

CAT 3C: How to Survive the Future

Spring 2023

Instructor: Dr. Liz Popko, Associate Director of Writing, Sixth College

Lecture Days & Times: MWF 9:00-9:50am

Location: Solis 107

Dr. Popko's Office Hours: W 10:00am-12:00pm, and by appointment

Office Location: CLT 160

Email: epopko@ucsd.edu

Discussion Section Information - please note some of these classrooms will change during the quarter due to facilities renovations & updates

TA Name	Section #	Days/Time	Section Room	TA email
K Aceves	C01	MW/8-8:50am	HSS 1106B	kjaceves@ucsd.edu
	C02	MW/10-10:50am	YORK 4060A	
Becca Rose	C12	MW/10-10:50am	CENTR 224A*	brose@ucsd.edu
	C15	MW/1-1:50pm	YORK 4060A	
	C16	MW/2-2:50pm	YORK 4060A	
Rose Pacult	C10	MW/11-11:50am	CENTR 223*	spacult@ucsd.edu
	C20	MW/12-12:50pm	CTL B108	
Reed Kendall	C13	MW/11-11:50am	CENTR 224A*	rhkendal@ucsd.edu
	C04	MW/12-12:50pm	CENTR 224A*	
Jess Silbough-Cowdin	C05	MW/1-1:50pm	CENTR 223*	jsilbaug@ucsd.edu
	C06	MW/2-2:50pm	HSS 1106B	
Landon Bain	C07	MW/3-3:50pm	HSS 1106B	lbain@ucsd.edu
	C03	MW/4-4:50pm	HSS 2333A	
Denise Rodriguez	C08	MW/4-4:50pm	SSB 106*	dtrodrig@ucsd.edu
	C09	MW/5-5:50pm	SSB 106*	

* Please see room changes & dates below:

- **SSB 106** courses and events will begin the quarter in SOLIS 105 on April 3, 2023
- **CENTR 223** courses and events will move into SSB 106 on April 10, 2023
- **CENTR 224A** courses and events will move into CENTR 223 on April 24, 2023

Course Description

CAT 3 courses (six units) are writing- and research- intensive, focusing on collaboration, research, and art-making by speculating on how the relationships between culture, art, and technology will be transformed in the future.

In this CAT 3 course, you will use your research and analysis skills to speculate about a post-apocalyptic/dystopian future. Specifically, you will use your own areas of expertise to imagine what possible futures await us and offer insights into how we might manifest or avoid those destinies. We will look at the ways post-apocalyptic worlds and dystopias have been imagined in fiction, film, and other texts, particularly in their use of signs, symbols, allusions, and rhetoric. Some questions that this class will consider include: What does it mean for the world to be considered a dystopia? What does it mean for something to be considered an apocalypse? How will the work being done in my field of study contribute to or destroy the world? What could be done now to prevent future disaster? What does ethics look like in crisis and catastrophe? How can we prepare others and ourselves for disaster?

Learning Objectives

After completing CAT 3, students should be confident in their ability to:

- Understand and practice effective research, including developing research questions and finding and evaluating appropriate sources.
- Use research to make an effective multimodal and/or creative argument towards a specific audience
- Engage with cultural products, including art and popular culture, as the result of research but also as legitimate objects of research.
- Develop an independent research project: find and evaluate appropriate sources, compose research genres (such as annotated bibliographies and literature reviews, etc.), and practice revision
- Develop independence in the composition process and effectively collaborate with peers in the process of research and development of a multimodal project.

Writing & Communication Skills

CAT 3 fosters the following skills:

- Intersectional approaches to research
- Writing with research and developing a voice
- Respectful and responsible collaboration (interpersonal communication)
- Multimodal/creative composition

Core Concepts

By the end of CAT 3, students should be able to understand and define the terms/ideas below:

- Resistance/revolution
- Interdisciplinarity
- Art as argument
- Research as a process

Materials

- *They Say, I Say*, CAT 5th Edition[#]
- 1 month subscription to Netflix to begin Monday, April 24
- Reliable access to Canvas and ucsd email
- Reliable access to course reserves
- A spiral notebook or pad of paper and pen/pencil for in-class writing

[#] *They Say, I Say* must be a CAT edition

CAT Program Policies

Statement of Inclusion:

I believe very strongly that the classroom is a place to expand our knowledge and experiences safely, while being respected and valued. I support the values of UC San Diego to “create a diverse, equitable, and inclusive campus in which students, faculty, and staff can thrive”. I strive to uphold the values articulated by the Office of the [Vice Chancellor for Diversity, Equity, and Inclusion](#): “We believe that true excellence is achieved through productive relationships among people of diverse perspectives. When the collective talents of our students, faculty, and staff at UC San Diego are united in an environment that is open and inclusive, creativity and innovation prosper.” I hope you will join me in creating a class that upholds these values to further enhance our learning as a community.

Americans with Disabilities Act (ADA)

Students requesting accommodations for this course due to a disability should (if needed) provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall. Students are then required to present their AFA letters to Faculty (please make arrangements to contact your professor privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged. No retroactive accommodations can be provided.

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.

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

Attendance

You create the majority of a class's success. Without the students, there is no class - only readings. Enrolling in a course means that you agree to be a part of a specific community for a specific term. I see attendance--including mine and the TAs--as a gesture of respect to our educational community.

I appreciate your respect for the following policies that I see as integral to a successful course:

Lecture

- Attendance at lecture is “not required,” but you do have a [lecture component of your participation](#).
- I am a better teacher when students are present and engaged, so I would prefer for as many of you to attend the lecture - on time - as possible.

Section

- Attendance at section is required for this course. Your work during sections is important for your development in crafting an analytical argument, addressing alternative points of view, and revising - not simply editing - your writing. We never write nor analyze in a vacuum; thus, you should see your section as a writing community, of which you are an indispensable part. In many ways, your section meetings are composition labs during which you workshop ideas and strategies for your assignments.
- Late arrivals and early departures are more significant to the functioning of sections. Students arriving later than 10 minutes to section (without TA approval) or leaving before the final 10 minutes of section (without TA approval) will be counted as absent.
- In the event of an absence, please let your TA know as soon as possible, preferably before the absence. Knowing about absences facilitates our ability to support you, particularly when assignments are due.
- You are allowed 2 mental health days when you can be absent from section, without penalty to your participation grade.* After 2 absences, your TA determines how your section participation grade will be affected. TAs will put forth specific policies and expectations for their sections, which you are expected to abide by in addition to what is outlined here.

* absences do not excuse your participation in required peer review sessions

- You are expected to give timely notice of any absence from section (excused or unexcused) to your TA (and groupmates, if applicable).

Public Health

- If you are exposed to covid and are unvaccinated, you must get tested and quarantine for the appropriate time period. Inform your instructor about the need to quarantine.
- If you are exposed to covid and are vaccinated and **asymptomatic**, you must get tested, but do not need to quarantine
- For students who are required to quarantine (for covid, monkeypox, or equivalent), accommodations will be made on a case-by-case basis. Please contact your TA, Dr. Popko, and other necessary parties if you find yourself in this situation.
- Again, while your attendance is highly important, so is the health of our class. Please complete [the university's online screening tool](#) everyday you plan to come to class; if you receive a "red thumb" let your TA know and stay home.

Technology

Lecture

- My ideal preference is for students to use only paper materials during lectures. However, I recognize that this may not be ideal for you as a student. Therefore, I welcome laptops and tablets in lecture as a means to take notes or read/refer to material. However, I reserve the right to prohibit technology for a particular class period, or part of a class period. Be prepared to adapt to the particularities of a given class.
- If your use of technology becomes a distraction to others, or if you are not using technology for the purposes of our course, you will be asked to leave, which will impact your engagement grade.

Section

- Please refer to your TA's specific policies regarding technology in the classroom. They are within their rights to either ban or allow any/all technology according to their teaching styles.

What you can expect of me...

- I will be prepared for lecture and invested in the material
- I will be enthusiastic and animated during discussions (probably 95% of the time)
- I will respond to emails within 48 hours
- I will be as invested in your work as you are
- I will treat your work with honesty and compassion
- I will learn as many names as I can
- I will make fun of myself and probably make very cheesy jokes
- I may curse, but I will try not to
- I will be willing to allow for extensions if you demonstrate engagement in the course and come speak with me early about needing one
- I will be a safe sounding board for ideas, whether related to your assignments or not
- I will take earnest feedback about the course seriously

What I expect of you...

- You will, when you do, attend lectures on time, with a good attitude
- You will attend section on time, with a good attitude
- You will take responsibility for your actions and feelings, especially as they manifest within the course
- You will do the work assigned, both readings and writings, to the best of your ability (even if what qualifies “best” changes)
- You will do your own work with your best effort (even if what qualifies “best” changes)
(See [UCSD Policies on Academic Integrity](#))
- You will read the syllabus and refer to it throughout the quarter
- You will treat your fellow classmates, your TAs, and myself with dignity; you will not engage in racist, sexist, classist, ablist, homophobic, transphobic, ethnocentric, fat-shaming, faith-shaming, or otherwise hateful communication. There is a difference between disrespectful/hateful speech and reasonable disagreement or critique.
- You will offer your fellow writers honest and engaged critique.
- You will speak respectfully to me or your TA if you have any problems with the assignments or teaching methods; you will give us the chance to correct mistakes or address any miscommunication
- You will own your part of class culture (you will recognize that your experience with the class is in part your responsibility)

Assignment Submission and Late Work

- All written assignments must be submitted to Canvas, with the exception of in-class work.
- All assignments must be formatted according to [this policy](#), unless otherwise noted
- Assignments are due on or before the due date and time listed; failure to submit on time will result in the loss of ½ a point (or ½ a letter grade) for each day late.
 - This policy does not apply in cases where an extension has been granted
- Any assignments submitted 1 week after the due date or later will receive a grade of a 5 (or 50%)
- Make-up or late engagement work, for lecture or section, must be approved first. In other words, engagement work not turned in on time will receive no credit, unless the instructor or TA has granted an exception.

Grading Policies

- [CAT Writing Rubric](#)
- All assignments and engagement will be assessed using a 10-point scale, following the schema below:
 - 10 - Outstanding
 - 9, 9.5 - High Pass
 - 8, 8.5 - Pass
 - 7, 7.5 - Low Pass
 - 5, 6 - Not Passing
 - 0 - Not Completed

- Limitations on possible points enable more effective holistic grading, as well as discourage “point negotiation.” Do not ask your TA to give you a score of anything other than what is listed above
- 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.

Assignments & Grade Breakdown

[Research Activities - 20%](#)

[Journal Assignments - 10%](#)

[Research Essay - 20%](#)

[Research Project - 25%](#)

[Final Portfolio - 15%](#)

[Engagement - 10%](#)

Course Schedule

*Subject to Change

*Please read or watch texts before the date under which they are listed

Week 1 - Introduction to CAT 3

- Monday April 3 - Course Overview
 - Lecture -
 - Section -

- Wednesday April 5 - Imagination & Knowledge Production
 - Lecture -
 - Section - **READ** Octavia Butler's "A Few Rules for Predicting the Future"

- Friday April 7 - Research & Critique
 - Lecture - **READ** Walter Benjamin's "Theses on the Philosophy of History"
 - Suggested reading: Andy McLaverty-Robinson's "[Walter Benjamin: Messianism & Revolution](#)"
 - **DUE: Journal Assignment #1, 11:59pm**

Week 2 - Defining Terms & Identifying Patterns

- Monday April 10 - Post-Apocalypse
 - Lecture - **READ:** Octavia Butler's "Speech Sounds"
 - Section - **READ:** TSIS ch. 20 "Getting Started on Research"

- Wednesday April 12 - Dystopia
 - Lecture - **READ:** Ken Liu's "The Perfect Match"
 - Section -
 - **DUE: Journal Assignment #2, SECTION TIME**

- Friday April 14 - Genre & Temporality
 - Lecture - **WATCH** Asynchronous recording on Canvas; **READ** Osahon Ize-Iyamu's "More Sea than Tar"; **PARTICIPATE** in asynchronous lecture activity
 - **DUE: Research Activity #1, 11:59pm**

Week 3 - Asking Questions & Exploring Fields of Research

*Synchronous Library Workshop required this week

- Monday April 17 - Research & Fiction
 - Lecture - **READ:** Jordan McKenzie's "Introduction: The Feeling of Dystopia"
 - Section -

- Wednesday April 19 - Interdisciplinary Research
 - Lecture - **catch up with readings**
 - Section - **READ:** TSIS ch. 21 "Finding Sources"

 - **DUE: Journal Assignment #3, SECTION TIME**

- Friday April 21 - Intersectional Research
 - Lecture - **READ:** Cedric Courtois' "'More Sea than Tar' as Climate Fiction"
 - **DUE: Research Activity #2, 11:59pm**
 - **DUE: Library Workshop (Sunday)**

Week 4 - Analyzing Rhetoric & Synthesizing Ideas

- Monday April 24 - Visual Rhetoric
 - Lecture - **WATCH:** *Sleep Dealer*
 - Section - **READ:** TSIS ch. 22 "Evaluating Sources"

- Wednesday April 26 - Art as Argument
 - Lecture - **WATCH:** *Black Mirror*'s "The Entire History of You" (season 1, ep. 3)
 - Section -

 - **DUE: Journal Assignment #4, SECTION TIME**

- Friday April 28 - Bodies & Resistance
 - Lecture - Suggested reading: T. Jake Dionne's "Rhetorical Coloniality, Reality Television, and Water Dispossession"

 - **DUE: Research Activity #3, 11:59pm**

Week 5 - The Ethos of Speculation

- Monday May 1 - Defining Speculation
 - Lecture - **WATCH:** *Night Raiders*
 - Section -

- Wednesday May 3 - Knowledge that "Counts"
 - Lecture - **READ:** Kevin Roose's "Introduction" & "Birth of a Suboptimist"
 - Section -

- **DUE: Journal Assignment #5, SECTION TIME**

- Friday May 5 - Stakes of Speculation
 - Lecture - **WATCH: Minority Report**

- **DUE: Research Activity #4, 11:59pm**

Week 6 - The Logic of Speculation

- Monday May 8 - Unpacking Logic & Working with Warrants
 - Lecture -
 - Section - **PEER REVIEW DAY**

- **DUE: Draft of Research Essay, SECTION TIME**

- Wednesday May 10 - Rhetorical Distance
 - Lecture -
 - Section -

- Friday May 12 - Voice in the speculative
 - Lecture -

- **DUE: Final Research Essay & Teams formed and named, 11:59pm**

Week 7 - The Pathos of Speculation

- Monday May 15 - Survival as a Genre
 - Lecture - **READ: Worst Case Scenario**, selections; 2-3 pages of your choice from wikiHow; **WATCH: 1 video of your choice from City Prepping and/or How to Survive (YouTube)**
 - Section -

- Wednesday May 17 - Emotions & Technology
 - Lecture - **READ: Kevin Roose's "Leave Handprints"**
 - Section -

- **DUE: Journal Assignment #6, SECTION TIME**

- Friday May 19 - Emotions & Ethics
 - Lecture - Suggested reading: Future of Life Institute "Pause Giant AI Experiments" & Chloe Xiang's "The Open Letter is a Huge Mess"

Week 8 - Surviving Together

- Monday May 22 - The Individual & The Community
 - Lecture - **READ:** Ryan Katz-Rosene & Julia Szwarc's "Preparing for Collapse"
 - Section -
 - **DUE: Project Proposal & Annotated Bibliography**
- Wednesday May 24 - Audience Analysis
 - Lecture - **LISTEN:** *Hard Fork* episode "Generative AI is Here. Who should Control It?"
 - Section -
- Friday May 26 - Survival Ethics
 - Lecture - Suggested reading: Emile Torres's "Against Longtermism"

Week 9 - Innovating Together

- Monday May 29 - Memorial Day, No Classes
- Wednesday May 31 - Defining Utopia
 - Lecture -
 - Suggested reading: Atchison & Shames' "Can you (re)build it? Yes you can!"
 - Section -
 - **DUE: Journal Assignment #7, SECTION TIME**
- Friday June 2 - Utopia & Technology
 - Lecture -
 - **DUE: Survival Manuals (Research Project)**

Week 10 - Preparing for the Future

*There will be no lecture this week; you will present your research project in your discussion section and you must observe all other group presentations.

- Monday June 5
 - Section - **TEAM PRESENTATIONS**
 -
- Wednesday June 7
 - Section - **TEAM PRESENTATIONS**
 -
- Friday June 9
 - **DUE: Evaluation of Presentations, 11:59pm**

Finals Week

- Monday June 12
 - **DUE: Final Portfolio, 11:59pm**