



## CAT 2: Disability Rhetoric

Winter 2024

FAH 1301, T/Th 12:30PM-1:50PM

**Instructor: Dr. Jennifer Marchisotto**

**Office: CT0159**

**Office Hours: Monday/Wednesday 11:30am-1:30pm & by appointment**

**Email: [jmarchis@ucsd.edu](mailto:jmarchis@ucsd.edu)**

### **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:*

- Discourse Communities
- Parts of an Argument (Part II)
- Kinds of questions
- Genre & Medium/Mode
- Discipline & Interdisciplinarity
- Form & Content

## **Core Writing Skills Fostered:**

- Thesis Statement
- Recognize & Deploy Parts of an argument (Part II)
- Synthesis of Differing viewpoints
- The ability to compare/contrast
- Perform Analysis
- Perform Revision

## **Required Texts/Technology**

- *They Say, I Say* CAT Edition
- *Noor* by Nnedi Okorafor (available through the bookstore and course reserves)
- Access to Canvas

## **Course and Program Policies**

### **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 are 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.

### **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, ability, 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](#). 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.
- 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.

### **My Responsibility to the Course:**

- I will be prepared for lecture and invested in the material
- I will make lectures participatory and encourage active engagement as a part of daily work.
- I will respond to emails within 48 hours (excluding weekends and holidays)
- I will treat your work with honesty and compassion
- 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 feedback about the course seriously

### **Your Responsibility to the Course:**

- You will attend lectures on time, ready to participate

- You will attend section on time, ready to participate
- 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 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)

### **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](mailto:osd@ucsd.edu). Per university policy, OSD accommodations are not retroactive. The CAT OSD liaison is Lynette Brossard: [lbrossard@ucsd.edu](mailto:lbrossard@ucsd.edu).

### **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 [MLA guidelines](#) including a header clearly identifying your name, your TA’s name, and other required information.

- In order to receive a letter grade, all assignments must be submitted through Turnitin on Canvas.
- Assignments are due on or before the due date and time listed. Failure to submit on time will result in the loss of  $\frac{1}{3}$  of a letter grade for each day late including weekends. If the assignment is more than a week late, you will receive an F.
- For drafts of Major Assignments:
  - While drafts are assessed for completion and not given a letter grade, late submission of formal assignment drafts will affect the overall assessment grade as stated above.
  - Failure to submit a draft will result in an F for the assignment.
  - Late drafts will not receive comments from the instructor.

### **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.

- Revision is an essential part of the writing process and is the practice by which you will hone your skills as an author. Assignment revision should be approached holistically and draw on feedback from both peers and your TAs.
- Peer Review will happen regularly, so be prepared to work with your peers and offer constructive critique and receive feedback..
- 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.

### **Participation**

Writing is a skill improved through communication and practice. As such, participation and attendance in lecture and discussion is 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. I also recommend attending office hours to talk through any concepts went over in your absence.

Attendance:

- You are allowed 3 absences from lecture and 3 absences from discussion section (i.e. 1  $\frac{1}{2}$  weeks of CAT 2). For every absence after 3, you will lose  $\frac{1}{3}$  a letter grade of your overall grade.
- TAs are responsible for keeping track of attendance.

### **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.

### **CalFresh & Basic Needs Information**

If you are facing food insecurity, we encourage you to contact [calfresh@ucsd.edu](mailto: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.

### **Assignments and Grade Breakdown**

#### Major Assignments - 60%

1. [#Analysis Paper](#) (30%)
2. [Argument Paper](#) (30%)

#### Minor Assignments - 30%

1. [Reading Journals](#) (4 total) (20%)
2. [Final Reflection and Portfolio](#) (10%)

#### Participation - 10%

Includes:

- Lecture participation and completion of in-class writing assignments
- Section participation and completion of in-class assignments.

### **Grading Policies**

- [CAT Writing Rubric](#)
- Failure to turn in all writing assignments will result in the loss of a full letter grade for the course.
- Major Assignments will be graded out of 100 and are each worth 30% of your final grade
- Reading Journals will be graded complete/incomplete.
- For purposes of **final course grades** as calculated by Canvas's gradebook, the following ranges will determine letter grades submitted to eGrades
  - 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)

- If you feel as though you earned a grade different than what you received on an assignment you may request a regrade. 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.
  - I will review your letter and the assignment(s) in question and make a decision based on that evidence. However, please note that I reserve the right to lower your grade should I feel your TA has graded too generously.

### TA Information

TA Name	Section #	Day/Time	Location	Email
Evelyn Vasquez	C01	T/Th 8-8:50am	CENTR 206	evvasque@ucsd.edu
Evelyn Vasquez	C02	T/Th 9-9:50am	CENTR 206	evvasque@ucsd.edu
Arturo Chiquito	C03	T/Th 10-10:50am	HSS 1106B	archiquito@ucsd.edu
Dana Flicker	C04	T/Th 11-11:50am	CENTR 206	jfidler@ucsd.edu
Emily Yang	C05	T/Th 3-3:50pm	CTL B112	elyang@ucsd.edu
Dana Flicker	C06	T/Th 3-3:50pm	MANDE B-146	jfidler@ucsd.edu
Emily Yang	C07	T/Th 4-4:50pm	CTL B112	elyang@ucsd.edu
Ana Andrade	C08	T/Th 5-5:50pm	CENTR 206	aca010@ucsd.edu
Vyxx Vasquez	C09	T/Th 9-9:50am	MANDE B-146	lmvasquez@ucsd.edu
Alick McCallum	C10	T/Th 10-10:50am	CENTR 206	amccallum@ucsd.edu
Vyxx Vasquez	C11	T/Th 11-11:50am	HSS 1128A	lmvasquez@ucsd.edu
Arturo Chiquito	C12	T/Th 11-11:50am	HSS 1106B	archiquito@ucsd.edu

Alick McCallum	C13	T/Th 3-3:50pm	CENTR 206	amccallum@ucsd.edu
Ana Andrade	C14	T/Th 4-4:50pm	CENTR 206	aca010@ucsd.edu

### Course Schedule (Subject to Change)

**\*\*PLEASE NOTE:** Many of the readings in this class deal with content that may be triggering. The texts discuss topics such as violence, racism, sexism, and ableism among others. I will do my best to provide content warnings for specific readings; however, I cannot anticipate all potential triggers. If you have specific concerns about content please speak with me. I will not require you to disclose any specific information, but am happy to help you develop a strategy for engaging with the course materials in a safe way.\*\*

Homework listed should be completed by the following class. For example, homework listed under Thursday should be completed before the following Tuesday's class.

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

1/8-1/12

Tuesday: Introduction to the course

- Homework:
  - Read "[The Work of Art in the Age of Its Technological Reproducibility](#)" by Walter Benjamin and "[Disability](#)" from *Keywords for Disability Studies*
  - *Optional:* read "[Encoding, Decoding](#)" by Stuart Hall

Thursday: Making Meaning and Defining Disability

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

#### Week 2- Tropes of Disability

1/15-1/19

Tuesday: *Crip Camp*

- Homework:
  - Read "[Tiny Tims and Super Crips](#)" by Joseph Shapiro
  - Watch "[I'm Not Your Inspiration, Thank You Very Much](#)" by Stella Young (TED Talk)

Thursday: Super Crips

- Homework:



- Read “[Narrative Prosthesis and the Materiality of Metaphor](#)” by David Mitchell and Sharon Snyder
- Read “[Representation](#)” from *Keywords for Disability Studies*

Reading Journal #1 due by Friday 1/19 at 11:59pm

### Week 3- Disability and Storytelling

1/22-1/26

Read *TSIS* ch. 2 “Her Point Is” this week

Tuesday: Narrative Prosthesis

- Homework:
  - Read “[Disability in the Media](#)” by Lennard Davis
  - Read “[Why The Theory of Everything is a Disappointing Depiction of Disability](#)” by Scott Jordan Harris
  - Watch “[I’ve got 99 Problems and Palsy’s Just One](#)” by Maysoon Zayid (TED Talk)

Thursday: Disability on screen

- Homework:
  - Read “[My Body, My Closet](#)” by Ellen Samuels
  - Read “[Sick Woman Theory](#)” by Johanna Hedva
  - Read “[Queer](#)” and “[Race](#)” from *Keywords for Disability Studies*

Draft 1 of #Analysis Paper due Friday 1/26 by 11:59pm

### Week 4- Intersections: Sexuality and Race

1/29-2/2

Read *TSIS* ch. 3 this week

Tuesday: Intersectionality

- 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

Thursday: Intersectionality contd.

- Homework:
  - Read Erevelles and Minear “[Unspeakable Offenses](#)”

Reading Journal #2 due by Friday 2/2 at 11:59pm

### Week 5- Intersectionality continued

2/5-2/9

Tuesday: Intersectionality contd.

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

Thursday: Intersectionality contd.

- Homework:
  - Read "[Why Sheldon Cooper Can't Be Black](#)" by Malcolm Matthews
  - Read Melanie Yergeau *Authoring Autism* (selections): "[Introduction](#)" pp. 1-6

Final Draft of #Analysis Paper due by Friday 2/9 at 11:59pm

## **Week 6- Neurodiversity**

2/12-2/16

Tuesday: Neurodiversity

- Homework:
  - Read "[The Bodymind Problem and the Possibilities of Pain](#)" by Margaret Price
  - Read *How to Go Mad Without Losing Your Mind* by Lamar Jurelle Bruce (selections)
  - Read "[Madness](#)" from *Keywords for Disability Studies*

Thursday: Mad studies

- Homework:
  - Read "[Un/Safe Disclosures Scenes of Disability and Trauma](#)" by Alison Kafer

Reading Journal #3 due Friday 2/16 by 11:59pm

## **Week 7- Public Bodys, Minds, and Bodyminds**

2/19-2/23

Tuesday: The intersection of disability and trauma

- Homework:
  - Read "[Bodies](#)" by Rosemarie Garland-Thomson

Thursday: Staring

- Homework:
  - Begin reading *Noor* (we will discuss in weeks 9-10)

First Draft of Argument Paper due by Friday 2/23 at 11:59pm

## **Week 8- Film (tbd)**

**\*\*Writing Circles this week in place of section\*\***

2/26-3/2

Tuesday: Film (tbd)

- Homework:
  - Keep reading *Noor*

Thursday: Film (tbd)

- Homework:
  - Read *Noor* up to chapter 12

**Week 9- *Noor***

**3/4-3/8**

Tuesday: Disability and futurism

- Homework:
  - Read *Noor* ch. 12-16

Thursday: *Noor*

- Homework:
  - Read *Noor* ch. 17-end

Reading Journal #4 due Friday 3/8 by 11:59pm

**Week 10- *Noor* continued**

**3/11-3/15**

Tuesday: *Noor* contd.

- Homework:
  - Keep revising!

Thursday: Last day wrap up

- Homework:
  - Keep revising!

Final Draft of Argument Paper due by Friday 3/15 at 11:59pm

Final Portfolio and Reflection due Tuesday 3/19 at 2:30pm