Introduction to
Inclusion, Diversity, Equity, and Anti-racism in Biology

Spring 2021

This course was designed by the following graduate students on the Duke University Biology Department's Inclusion, Diversity, Equity, and Anti-racism graduate student committee: Anita Simha, Raymond Allen, and Lauren Carley.

Learn about our other initiatives on our website and Twitter account.

For correspondence: rayallenripon [at] gmail.com; anita.simha [at] duke.edu

Faculty instructor:	Gregory Wray, PhD Professor of Biology
Graduate instructor:	Raymond L. Allen (he/him/his) Ph.D candidate in Biology
Class time:	Tu 10:00AM – 11:30AM EST (1.5 hours/week)
Location:	Online (Zoom)

Overview: This 1.5 grad credit course is designed for graduate students in biology with an interest in inclusion, diversity, equity, and anti-racist (IDEA) efforts in science. We will explore the history of racism and oppression in biology and interrogate the epistemic values and assumptions embedded in the field and its subfields. We will discuss current events related to IDEA topics in biology along with ongoing efforts in universities towards inclusion, equity, diversity, and antiracism. Finally, we will consider how biologists can promote diversity, equity, and inclusion in ways that complement their research.

Learning Objectives: By the end of the semester, students should be able to recognize inequities in the history of the field of biology, describe ongoing IDEA efforts in universities, and apply best practices for inclusion in their own careers. Students should also be able to identify and critically assess the particular perspective they bring to their work. Through the final project, students will devise a strategic plan to implement impact-conscious tools to engage with their research, and with academic institutions more broadly.

Texts: Readings from this class will include a selection of journal articles, book chapters, and essays. With the exception of the final project, all required readings will be distributed in PDF form via email and on the course Sakai page. For the final project, students may request loans of hard copies of the book of their choice using Duke's minimal contact library takeout service.

Course Structure: We will meet on Tuesdays from January 26th to April 20th (subject to change). The final written assignment is due on April 28th.

Topic: Each class will begin with an introductory presentation on a focal topic. The Weekly topics are outlined in the proposed schedule below. Focal topics are categorized into **three units**: T (theory and history), C (contemporary issues and efforts), and P (personal and professional development).

Background materials: Before the start of each class, participants should complete the assigned reading and/or listening materials. These will provide general background and/or case studies to guide in-class discussion.

Guided group discussions: Before each class, students will be provided discussion questions related to each week's topic and background materials. Students should come prepared to respond to the questions posed, and be willing to participate in further in-class discussion, moderated by the course instructors.

Guest speakers: Once per unit, we will devote a portion of class time to structured dialogue with a guest speaker to broaden our perspectives on each unit's focal topics. Students will be invited to submit questions for guest speakers in advance on the Sakai forum.

Assignments: In addition to completing the required reading and/or listening assignments on each topic, students are expected to engage in class in the following four ways.

Class participation: Students are expected both to participate in course topic discussions and to create space for their classmates' involvement. To create an inclusive learning environment, participation may include a mixture of the following: answering prompted discussion questions in person or digitally; asking or answering questions in an open forum; asking questions during speaker presentations; etc.

Asynchronous Sakai forum: Three times, once per unit, assignment prompts will be posted that require students to post their response on the Sakai forum before the start of each class. Details will be in the question/discussion prompts with requirements.

Book selection: To complement the broad array of assigned articles on the syllabus, each student is expected to engage with a longer, more in-depth text of their choice, which will guide their final presentations. By January 26th, students will select their book from the pre-approved book list (see the Resources tab on Sakai) to read and present on for their final projects. These books all relate to history, inclusion/exclusion, decolonization, diversity, equity/inequities, and antiracism/racism in science or technology. To maximize the perspectives represented in the class, each student will select a different book for their presentation (i.e., 1 person per title). Books outside of the pre-approved list may also be selected with advance approval from the instructor; please reach out to the grad TA if you would like to choose a book that is not yet pre-approved.

Updates on book progress: Students will outline a personal reading schedule and plan to give two brief progress updates about their reading during the course of the semester. Updates can be variable in form (e.g. a post on the course's Sakai discussion forum, a public-facing blog post, a series of social media posts, a brief personal reflection submitted to the course instructors, etc.) but should inform a broader audience about their reading and learning. Students should define their reading schedule (including the proposed format of the updates) by February 3rd, and submit it to the instructors via Dropbox on Sakai. Updates can be submitted any time prior to the deadline listed on the course schedule below.

Final presentation: Students will present a 10-minute live or video presentation on the book of their choice. In the presentations, students should (1) give a clear introduction to the topic the book addresses, (2) analyze positions and recommendations in the book using class knowledge, (3) consider how they are engaged in the problem within the department/field, and (4) describe the praxis of this knowledge in terms of their personal research or another current research topic in their subfield. Students will receive feedback from the instructors and from their peers, and will provide peer feedback on other presentations using the provided rubric (see Resources in Sakai).

Final write-up (*optional*): Students will compose a written piece, in any format that is useful to them, related to topics covered during the semester. Options include a research impact statement, diversity statement for job applications, blog post(s) related to the final book project, and social media post(s). Final write-ups should be submitted by April 28th if students would like instructor feedback, but feedback on this assignment will not influence the credit/no-credit assignment.

Evaluation: Students will be graded on a Credit/No Credit basis. To receive credit for the course, students must (1) attend 80% of the synchronous Zoom class periods (not including classes missed due to illness or family emergency; see below) and (2) complete the final project. The final project will be evaluated by the instructor and by peers for quality (see presentation rubric), but only completion will influence the grade. **Students must meet these two key criteria while maintaining a consistently respectful presence in the class.** Please ask the instructor if any expectations are unclear after the first class.

Discussing Controversial Topics: Duke's student handbook states that "freedom of inquiry and the free exchange of ideas are essential for the fulfillment of the university's mission. Academic freedom is a right and responsibility of students as well as faculty." People often have strong views on the topics of inclusion, diversity, equity, and antiracism. Students are expected to be respectful of the perspectives that people bring to the class, to allow speaking space for others through self-moderation and/or moderator intervention, and to be open to the feedback that their perspective(s) may be identified as exclusionary, inequitable, and/or racist. A student's pass/fail assessment in the course will not be affected by the particular points of view that a student takes on any issue.

If a student is consistently struggling to achieve the norms of respectful discussion, the following action(s) may be taken in a consecutive order (i.e., if step one does not resolve the issues, step two would follow):

1. The graduate instructor will request a conversation with the student after class to review norms for the course
2. The faculty and/or grad instructor(s) will schedule a private meeting to discuss behavior and participation with the student
3. The instructor(s) will contact the administrators in the student's respective graduate program and/or in the Graduate School to help facilitate a conversation with the student and the instructors

(Teaching institution dependent)
Resources for students: To further our goal of creating a learning environment described above while taking into account the complex social dynamics of peers, co-workers, principal investigators, and administration in and outside of a Department, the instructors should list individuals to be accessible to students in the course to reach out to (e.g., individuals outside of the course or Department, or staff and Deans), and wellness or counseling and psychological services available to the students.

Academic Integrity: We expect that students produce original, independent work for the assignments in this class, referencing appropriate citations for any outside sources that you use, completing assignments in a timely fashion, and contributing to lively and respectful discussion that benefits all students. Beyond those minimum expectations, we hope you will take pride in your work.

Duke University also has a formal academic integrity statement, called the Community Standard, which you must uphold. It states:

> "Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and non-academic endeavors, and to protect and promote a culture of integrity. To uphold the Duke Community Standard:
>
> - I will not lie, cheat, or steal in my academic endeavors;
> - I will conduct myself honorably in all my endeavors; and
> - I will act if the Standard is compromised."

You can read more about the Community Standard here:
https://studentaffairs.duke.edu/conduct/about-us/duke-community-standard

If any of our expectations or those of the Community Standard are unclear, or you are not sure how to actualize them, please talk to an instructor during office hours or via email. Any suspected incidents of academic misconduct will be reported to the Office of Student Conduct.

Disability Statement: Our goal is to create a learning environment that is accessible, productive, and affirming for all of our students. The structure of this course will comply with accessibility guidelines established for hybrid learning during the COVID pandemic.

If you may need accommodations for a disability during this class, please contact the Student Disability Access Office (http://access.duke.edu/students/index.php) at 919-668-1267 or disabilities@aas.duke.edu. We will work with you and the SDAO to make sure that appropriate accommodations are implemented in a timely fashion. In addition (or instead), you may also reach out to the course instructor personally via email, during office hours, or via appointment to discuss any concerns you have about your ability to succeed in the class.

Sickness and Medical or Family Emergencies: If you or a loved one becomes sick and must miss class, please email the instructors providing a brief explanation and the expected duration of your absence. Classes missed due to sickness or a medical or family emergency will be excused. The instructors can adjust due dates and course expectations if needed, on a case-by-case basis, given the unpredictability of life during COVID.

Proposed Schedule: Spring 2021

KEY – T: Theory & history; **C**: Contemporary issues & efforts; **P**: Personal & professional development; **G:** guest speaker*

Week	Date	Topic	Reading(s)
1	1/26	Introduction to the course: why should scientists study "IDEA" topics?	NPR's Hidden Brain podcast on Creativity & Diversity; Crenshaw 2016 TEDtalk; AORTA community agreement
2	2/2	**T**: Objectivity and neutrality: What does it mean for science to be socially embedded? What harms do scientists enact when we do not examine our biases?	Gould 1981; Saini 2020; Subramaniam 2014
3	2/9	**T**: History of scientific "-isms": how has science been wielded to sustain oppression? What are the roots of scientific racism and eugenics specifically?	Evans 2020; "Famous Scientists" blog - Fisher; Saini 2017 (Chapter 1); Futuyma and Risch 2010
4	2/16	**T**: Unjust science production: In what ways has scientific knowledge been co-constituted with racism and oppression? How does this kind of knowledge creation relate to views of scientific 'progress'?	Zielinski 2010; Vedantam et al. 2017
5	2/23	**T**: Modern legacies: What roles do scientific racism and eugenics play in the biological sciences today?	Hardin 1974; NPR's Code Switch podcast on The Return of Race Science
6	3/2	**C**: Science, injustice, and the university: how do ableism, sexism, & racism manifest in academic biology?	Lee & Ahtone 2020; Swenor et al. 2020
7	3/9	**C**: The perpetuation of inequities: how do current scientific institutions and practices recapitulate the marginalization of historically excluded groups?	Tsosie et al. 2019; O'Neil 2016 (Chapter 1); Cooper et al. 2019
8	3/16	**C**: Colonialism and modern science: what stake do biologists have in naming colonial science for what it is?	Fox & Prescod-Weinstein 2019; de Vos 2020
9	3/23	**C**: Power dynamics in academia: What differential effects do power dynamics have on academics in more precarious positions? How can we correct for this imbalance?	Way et al. 2019 (Chapter 14); Russell 2015
10	3/30	**P**: Unjust practices in the workplace: what can we do to dismantle white supremacy culture in our scientific institutions?	Okun 2016; NPR's Short Wave podcast on Want to Dismantle Racism in Science?; 500 Women Scientist Leadership 2020

11	4/6	**P**: Efforts in academia: Why is IDEA work important within academia? What does it look like?	Jimenez et al. 2019; Porter et al. 2018
12	4/13	**P**: Expanding the IDEA toolkit: What can we do differently?	"Decolonizing the Research Process" (00:14:00 to 01:31:31); Polk & Diver 2020; Sathy & Hogan 2019; "Can You Trust Kurzgesagt?"
13	4/20	Group 1 project presentations	
14	4/21	Group 2 project presentations	

*The actual Spring 2021 course invited at least one guest speaker per section (e.g., Theory & History) to talk about their work and/or perspective on the class topic for one-third of the class. Speakers were given honoraria for their time.

Assigned Readings:

Vedantam, S. (2020) Creativity and Diversity: How Exposure to Different People Affects our Thinking. NPR's *Hidden Brain* podcast. https://www.npr.org/transcripts/895858974

Crenshaw, K. (2016) The urgency of intersectionality. TED Ideas worth spreading. https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en#t-1074375

Anti-Oppression Resource & Training Alliance (2017). Anti-Oppressive Facilitation for Democratic Process: Community Agreements.

Gould, S. J. (1981) The Mismeasure of Man. Chapter 1: Introduction. New York: Norton. pp. 52 - 61. https://drive.google.com/file/d/14AJEnnteW9qs8Cs0YhU_ZQNdQROmUPYO/view?usp=sharing

Saini, A. (2020) Want to do better science? Admit you're not objective. Nature 579: 175. https://media.nature.com/original/magazine-assets/d41586-020-00669-2/d41586-020-00669-2.pdf

Subramaniam, B. (2014). Ghost Stories for Darwin: The Science of Variation and the Politics of Diversity. Introduction: Interdisciplinary Hauntings: The Ghostly Worlds of Naturecultures. Urbana, Chicago, and Springfield: University of Illinois Press.

Evans, R. (2020) RA Fisher and the science of hatred. New Statesman. https://www.newstatesman.com/international/science-tech/2020/07/ra-fisher-and-science-hatred

"Ronald Fisher." Famous Scientists. Famousscientists.org 17 https://www.famousscientists.org/ronald-fisher/

Saini, A., (2017) Inferior: How Science Got Women Wrong--and the New Research That's Rewriting the Story. Chapter 1: Woman's Inferiority to Man. Boston: Beacon Press.

Futuyma, D. J., and S. J Risch (2010) Sexual orientation, sociobiology, and evolution. Journal of Homosexuality 9: 157-168. https://www.tandfonline.com/doi/abs/10.1300/J082v09n02_10

Zielinski, S. (2010) Henrietta Lacks 'immortal' cells. Smithsonian Magazine. https://www.smithsonianmag.com/science-nature/henrietta-lacks-immortal-cells-6421299/

Vedantam, S., M. Penman, J. Schmidt, T. Boyle, R. Cohen, and C. Connelly (2017) Remembering Anarcha, Lucy, and Betsey: The Mothers of Modern Gynecology. Hidden Brain: A Conversation about Life's Unseen Patterns. National Public Radio. https://www.npr.org/2017/02/07/513764158/remembering-anarcha-lucy-and-betsey-the-mothers-of-modern-gynecology

Hardin, G. (1974) Living on a lifeboat. BioScience 24(10): 561-568. https://drive.google.com/file/d/1Ueb91MeaRQpuED4LLGMAwYWNArDdYWzy/view?usp=sharing

Marisol Meraji, S., and G. Demby (2019) The Return of Race Science. NPR's *Code Switch* podcast. https://www.npr.org/transcripts/740072055

Lee, R., and T. Ahtone (2020). Land-grab universities. High Country News. https://www.hcn.org/issues/52.4/indigenous-affairs-education-land-grab-universities

Swenor, B. K., B. Munoz, and L. M. Meeks (2020) A decade of decline: Grant funding for researchers with disabilities 2008 to 2018. PLoS One 15. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7053734/

Cooper KM, Gin LE, Akeeh B, Clark CE, Hunter JS, Roderick TB, et al. (2019) Factors that predict life sciences student persistence in undergraduate research experiences. PLoS ONE 14 (8): e0220186. https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0220186

Tsosie, K. S., J. M. Yracheta, and D. Dickenson (2019) Overvaluing individual consent ignores risks to tribal participants. Nature Reviews Genetics 20: 497-498. https://www.nature.com/articles/s41576-019-0161-z.pdf?draft=collection

O'Neil, C. (2016) Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy. Chapter 1: Bomb Parts: What is a Model? New York: Crown.

Fox, K., and C. Prescod-Weinstein (2019) The Fight for Mauna Kea Is a Fight Against Colonial Science. The Nation. https://www.thenation.com/article/archive/mauna-kea-tmt-colonial-science/

de Vos, A (2020) The problem of 'Colonial Science.' Scientific American. https://www.scientificamerican.com/article/the-problem-of-colonial-science/

Way, S. F., A. C. Morgan, D. P. Larremore, and A. Clauset (2019) Productivity, prominence, and the effects of academic environment. *PNAS* 116: 10729-10733. https://www.pnas.org/content/pnas/116/22/10729.full.pdf

Russell, N. M. (2016) Interrogating Whiteness and Relinquishing Power: White Faculty's Commitment to Consciousness in STEM Classrooms. Chapter 14: For Whom Do we Do Equity and Social Justice Work? Recasting the Discourse About the Others to Effect Transformative Change. New York: Peter Lang.

Okun, T. (2016) White supremacy culture. dRworks Dismantling Racism 2016 Workbook. pp. 28 - 35. https://www.dismantlingracism.org/white-supremacy-culture.html

Jimenez, M. F., T. M. Laverty, S. P. Bombaci, K. Wilkins, D. E. Bennett, and L. Pejchar (2019) Underrepresented faculty play a disproportionate role in advancing diversity and inclusion. Nature Ecology & Evolution 3: 1033-1033. https://www.nature.com/articles/s41559-019-0911-5.pdf

Porter, K. B., J. R. Posselt, K. Reyes, K. E. Slay, and A. Kamimura (2018) Burdens and benefits of diversity work: emotion management in STEM doctoral students. Studies in Graduate and Postdoctoral Education 9: 127-143. https://drive.google.com/file/d/11ciP4uftltWn-13bcCHSuDyc7ciLBduP/view?usp=sharing

Intellectual Property Issues in Cultural Heritage. "Linda Tuhiwai Smith on 'Heritage and Knowledge: Decolonizing the Research Process" YouTube, uploaded by Intellectual Property Issues in Cultural Heritage, 23 April 2015, https://www.youtube.com/watch?v=--dfE_p_mxQ

Polk, E., S. Diver (2020) Situating the Scientist: Creating Inclusive Science Communication Through Equity Framing and Environmental Justice. Frontiers in Communication 5: Article 6. https://www.frontiersin.org/articles/10.3389/fcomm.2020.00006/full

Sathy, V., K. A. Hogan (2019) How to make your teaching more inclusive. The Chronicle of Higher Education.

Kurzgesagt – In a Nutshell. "Can You Trust Kurzgesagt Videos?" *YouTube*, uploaded by Kurzgesagt – In a Nutshell, 3 March 2019, https://www.youtube.com/watch?v=JtUAAXe_0VI

List of approved books for final projects by category

Scientific racism

Arvin, M. (2019). *Possessing Polynesians: The Science of Settler Colonial Whiteness in Hawai'i and Oceania*. Durham, North Carolina: Duke University Press. 328 p.

Bonilla-Silva, E. (2006). *Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States*. Lanham, Maryland: Rowman & Littlefield Publishers. 288 p.

Gould, S. (1996). *The Mismeasure of Man*. New York, New York: W. W. Norton Company. 446 p.

Fields, B., & Fields, K. (2012). *Racecraft: The Soul of Inequality in American Life*. New York, New York: Verso. 310 p.

Jackson, Z.I. (2020). *Becoming Human: Matter and Meaning in an Antiblack World*. New York, New York: New York University Press. 320 p.

Saini, A. (2019). *Superior: The Return of Race Science*. Boston, Massachusetts: Beacon Press. 256 p.

Oppression in developmental and stem cell biology

Benjamin, R. (2013). *People's Science: Bodies and Rights on the Stem Cell Frontier*. Palo Alto, California: Stanford University Press. 272 p.

Skloot, R. (2010). *The Immortal Life of Henrietta Lacks*. New York, New York: Crown Publishing Group. 370 p.

Oppression in evolutionary biology/genetics

Nelson, A. (2016). *The Social Life of DNA: Race, Reparations, and Reconciliation After the Genome*. Boston, Massachusetts: Beacon Press. 216 p.

Subramaniam, B. (2014). *Ghost Stories for Darwin: The Science of Variation and the Politics of Diversity*. Champaign, Illinois: University of Illinois Press. 296 p.

TallBear, K. (2013). *Native American DNA: Tribal Belonging and the False Promise of Genetic Science*. Minneapolis, Minnesota: University of Minnesota Press. 256 p.

Oppression in ecology and environmental science

Branch, M.P. (2004). *Reading the Roots: American Nature Writing before Walden*. Athens, Georgia: University of Georgia Press. 430 p.

Gilio-Whitaker, D. (2019). *As Long as Grass Grows: The Indigenous Fight for Environmental Justice, from Colonization to Standing Rock*. Boston, Massachusetts: Beacon Press. 224 p.

Kimmerer, R.W. (2003). *Gathering Moss: A Natural and Cultural History of Mosses*. Corvallis, Oregon: Oregon State University Press. 168 p.

Kimmerer, R.W. (2013). *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*. Minneapolis, Minnesota: Milkweed Editions. 391 p.

Oppression in biomed/medical sciences

Anderson, W. (2006). *Colonial Pathologies: American Tropical Medicine, Race, and Hygiene in the Philippines*. Durham, North Carolina: Duke University Press Books. 368 p.

Ehlers, N., & Krupar, S. (2019). *Deadly Biocultures: The Ethics of Life-making*. Minneapolis, Minnesota: University of Minnesota Press. 288 p.

Shilts, R. (2007). *And the Band Played On: Politics, People, and the AIDS Epidemic*. New York, New York: St. Martin's Press 630 p.

Strings, S. (2019). *Fearing the Black Body: The Racial Origins of Fat Phobia*. New York, New York: New York University Press. 304 p.

Oppression in computer science/technology

Benjamin, R. (2019). *Race After Technology: Abolitionist Tools for the New Jim Code*. Cambridge, United Kingdom: Polity Press. 172 p.

Browne, S. (2015). *Dark Matters: On the Surveillance of Blackness*. Durham, North Carolina: Duke University Press Books. 224 p.

Braun, L. (2014). *Breathing Race into the Machine: The Surprising Career of the Spirometer from Plantation to Genetics*. Minneapolis, Minnesota: University of Minnesota Press. 304 p.

O'Neil, C. (2016). *Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy*. New York, New York: Crown Publishing Group. 259 p.

Feminist and de-/post-colonial science studies

Haraway, D.J. (1990). *Simians, Cyborgs, and Women: The Reinvention of Nature*. Abingdon, United Kingdom: Routledge. 287 p.

Harding, S.G. (1991). *Whose Science? Whose Knowledge?: Thinking from Women's Lives*. Ithaca, New York: Cornell University Press. 336 p.

Injustice and the academy

Goldrick-Rab, S. (2016). *Paying the Price: College Costs and the Betrayal of the American Dream*. Chicago, Illinois: University of Chicago Press. 384 p.

Jack, A.A. (2019). *The Privileged Poor: How Elite Colleges are Failing Disadvantaged Students*. Cambridge, Massachusetts: Harvard University Press. 228 p.

Katznelson, I. (2006). *When Affirmative Action Was White: An Untold History of Racial Inequality in Twentieth-Century America*. New York, New York: W. W. Norton Company

Matthew, P.A. (2016). *Written/Unwritten: Diversity and the Hidden Truths of Tenure*. Chapel Hill, North Carolina: University of North Carolina Press. 332 p.

McKee, K.D., & Delgado, D.A. (2020). *Degrees of Difference: Reflections of Women of Color on Graduate School*. Champaign, Illinois: University of Illinois Press. 232 p.

Acknowledgments

We would like to extend a huge thank you to Greg Wray for being willing and able to be the Spring 2021 Duke Faculty Sponsor for this course, and for the invaluable advice and information he could provide us in getting the course approved and finalized. We would also like to thank the current co-Directors of Graduate Studies of the Biology Department, Amy Schmid and Bill Morris for reaching out to us regarding our original course proposal, working with us to get the graduate student instructor position compensated – a rare opportunity in Diversity & Inclusion work - and continuing to provide feedback relevant to making the course possible in our Department. We would like to thank Sherilynn Black for the support and feedback she provided to us on the syllabus, and Jory Weintraub and Nina Sherwood for being willing to be faculty representatives in the Spring 2021 course.

Introduction to Inclusion, Diversity, Equity, and Anti-racism in Biology: Final Presentation Rubric

Spring 2021

This course was proposed by the following graduate students on the Duke University Biology Deparment's Inclusion, Diversity, Equity, and Anti-racism graduate student committee: Anita Simha, Raymond Allen, and Lauren Carley

Category	Sufficient	Good	Excellent
Background	Some context for the book choice is presented	Context for the book choice links the selection to other readings in this course	Context for the book choice links the selection to other readings in this course, as well as the student's particular research, perspective and/or identity
Analysis	The general problem(s) and/or recommendation(s) made by the author are outlined in the presentation	The problem(s) and/or recommendation(s) made by the author are analyzed using a perspective informed by previous class readings and discussion	The problem(s) and/or recommendation(s) made by the author are analyzed by synthesizing multiple perspectives from previous class readings and discussion
Critical self-reflection	The presenter explains their personal engagement in the problem(s) discussed in the book	The presenter explains this engagement in the context of their field/department/subfield	The presenter explains their engagement in the context of their field/department/subfield, as well as their specific research program
Action plan	The presenter outlines possible future actions to offset/mitigate/deconstruct the main problem(s) presented in the book	The presenter shares a specific list of planned actions which will allow their research to offset/mitigate/deconstruct the main problem(s) presented in the book	The presenter shares a specific list of planned actions as well as a draft of a "research impact statement" explaining the societal and cultural implications of their work
Clarity and style	The presentation is generally comprehensible, but would benefit from some revisions for narrative and flow	The presentation is accessibly and clearly conveyed to the class	The presentation is accessibly and clearly conveyed to the class, and its narrative and/or flow is are particularly creative or compelling

If three or more evaluation categories are scored as "sufficient" or better, your final presentation will count as complete, and you will receive credit for participation in the class (contingent upon 80% attendance; see syllabus).

Open-ended questions for peer review:

- What is something new that you learned from this presentation?

- How does the problem, argument, and/or plan of action presented here relate to other concepts in this course?

- How does the problem, argument, and/or plan of action presented here relate to your own research and scholarship?

- Do you have any follow-up questions for the presenter?

- What did this presenter do well that you'd like to highlight for them?

- What could this presenter do better in future presentations?