ABSTRACT

RESEARCH PAPER: Discourse Analysis of First Year Composition Textbooks for First and Second Wave Responses to Post-Truth

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This study looks at a collection of five First Year Composition textbooks that have a focus on research instruction in order to start a conversation about the relationship between research instruction and the rise of a post-truth ideology. Using Chris Bacon’s discussion of first and second wave responses to post-truth as an analytical lens, this mixed methods discourse analysis evaluates each textbook for research instruction that aligns with either response. According to Bacon, research instruction that solely relies on first wave responses promotes post-truth. Second wave responses provide a more effective approach to combatting mis/disinformation by asking students to engage with oppressive power structures. These data show that each textbook provides more instruction that mirrors first waves responses compared to second wave responses, with most data reflecting critical reading and critical empathy as key research skills. These results suggest that using feminist pedagogy in an FYC course can bridge these critical evaluation skills and second wave responses.