

CAT 2D: Disability Rhetoric

Winter 2022

MOS 0113 M/W/F 1-1:50

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Office Hours: Wednesdays

10:30-12:30 on zoom

Course Description

CAT 2 is a 6-unit course and is the first part of Sixth's writing intensive sequence. While the topics of CAT 2 range, all generally explore an intersection of culture, art, and technology that has occurred in the contemporary moment. The overarching purpose of CAT 2 is to build on those skills developed in CAT 1 (critical reading and writing as process) and teach students argumentative writing and critical analysis.

Course Topic

From "lame" to "insane," the language of disability is consistently tied to negative opinions, often without thought. Much of popular culture's depiction of disability is underpinned by ableist assumptions; however, in recent years we have seen increased critical attention to the way popular media talks about disability. In this class, we will analyze the different ways popular culture invokes disability as a way of reinforcing or challenging ableist histories of representation. We will read and discuss work from contemporary disability scholars and use those ideas as a framework through which to understand the multi-faceted way disability appears in popular culture. In keeping with the goals of CAT 2, we will read and watch creative texts that draw on the language of disability for entertainment purposes to think critically about the relationship between public media and cultural understandings of ability. Students will be required to complete both formal and informal writing assignments throughout the quarter to better hone their skills as critical thinkers and develop their own analytical voice.

Course Objectives

Building off what you learned in CAT 1, by the end of this course you should be able to:

- Practice clear prose that advances the rhetorical purpose & choose a tone that is appropriate to the subject and audience.
- Craft and organize a compelling argument and support it with relevant and carefully-evaluated evidence.
- Synthesize a variety of sources and points of view on a single topic (i.e. in service of an argument)
- Practice proper citation and documentation of sources, including in multimodal assignments.
- Develop your own writing voice, using revision to hone your argument and reflect on your own writing practice.

Core Concepts:

By the end of CAT 2, you should be able to understand and define the following terms/ideas:

- Genre & Medium/Mode
- Interdisciplinarity
- Form & Content
- Parts of an Argument

Required Texts/Technology

- Access to Canvas
- *They Say, I Say* CAT Edition
- *Netflix* subscription

Program Policies

On Inclusion and Creating an Equitable Classroom:

Please note that in this class, we will discuss the politics of race and gender, among other intersections of identity, such as class and sexuality. These conversations can be difficult, thus, I expect you to practice respect, listening, patience, and kindness with and towards each other. This includes how you speak to both me (your professor), your TA, and your fellow classmates. In this course, your ideas may be challenged and I ask that you are open to that challenge, meeting it with intellectual curiosity, respect for others' ideas and experiences, and empathy. I believe that ethical argumentation is imperative to a civil and just society and that is a value that I hope we form, instill, and engage with in this course. This is all to say, disagree with each other, with me, with your TA, but do so in a way that respectfully engages the other person's ideas. "

Etiquette and Conduct:

CAT students are expected to comply with the [UCSD Principles of Community](#). In light of the on-going impact COVID-19 is having on all of our lives, please find below additional information on respectful engagement as part of both in-person and remote classroom spaces.

- Be respectful and kind to classmates and the instructor at all times. Our class will often deal with sensitive issues. While I neither expect nor wish students to always agree on ideas, differences of opinion need to be discussed considerately. Any individual who, as a result of their words or behavior, silences their classmates will be held accountable.
- *Respect Diversity*. Be sensitive to the rich and diverse, multi-cultural community in which we are participating, and show respect to authors and fellow attendees at all times. Please avoid any language that is—or that could be construed as—offensive toward others. Racist, sexist, and heterosexist comments are unacceptable, as are derogatory and/or sarcastic comments and jokes directed at religious beliefs, disabilities, weight, and age.
- Remember that it may sometimes be difficult to understand tone in written responses and consider how your audience might interpret your response in a remote context.

- If any student posts content to the course website that violates UCSD's Principles of Community, the post will be removed and your instructor will reach out to the author via email to discuss the issue.

Accommodations:

Everyone should have the opportunity to succeed and learn during our time together. My goal is to make full participation and success in this class accessible to all students. If there is any feature of this course, from the readings to the assignments to the way we work together in class, that could be made more accessible to you, please discuss it with me as soon as possible. I am willing to consider any modification that will enable you to experience the class more effectively. You do *not* have to disclose or document any disability or illness, physical or mental, to me or to anyone else in order to discuss accommodations with me.

In addition, there are many resources available to you through UCSD. The peer tutors at the Writing Center can help you with any writing assignment at any stage of the writing process, from brainstorming to final revisions. The Office of Academic Support & Instructional Services (OASIS) offers tutoring and support in both academic subjects and study skills. Both of these resources exist to help you get the most out of your education, and are highly recommended for *all* students. If you have a documented disability, the Office for Students with Disabilities (OSD) can support you in identifying and requesting relevant accommodations. Contact the OSD for further information: <http://disabilities.ucsd.edu>

According to the Office for Students with Disabilities (OSD), "Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the OSD. Students are required to present their AFA letters to the MCWP Program Representative/OSD liaison in advance so that accommodations can be arranged." Contact OSD at (858) 534-4382, osd@ucsd.edu. Per university policy, OSD accommodations are not retroactive. The CAT OSD liaison is Lynette Brossard: lbrossard@ucsd.edu.

Communication

In CAT, it is our hope that in this course we will develop a supportive learning community that fosters discussion, engagement, and excitement. Often, we will engage in the course material through the sharing of ideas, questions, and personal experiences. "Honesty, listening for understanding, a willingness to share your ideas, and respect for self and others" are basic guidelines that can help create a positive learning environment. Your participation and feedback is important to the success of the course and I welcome your thoughts throughout the term on how we might improve class processes that will encourage effective communication and dialogue.

CalFresh & Basic Needs Information

If you are facing food insecurity, we encourage you to contact calfresh@ucsd.edu, call (858) 246-5581, or visit the [CalFresh Website](#). For more information on food and housing resources, please visit the [Basic Needs Center](#) or **The HUB Basic Needs Center** located at the Original Student Center, Building A, Room E-100, to the left of the Triton Food Pantry.

Assignment Submission and Late Work

- All major assignments require you to submit a rough draft before the final due date. While the draft does not count towards your grade, failure to submit a draft will result in the loss of a letter grade on the final submission.
- In order to receive a letter grade, all assignments must be submitted through Turnitin on Canvas.
- For each day a draft is late, including weekends, your grade goes down by $\frac{1}{3}$ of a letter. If the assignment is more than a week late, you will receive an F on the assignment.

Academic Integrity

UCSD has a university-wide Policy on Integrity of Scholarship, published annually in the General Catalog, and online <https://academicintegrity.ucsd.edu/>. All students must read and be familiar with this Policy. All suspected violations of academic integrity will be reported to UCSD's Academic Integrity Coordinator. Students found to have violated UCSD's standards for academic integrity may include suspension or dismissal, and academic sanctions may include failure of the assignment or failure of the course.

Course Policies

Peer Review, Self-Evaluation, and Reflection

Self-assessment, reflection, and collaboration are core components of the first year writing program at UCSD. In this class (and CAT broadly), you will do a fair amount of peer review, revision, working in groups, and reflection on your work. That is, be prepared both to receive and offer constructive criticism and re-work your writing, presentations, etc.

- Peer Review will happen regularly, so be prepared to work with your peers and offer constructive critique and receive feedback.
- Revision will be a crucial component of each major assignment. Failure to revise an assignment and/or participate in peer review will lower your final assignment grade by $\frac{1}{3}$ a letter grade.
- Self-Evaluations and Reflections are also a crucial part of this course. I will ask you do reflections on your work throughout the term and a final reflective portfolio. If you fail to do a reflection, it will lower your final assignment grade by $\frac{1}{3}$ a letter grade.
- Grade Contesting Policy (Must be done before Monday of Finals Week).

Participation

Participation and attendance in lecture and discussions are very important. Lecture attendance ensures that you understand and can ask questions about the specificities of your topic. Discussion sections build community and provide a space to work through your ideas and engage

with your peers. Work done during these times contributes to your overall participation grade as well as to your assignment grades.

If you must miss lecture or discussion, please contact your peers and teaching assistant about what you miss.

For Section:

- You are allowed 4 unexcused absences (i.e. 2 weeks of CAT 2). For every absence after 4, you will lose 1/3 a letter grade of your overall grade.

Engagement

CAT courses are designed to support and strengthen your communication and thinking skills. Your participation in the course is required for the development of these skills and will be assessed according to the following rubric:

Excellent (10)- You are well prepared for lecture and section, demonstrated by: having all your materials; consistently contributing to discussion; asking productive questions; listening actively and taking notes; engaging in group work; supporting and respecting other students; respecting TAs, the instructor and course material; attending office hours; coming to lecture and section on time and staying for the entire class time; taking responsibility for any work or material missed if absent; overall proactive.

Good (9) - You are usually prepared for lecture and section, demonstrated by: contributing to discussion; listening actively; engaging in group work; respecting other students; respecting TAs, the instructor, and course material; mostly coming to lecture and section on time and staying for the entire class time; overall responsible.

Adequate (8) - You are inconsistently prepared for lecture and section, demonstrated by: rarely contributing to discussion; missing materials; managing time poorly; working well with others, but unable to contribute fairly; respecting TAs, instructor, and course materials; mostly coming to lecture and section on time and staying for the entire class time; overall, inconsistent.

Developing (7) - You are physically present but mentally disengaged from the course, demonstrated by: never contributing to discussion in lecture or section; consistently coming to class late or leaving early; working well with others, but unable to contribute fairly; failing to develop any relationships with TAs and/or instructor; overall, disengaged.

Unacceptable (5) - You demonstrate through behavior and/or language that you are uninterested in learning; or, alternatively, you are regularly disrespectful of other students, TAs, the instructor, or course material.

Assignments and Grade Breakdown

Major Assignments - 60%

1. #Analysis Paper
2. Synthesis Paper
3. Portfolio Reflection

Minor Assignments - 30%

1. Annotation Assignment
2. Defining Disability
3. Primary source analysis

Engagement - 10%

(includes the Library tutorial)

Grading Policies

- Failure to turn in the major writing assignments will result in a failure of the course, regardless of numerical grade.
- Grades are assigned by letter and correspond to specific numerical percentages. Limitations on possible points enable more effective holistic grading on essay assignments, as well as discourage arguments over points.

Assignment Type	Excellent	Good	Adequate	Developing	Incomplete or Inappropriate
Major	A+ = 97	B+ = 87	C+ = 77	D = 65	F = 50
	A = 95	B = 85	C = 75		
	A- = 91	B- = 81	C- = 71		
Minor	10	9	8	7	5
Complete/ Incomplete	10			0	

- For purposes of **final course grades** as calculated by Canvas's gradebook the following ranges will determine letter grades submitted to eGrades:
 - A+ (96.6-100)
 - A (93.6-96.5)
 - A- (89.6-93.5)
 - B+ (86.6-89.5)
 - B (83.6-86.5)

- B- (79.6-83.5)
 - C+ (76.6-79.5)
 - C (73.6-76.5)
 - C- (69.6-73.5)
 - D (60-69.5)
 - F (0-59.9)
- All disputes over grades must be conducted according to the following guidelines:
 - **Wait 48 hours after receiving a grade before disputing it.**
 - Contact your TA for an appointment to discuss the grade.
 - Attend your appointment having read the TA's comments and the CAT rubric thoroughly.
 - Only after you have discussed your essay with your TA may you request a regrade from the course instructor. To request a regrade you must write a letter to the instructor stating your case and providing specific evidence as to why you believe your grade should be changed. Such evidence must discuss elements of your writing, including thesis, use of analysis, organization, and argumentation.

TA Information

TA Name	Section #	Day/Time	Location	Email
Ryne Heslin	D01	MW/8-8:50am	HSS 1128B	rheslin@ucsd.edu
Ryne Heslin	D02	MW/9-9:50am	HSS 1128B	rheslin@ucsd.edu
Ryne Heslin	D03	MW/10-10:50am	HSS 1128B	rheslin@ucsd.edu
Jess Silbaugh-Cowdin	D04	MW/11-11:50am	HSS 1128B	jsilbaug@ucsd.edu
Ryne Heslin	D05	MW/12-12:50pm	HSS 1128B	rheslin@ucsd.edu
Jess Silbaugh-Cowdin	D06	MW/2-2:50pm	HSS 1138	jsilbaug@ucsd.edu
Xiaojiao Wang	D07	MW/3-3:50pm	HSS 1138	xiw377@ucsd.edu
Xiaojiao Wang	D08	MW/4-4:50pm	HSS 1138	xiw377@ucsd.edu
Denise Rodriguez	D11	MW/2-2:50pm	U301 119	dtrodrig@ucsd.edu
Denise Rodriguez	D12	MW/3-3:50pm	U301 119	dtrodrig@ucsd.edu
Yi Liu	D13	MW/12-12:50pm	CTL B108	yil690@ucsd.edu

Yi Liu	D14	MW/2-2:50pm	CTL B108	yil690@ucsd.edu
Laura Thompson	D15	MW/3-3:50pm	CTL B108	lbthomps@ucsd.edu
Laura Thompson	D16	MW/5-5:50pm	HSS 1138	lbthomps@ucsd.edu

Course Schedule (Subject to Change)

Week 1 - Introduction to the course and defining (dis)ability

Monday: Introduction to the course

- Homework:
 - Read “[Encoding, Decoding](#)” by Stuart Hall and “[Disability](#)” from *Keywords for Disability Studies*

Wednesday: What is Disability?

- Homework:
 - Read “[Constructing Normalcy](#)” by Lennard Davis

Friday: How do we make meaning?

- Homework:
 - Watch *Crip Camp* on Netflix
 - Read “[Yes it *is* About Disability: Reflections on Disability and Media Criticism after Sundance 2020](#)” by Laura Dorwart

Week 2 - Supercrips & Inspiration Porn

Monday: Discuss readings; go over Major Assignment 1: #Analysis assignment prompt

- Homework:
 - Watch Stella Young TED Talk: “[I’m Not Your Inspiration Thank You Very Much](#)”
 - Read “[Tiny Tims and Super Crips](#)” Joseph Shapiro
 - Read *TSIS* ch. 4 “Three Ways to Respond”

Wednesday: Primary source analysis and entering the conversation

- Homework:
 - Read “[Gabby Giffords and the Problem with Inspiration Porn](#)” by Elizabeth Heideman. If you are having trouble reading the source on the website you can find the full text [here](#).
 - Read *TSIS* ch. 7 “Saying why it matters”

Friday: Establishing an analytical viewpoint

- Homework:
 - **Annotation Assignment due Friday 1/14 by midnight**
 - Read “[Narrative Prosthesis and the Materiality of Metaphor](#)” by David Mitchell and Sharon Snyder

Week 3 - Narrative Prosthesis

Monday: NO CLASS - MLK Holiday

Tuesday: **Draft** of Major Assignment 1 (#Analysis) due Tuesday 1/18 by midnight

Wednesday: What is Narrative Prosthesis? *In section: peer response*

- Homework:
 - Continue revising Major Assignment 1 based on peer feedback

Friday: Close reading practice

- Homework:
 - Read Everelles and Minear "[Unspeakable Offenses](#)"
 - Read "[Queer](#)" and "[Race](#)" from *Keywords for Disability Studies*

Week 4 - Intersectionality: Disability, Citizenship, and Blackness

Monday: How do we talk about intersectionality?

- Homework:
 - Read "[Citizenship](#)" from *Keywords for Disability Studies*
 - Read "[Oh Say Can You _____](#)" by Jess Waggoner

Wednesday: Who gets a say?--Disability and Blackness

- Homework:
 - Read "[Introducing White Disability Studies: A Modest Proposal](#)" by Chris Bell
 - Read "[In Chadwick Boseman Disabled Black Kids Got Their Superhero, The Tragedy Is We Didn't Get To Know Him As Such](#)" by Imani
 - Read *TSIS* ch. 5 "Distinguishing what you say from what they say"

Friday: Disability and Blackness contd.

- Homework:
 - **Minor Assignment #2 due Friday 1/28 by midnight**
 - Read *TSIS* ch. 6: "Planting a naysayer in your text"
 - Read "[The Saccharine Sweet Lies of *Special*, a Netflix Original Series](#)"
 - Read "[My Body, My Closet](#)" by Ellen Samuels

Week 5 - Further Intersections: Gender and Sexuality

Monday: Further Intersections

- Homework:
 - Watch *Nanette* by Hannah Gatsby on *Netflix*
 - Read "Vincent" by Anne Finger

- Read *TSIS* ch. 8 “Connecting the parts”

Wednesday: How to navigate different perspectives

- Homework:
 - Finish revising Major Assignment 1: Textual Analysis

Friday: Entering an ongoing critical discussion

- Homework:
 - Final Draft of Major Assignment 1: #Analysis due Friday 2/4 at midnight
 - Read “Staring Back” by Rosmarie Garland-Thomson

Week 6 - Bodies on Display

TSIS chapters for this week: Ch. 34 “Using Visuals, Incorporating Sound”

Monday: Synthesis; introduce prompt for Major Assignment 2

- Homework:
 - Read “There’s a Mathematical Equation that Proves I’m Ugly” by Ariel Henley
 - Read “[Is the Beauty Industry Glossing Over Disability](#)” by Xian Horn

Wednesday: Visuality and Disability

- Homework:
 - Watch “[My 12 Pairs of Legs](#)” by Aimee Mullins (TED Talk)
 - Read *TSIS* ch. 34 “Using Visuals, Incorporating Sound”

Friday: Visuality and Disability contd.

- Homework:
 - Read *Mad at School*, “Introduction” by Margaret Price
 - Read “On the Rhetorics of Mental Disability” by Catherine Prendergast
 - Read “Madness” from *Keywords for Disability Studies*

Week 7 - The Bodymind

TSIS Chapters for this week: Ch. 9 “Academic writing doesn’t mean you can’t use your own voice”

Monday: Mad Studies

- Homework:
 - Read *Marbles* by Ellen Forney (selections)
 - Finish drafting Major Assignment 2

Draft of Major Assignment 2 (Synthesis Paper) is due by Wednesday 2/16 before section

Wednesday: Synthesizing different perspectives

- Homework:
 - Continue revising Major Assignment 2 based on peer feedback
 - Read *TSIS* “Academic writing doesn’t mean you can’t use your own voice”

Friday: Synthesis contd.

- Homework:
 - Read “Disability in the Media” by Lennard Davis
 - [“Why *The Theory of Everything* is a Disappointing Depiction of Disability”](#) by Scott Jordan Harris

Week 8 - Disability and Popular Culture

Monday: NO CLASS - Presidents’ Day Holiday - Winter 2022

Wednesday: Locating disability in culture

- Homework:
 - Watch “I’ve got 99 Problems and Palsy’s Just One” by Maysoon Zayid (TED Talk)
 - Read “Representation” from *Keywords for Disability Studies*

Friday: Representation

- Homework:
 - **Minor Assignment 3 due Friday 2/25 by midnight**
 - Read [“TV Depictions of Disability Have Come A Long Way”](#) by Laura Dorwart

Week 9 - Disability and Popular Culture contd.

Monday: Representation cont.; go over Portfolio prompt.

- Homework:
 - Read *TSIS* ch. 11 “Using the Templates to Revise”
 - Continue revising Major Assignment 2
 - Read “Witnessing” from *Representing Autism* by Stuart Murray

Wednesday: Entering the conversation

- Homework:
 - Read “What ‘Hawkeye’ gets Right About Deafness—and what it Glosses Over” by Alison Stine

Friday: Continue analysis practice and developing your own voice

- Homework:
 - **Final Draft of Major Assignment 2 (Synthesis Paper) due Friday 3/4 at midnight**

Week 10 - Conclusion

Monday: Continue application of course concepts and skills.

- Homework:
 - Work on Final Portfolio

Wednesday: Continue application of course concepts and skills.

- Homework:
 - Work on Final Portfolio

Friday: Continue application of course concepts and skills.

- Homework:
 - Work on Final Portfolio

Finals Week

- DUE: **Final Portfolio**
- Due by the end of your scheduled final exam time:
<https://blink.ucsd.edu/instructors/academic-info/exams/schedule.html>