What would a critical citation pedagogy look like for Latin American, Caribbean, and Latinx Studies?

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Critical Citation Pedagogy

● Moving beyond:
  ○ mechanics of manuals of style
  ○ plagiarism (and punitive approaches to teaching about it)
Critical Citation Pedagogy

- Toward:
  - the politics of citation (*who* and *what* we cite)
Critical Citation Pedagogy

- Toward:
  - the politics of citation (who and what we cite)
  - questioning the structural conditions surrounding citation (e.g. valuing impact according to metrics)
  - questioning modes of citation (how we cite)
“It does not matter where one enters this universe; one comes to the same result: an inner circle of about a dozen white, male writers who comment on, take polite issue with, extol, criticize, and expand on each other’s ideas” (563).

“this exclusion does matter; the tradition causes bluntings, skewings, and omissions in the literature dealing with race, racism, and American law” (573).
“a rather successful reproductive technology, a way of reproducing the world around certain bodies…These citational structures can form what we call disciplines…The reproduction of a discipline can be the reproduction of these techniques of selection, ways of making certain bodies and thematics core to the discipline, and others not even part.” (paragraphs 3-4).

https://feministkilljoys.com/2013/09/11/making-feminist-points/
“Canon building is empire building. Canon defense is national defense. Canon debate, whatever the terrain, nature, and range (of criticism, of history, of the history of knowledge, of the definition of language, the universality of aesthetic principles, the sociology of art, the humanistic imagination), is the clash of cultures. And all of the interests are vested.”


#citationpracticeschallenge  #ToniMorrison  #American literature
#Tanner lectures on Human Values  #Afro-American  #challenge the Canon

118 notes  ...  ➔  ❤️

How Can We Make the MFA Workshop More Hospitable to Writers of Color? >

“What you said about not “physically announcing as POC” is so important. How does one navigate these spaces while not alienating allies.”

Organized by Eve Tuck, K. Wayne Yang, and Rubén Gaztambide-Fernández, April 2015
Gender Balance Assessment Tool (GBAT)

Women are cited less often than men, and are also underrepresented in syllabi. Yet even well-meaning scholars may find that they have difficulty assessing how gender-balanced their bibliographies and syllabi really are. Counting is tedious and prone to human error, and scholars may not know the gender identities of all the authors they cite. This tool aims to help with that, by automating the process of evaluating the (probabilistic) gender of each name and then providing an estimate of what percentage of the authors on a syllabus are women.

Instructions:
Copy or upload a .txt or .bib file of your syllabus or bibliography.
(If uploading produces an error, try copying to the text box.)
Note: Gender prediction is based on given names. Syllabi without given names (or with only initials) will either produce no estimate or a wildly inaccurate one.

Choose .txt or .bib File
Browse

Or paste text here

Check race too?

Note: Race predictions less accurate than gender predictions. Proceed with caution!

Go.

Your assigned readings are approximately [percent] woman-authored.

For more information, please see:

This tool use the gender prediction algorithm from:

and the race prediction algorithm from:

Created and Inconsistently maintained by:

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Last updated: December 17, 2020
If you feel like contributing to maintain the cost of the server and subscription to the underlying algorithm, I would be grateful:

Venmo: @jlsummer
https://www.citeblackwomencollective.org/

Founded 2017
Citation politics is about reproducing sameness. Academia has a long history with intellectual gatekeeping. Institutions of higher education still employ a homogenous faculty population resulting in white male dominated research production favoring western systems of knowledge.

Women are cited less on average than research authored by men. If a women co-authors with a man, the paper has a higher chance of being cited.

People of color and other marginalized people are less cited than their white colleaques even if they have more experience than white researchers.

Well-cited scholars have authority because they are well-cited. However, well-cited does not equate to quality especially at the expense of those less-cited.
Citation politics is about reproducing sameness. Academia has a long history with intellectual gatekeeping. Institutions of higher education in the United States still employ a predominantly white male faculty population resulting in white male dominated research production favoring Anglo- and Euro-centric systems of knowledge.

Tulane University Libraries Latin American Studies Library Guide: https://libguides.tulane.edu/latin_american_studies/citation
Practice citation counting: literally count how many women and people of the global majority are included in your references. Also: how many scholars working outside the United States do you cite? How many scholars working in languages other than English?

Cite research produced in Latin America and the Caribbean, and in languages other than English, when you are writing about those regions.

There are different kinds of authority. Consider the context in which you are writing and determine: what kind of expert do you need? For example, when might a government site not be as reliable as a personal narrative?

Push against the narrow definition of academic scholarship that is exclusive, misogynistic and racist. Just because someone’s work has not been heavily cited does not mean it does not have value. Strive towards citation politics that are feminist and anti-racist.

There are more contributors to research than just the author(s). Take a critical look at the methodology section to see who contributed and who didn’t.

Who you cite matters! We have a responsibility to thoroughly evaluate our sources.

Language adapted from Dawn Stahura’s LibGuide, "Evaluating Sources: Act Up."
People of color and other marginalized people are less cited than their white colleagues even if they have more experience than white researchers.

People of Global Majority (people that have been racialized in white imperialist contexts as Black, Indigenous, and People of Color) are less cited than their white colleagues even if they have more experience than white researchers.


Mott, Carrie, and Daniel Cockayne. "Citation Matters: Mobilizing the Politics of Citation toward a Practice of ‘Conscientious Engagement.’" Gender, Place & Culture 24, no. 7 (July 3, 2017): 954–73. https://doi.org/10.1080/0966369X.2017.1339022.


Tadena, Laura and Natalie Hill. "Under Pressure: Rethinking How We Teach Plagiarism." ACRL 2021 Virtual Conference. https://www.youtube.com/watch?v=MGx_jphMzpY
Ideas? Strategies? Paths Forward?
Thank you! ¡Gracias! Obrigada!