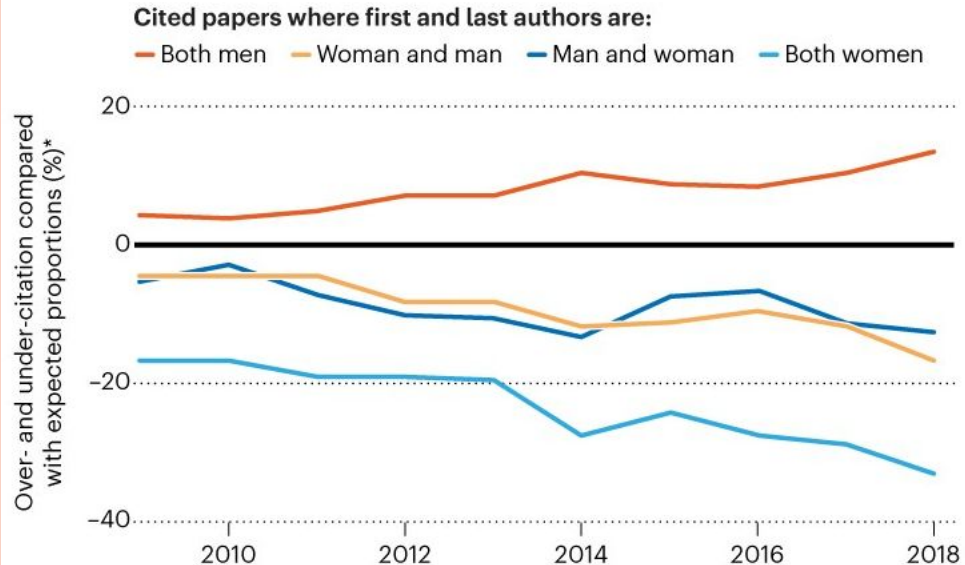
Dworkin, J. D., Linn, K. A., Teich, E. G., Zurn, P., Shinohara, R. T., & Bassett, D. S. (2020). The extent and drivers of gender imbalance in neuroscience reference lists. *Nature Neuroscience*, 23(8), 918–926. <https://doi.org/10.1038/s41593-020-0658-y>

Kwon, D. (2022). The rise of citational justice: How scholars are making references fairer. *Nature*, 603(7902), 568–571. <https://doi.org/10.1038/d41586-022-00793-1>

Science Case Study

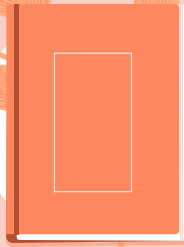
OVERCITED, UNDERCITED

An analysis of more than 270,000 citations in neuroscience papers suggests that papers with men as first and last authors over-cite papers from men, and under-cite papers from women.



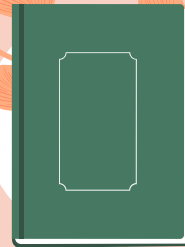
*Researchers used software to estimate genders of first and last authors in citations to papers in five top neuroscience journals, from 2009 to 2018. To estimate expected citation proportions, they applied a statistical model that examined the gender of authors in all citable papers, and controlled for characteristics of papers such as publication year, journal, and number and seniority of authors. (Analysis assigned binary gender categories; authors recognize that gender is neither binary nor fixed.)

Repercussions



Systemic Issues

Promotion & Tenure
Differences in Pay
Leaving Academia



Long Term Failures

Fewer BIPOC people in the
classroom
Less diverse student body



02

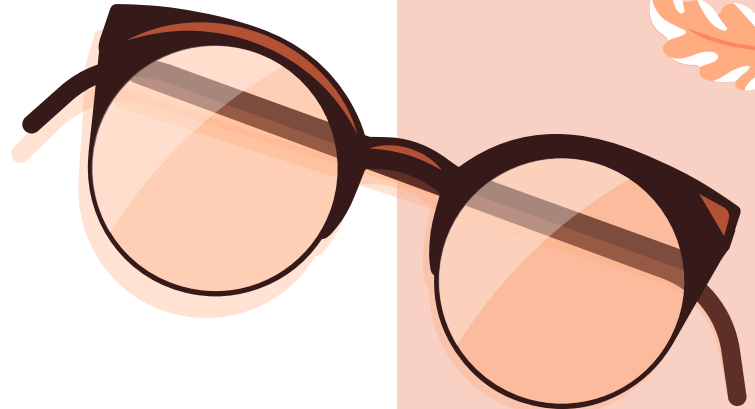
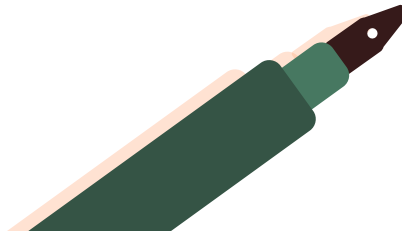
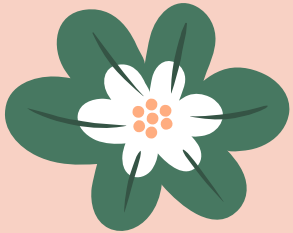
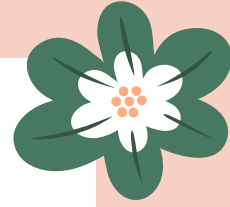
Audience

Opportunities for Every Student!

Why students? Why librarians?

If this is a problem with promotion and tenure, why teach students and not faculty?

Why are librarians teaching this?





Because Students Are Unique

And so are librarians!

Subject Expertise

We already teach citation –
and we want students to
understand their power!

Reach

We teach every level, from
incoming Freshman up
through PhD students.

Start Early!

The earlier we catch this
and teach the power of
citation, the more likely the
lesson is to stick.

Empower Students

Some students don't feel
like they can effect change
within the academic
community – but they can!

Unique approaches

Freshman &
Sophomores



Start Citing

How & why to cite

Juniors &
Seniors



Build a Practice

Keeping track of
citations and
finding diverse
voices

Master's
Students



Keeping Track

Built in audits of
citations

PhD's



Research Fluent

Complete practice
and spread the
word

<https://lib.guides.umd.edu/ResearchEquity/CitationJustice>

Considerations



Who?

Who are you trying to cite and why?



Definitions

Make sure that students have definitions!



Have a Plan

What percentages are you aiming for?



Be Prepared

It's likely that there will be some push back



Examples

Starting with examples gives them an idea of what you are looking for



Activity Time!



Activity: Classroom Citation

- What challenges do you anticipate when incorporating this into an existing assignment?
- Can you think of an example of how to incorporate citation justice into an existing assignment or activity?

go.umd.edu/ITL2022Cite1



03 Voice

Finding Diverse Voices For Every
Field

Considerations Help You Find Resources!



Who?

Who are you trying to cite and why?



Definitions

Make sure that students have definitions!



Have a Plan

What percentages are you aiming for?



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Examples

Starting with examples gives them an idea of what you are looking for

Resources for Finding Diverse Voices

UMD Research Guide

<https://lib.guides.umd.edu/ResearchEquity/CitationJustice>

500 Women Scientists


<https://500womenscientists.org/>

Cite Black Authors

<https://citeblackauthors.com/>

Social Media!

Choose your poison!



Or, ask your Subject Specialist Librarian for specific guidance in your field!

Activity 2

Find Diverse Voices in Your Field!

Take 5 minutes to find a few
diverse voices in your field
using the resources we just
reviewed.

Questions to Ask Yourself

- Are there other ways that you
can think of to find diverse
authors?

go.umd.edu/ITL2022Cite2



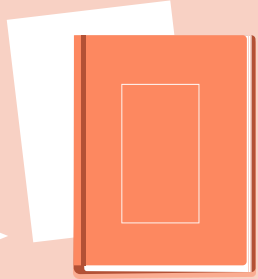


04

Wrap Up

Pulling the Pieces Together

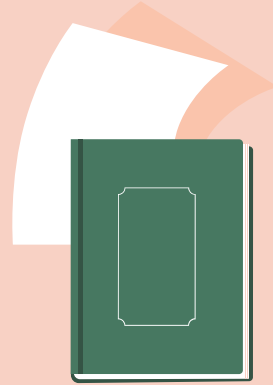
Wrap Up



01

Citation Justice?

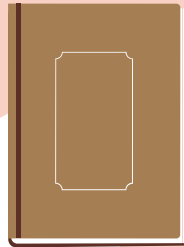
What is it and why should you teach it?



02

Audience

Opportunities for every student!



03


Voice

Finding diverse voices for difference fields







**We are all
learning!**





“It's simple: Cite Black Women. Black women have been producing knowledge since we blessed this earth. We theorize, we innovate, we revolutionize the world. We do not need mediators. We do not need interpreters.”

Smith, C. A., Williams, E. L., Wadud, I. A., Pirtle, W. N., & Cite Black Women Collective. (2021). Cite black women: A critical praxis (a statement). *Feminist Anthropology*.





Thank you!

What Questions Do You Have?

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Slides:
<https://go.umd.edu/ITL2022>
[Cite](#)

CREDITS: This presentation template
was created by **Slidesgo**, including
icons by **Flaticon**, and infographics &
images by **Freepik**

Bibliography

Chakravartty, P., Kuo, R., Grubbs, V., & McIlwain, C. (2018). #CommunicationSoWhite. *Journal of Communication*, 68(2), 254–266. <https://doi.org/10.1093/joc/jqy003>

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An illustration on a light pink background. On the right, two stylized figures are walking. The figure on the left is wearing an orange long-sleeved shirt, a white vest, and dark pants with orange diagonal stripes. They are holding a small white card. The figure on the right is wearing an orange cardigan over a green top, a brown pleated skirt, and green-rimmed glasses. They are holding a large open book. In the top left corner, there are orange and white flowers. In the top center, there is a green book. In the bottom left corner, there is a single orange flower. In the bottom right corner, there is a brown book. There are also some white paper scraps and green leaves scattered around.

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Kwon, D. (2022). The rise of citational justice: How scholars are making references fairer. *Nature*, 603(7902), 568–571. <https://doi.org/10.1038/d41586-022-00793-1>

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