Course Description
Disability is diversity, yet a manifestation of diversity that has often been ignored, marginalized, and even denigrated. To overcome such bias, people with disabilities confronted cultural stigma and rigid boundaries used to deprive them of fundamental civil and human rights. **CAT3 Representation & Rights** draws on the arts—film, play, and written word—to examine this long struggle for social and political change, highlighting the stories of people with disabilities—advocates, artists, authors—who forged a pathway for inclusion. Course topics include: advocacy and protest, accessibility, racism and eugenics, the impact of war, institutionalization vs. independent living, and perspectives on the role of technology. CAT 3 is a 6-unit course and the final course in Sixth’s writing intensive sequence. The overarching purpose of CAT 3 is to build on those skills developed in CAT 2 (argumentative writing and critical analysis) and teach students how to create new knowledge through research and art/world making. Note: Course content includes topics of abuse, injustice, bias, and inequity, which you may find disturbing. Review the syllabus at the start before committing to the class. If you have concerns about your readiness to engage this content, please choose another CAT3 option.

Reading (all available in digital form)

Instructional Team:
**Professor Lisa Porter**
Theatre & Dance Department
Email: ljporter@ucsd.edu
Office Hours: Weekly OH are held virtually via Zoom and will be posted on canvas.

**Professor Matthew Herbst**
Director, Making of the Modern World, Eleanor Roosevelt College
Faculty Co-Director, Study Abroad
Email: mtherbst@ucsd.edu (allow one workday for a response to your messages)
Office Hours: Tuesday, 1:30-2-30, held virtually via Zoom and will be posted on canvas.

**CAT3 Teaching Assistants (TAs):**

<table>
<thead>
<tr>
<th>D01</th>
<th>39145</th>
<th>MW8-8:50 AM</th>
<th>MICHAEL ANO</th>
<th><a href="mailto:mano@ucsd.edu">mano@ucsd.edu</a></th>
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<tbody>
<tr>
<td>D02</td>
<td>39146</td>
<td>MW 10-10:50</td>
<td>MILANA KOSTIC</td>
<td><a href="mailto:mkostic@ucsd.edu">mkostic@ucsd.edu</a></td>
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<tr>
<td>Section</td>
<td>CRN</td>
<td>Time</td>
<td>Instructor</td>
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<td><strong>SAMANTHA BERTHELETTE</strong></td>
<td><a href="mailto:sberthel@ucsd.edu">sberthel@ucsd.edu</a></td>
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<tr>
<td>D04</td>
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<td>MW 11-11:50</td>
<td><strong>MILANA KOSTIC</strong></td>
<td><a href="mailto:mkostic@ucsd.edu">mkostic@ucsd.edu</a></td>
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<tr>
<td>D05</td>
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<td>D06</td>
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<td><a href="mailto:yil690@ucsd.edu">yil690@ucsd.edu</a></td>
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<td><strong>ANA ANDRADE</strong></td>
<td><a href="mailto:aca010@ucsd.edu">aca010@ucsd.edu</a></td>
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<tr>
<td>D09</td>
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<td><strong>ANA ANDRADE</strong></td>
<td><a href="mailto:aca010@ucsd.edu">aca010@ucsd.edu</a></td>
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<tr>
<td>D10</td>
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<td>MW 5-5:50</td>
<td><strong>KARINA VAHITOVA</strong></td>
<td><a href="mailto:kvahitov@ucsd.edu">kvahitov@ucsd.edu</a></td>
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<tr>
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<td><strong>KARINA VAHITOVA</strong></td>
<td><a href="mailto:kvahitov@ucsd.edu">kvahitov@ucsd.edu</a></td>
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<tr>
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<td><strong>MANEL PALOS PONS</strong></td>
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<tr>
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<td><strong>MANEL PALOS PONS</strong></td>
<td><a href="mailto:mapalos@ucsd.edu">mapalos@ucsd.edu</a></td>
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<tr>
<td>FNL</td>
<td>6/9/2021</td>
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<td><strong>There is no synchronous final, regardless of whatever it states on the schedule of classes.</strong></td>
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**Course Format**

This course is taught in a hybrid format, with asynchronous digital “lecture” content and synchronous remote discussion sections. “Lecture” content is provided in asynchronous format, meaning that there is no scheduled time when the class gathers for synchronous lecture. Content is delivered through faculty-prepared (and other) videos, course readings, and weekly assignments. Content is also provided through TA-led synchronous remote Discussion Section. Each Sunday, the week’s content will be posted to Canvas. During the week, read the weekly faculty message and assigned readings, watch the content videos, attend your synchronous discussion section, and complete the week’s assignments. The content is organized
in a weekly module, starting with Week 1 and moving through the end of term. Course website: https://canvas.ucsd.edu

1. Each week, read the course email and assigned content and watch the asynchronous “lecture” videos;
2. Attend and participate in weekly synchronous Discussion Sections;
3. In the weeks assigned, complete Collaborative Assignments by Tuesday, 11:59pm PT;
4. In the weeks assigned, complete the Analytical Reflection by Thursday, 11:59pm PT;
5. Complete the weekly Discussion Board by Saturday 11:59pm PT. Note: you can complete this any time before Saturday, but we give you the entire week to do so. You do not need to wait until Saturday, unless you choose to do so;

### Course Grading Structure

<table>
<thead>
<tr>
<th>Wk</th>
<th>Analytical Reflection 50%</th>
<th>Collaborative Project 20%</th>
<th>Discussion Board 20% + Discussion Section 10%</th>
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<tr>
<td>1</td>
<td>Research Topic Inquiry (On Discussion Board)</td>
<td>Discussion Section &amp; Board</td>
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<td>Analytical Reflection1</td>
<td>Group Formation</td>
<td>Discussion Section &amp; Board</td>
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<td>3</td>
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<td>4</td>
<td>Topic Proposal/Annotated Bibliography</td>
<td>Discussion Section &amp; Board</td>
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<td>5</td>
<td>Collaborative Project Preliminary Plan</td>
<td>Discussion Section &amp; Board</td>
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<td>Analytical Reflection2</td>
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<td>Discussion Section &amp; Board</td>
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<td>7</td>
<td>Revision - Topic Proposal/Annot. Biblio.</td>
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<td>8</td>
<td>Collaborative Project Plan for Final Draft</td>
<td>Discussion Section &amp; Board</td>
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<td>Analytical Reflection3</td>
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<td>Discussion Section &amp; Board</td>
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<td>10</td>
<td>Collaborative Project Final Draft &amp; Presentation</td>
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<td>Discussion Section &amp; Board</td>
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<td>11</td>
<td>Final Reflection</td>
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3
COURSE SCHEDULE

Week 1. Setting the Stage

READ
Text: Judy Heumann, *Being Heumann*, Prologue through Chapter 1
Neil Marcus, “Disabled Country”
*They Say, I Say* ch. 16 “Collaborating”

WATCH
Week 1 Faculty Videos
Changemaker in Discussion: Tameka Spruce
[Note: “Changemaker in Discussion” is where you hear directly from a disability justice advocate.]
Changemaker in Discussion: Alice Wong, "Resisting Ableism: Disabled People and Human Gene Editing" (2017)
Changemaker in Perspective: Ed Roberts
[Note: “Changemaker in Perspective” is where we provide an introduction and overview of the work of a disability justice advocate.]

ENGAGE
Discussion Section
Discussion Board (including *Thinking about Language*)

Week 2. Disability, Center Stage

READ
Text: Judy Heumann, *Being Heumann*, Ch. 2-3
Lateef McLeod, *Poems*
*They Say, I Say* ch 20 “Getting a start on research”

WATCH
Week 2 Faculty Videos
Documentary: *Crip Camp* (1 hour 46 minutes)
Excerpts from *YouTube Panel Convo* about *Crip Camp*

ENGAGE
Discussion Section
Discussion Board (Research Topic Inquiry)
Collaborative Project: Forming Groups
Library Module on Research (to be completed by week 5)

Week 3. Interrogating Ableism

READ
Text: Judy Heumann, *Being Heumann*, Ch. 4-5
*They Say, I Say* ch. 21 “Finding Sources”
**WATCH**
Week 3 Faculty Videos
Changemaker in Discussion: Regan Linton (and Phamaly)
Rewrite: *The Constitution*

**ENGAGE**
Discussion Section + Discussion Board
Analytical Reflection 1

**Week 4. Confronting Ableism**

**READ**
Text: Judy Heumann, *Being Heumann*, Ch. 6-8
Steve Silberman, *Neurotribes* Ch. 9 “The Rain Man Effect.”
*They Say, I Say* ch. 28 “Annotated Bibliographies”

**WATCH**
Week 4 Faculty Videos

**ENGAGE**
Discussion Section + Discussion Board
Individual: Topic Proposal/Annotated Bib

**Week 5. Building Community**

**READ**
Text: Judy Heumann, *Being Heumann*, Ch. 9-10
Rollo May, *Courage to Create*
*Camphill California*

**WATCH**
Week 5 Faculty Videos
Changemaker in Discussion: Camphill

**ENGAGE**
Discussion Section + Discussion Board
Collaborative Project: Collaborative Project Preliminary Plan

**Week 6. Embracing Diversity: ‘All Kinds of Minds’**

**READ**
Jim Sinclair, “Don’t Mourn for Us” 1993
Lisa Porter, “(Dis)Connections”
*The Autistic Stage*, Introduction and Disney Dialogue
May, *Courage to Create*, Ch 6 “On the Limits of Creativity” (pp. 112-123)
*They Say, I Say* ch. 23 “Synthesizing Ideas”

**WATCH**
Week 6 Faculty Videos
Documentary: *The Reason I Jump*
Changemaker in Perspective: *Stephen Wiltshire* (only first 20 minutes required)
ENGAGE
Discussion Section + Discussion Board
Analytical Reflection 2

Week 7. Toward Universal Access
READ
Lateef McLeod, “I am alright”
They Say, I Say ch. 32 “Choosing Media”
WATCH
Week 7 Faculty Videos
Changemaker in Discussion: Judy Heumann (MAY 12, 1:30-2:30 PT, public lecture)
Changemaker in Perspective: Greta Thunberg
ENGAGE
Discussion Section + Discussion Board
Individual Project: Revision of Topic Proposal/Annotated Bibliography and Draft of Topic Argument

Week 8. Challenging Cultures of Bias
READ
Judy Heumann, Being Heumann, Ch. 11-12
United Nations, On the 10th Anniversary of the Adoption of the CFRPD
They Say, I Say ch. 33 “Designing Text”
WATCH
Week 8 Faculty Videos
Changemaker in Discussion: Tameka Spruce on Black Disability History
ENGAGE
Discussion Section + Discussion Board
Collaborative Project: Final Project Plan/Outlines Due by Section: Workshopping.

Week 9. Present Technology, Future Visions
READ
Jillian Weise, “Going Cyborg”
They Say, I Say ch. 35 “Giving Presentations”
WATCH
Week 9 Faculty Videos
Changemaker in Discussion: UCSD Alum Jim Lebrecht, Co-Director/Producer of *Crip Camp*

**ENGAGE**
Discussion Section + Discussion Board
Analytical Reflection 3

**Week 10. Course Conclusion**

**READ**
*They Say, I Say*  ch. 30 “Reflections

**WATCH**
Week 10 Faculty Videos
Performance of Student Projects

**ENGAGE**
Discussion Section + Discussion Board
Collaborative Project: Final Draft of Collaborative Assignment & Presentations

**Week 11. Finals Week**

**ACTIVITIES**
Due by end of scheduled final exam time: Final Reflection (individual)
DUE: Final Portfolio and Individual Course Reflection

**CAT 3 LEARNING OBJECTIVES**

By the end of the quarter, you should be able to:

**Academic Content**
1. Demonstrate an introductory understanding of American disability history from the 19th century to the ADA and UNCRPD;
2. Demonstrate an introductory understanding of the role of the arts in reflecting that history and as a process of advocacy for change;
3. Explain examples of disability advocacy and the processes of disability justice
4. Recognize disability as an essential aspect of diversity

**Writing and Argumentation**
1. Develop an ability to read, understand, critique, write, and make your own arguments and assumptions in texts in diverse genres
2. Organize and support an argument effectively with useful evidence and clear analysis.
3. Use the revision process consistently and effectively by clearly progressing from draft to draft and assignment to assignment.

**Research**
1. Understand and evaluate relevant sources.
2. Cite texts and arguments fairly and effectively.
3. Use sources effectively by drawing key examples from research to support arguments, creativity, and art-making.
4. Develop an independent research project and understand key components of research such as literature review (and annotated bibliography), proposal process, and revision.

**Collaboration and Art-Making**
1. Develop effective ways to collaborate with groups of peers.
2. Use digital methods to enhance collaboration.